

Application: King Center Charter School

Tamaira Coleman - tcoleman@kccs.org
2021-2022 Annual Report

Summary

ID: 0000000137

Labels: SUNY Trustees

Entry 1 School Info and Cover Page

Completed Jul 28 2022

[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 2021-2022 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, 2022)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

KING CENTER CHARTER SCHOOL 800000052431

a1. Popular School Name

King Center Charter School

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

Please select the correct authorizer as of June 30, 2022 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

d. DISTRICT / CSD OF LOCATION

BUFFALO CITY SD

e. DATE OF INITIAL CHARTER

8/2000

f. DATE FIRST OPENED FOR INSTRUCTION

8/2000

c. School Unionized

Is your charter school unionized?

No

h. SCHOOL WEB ADDRESS (URL)

www.kccs.org

i. Total Approved Charter Enrollment for 2021-2022 School Year (exclude Pre-K program enrollment)

459

j. Total Enrollment on June 30, 2022 (exclude Pre-K program enrollment)

409

k. Grades Served during the 2021-2022 School Year (exclude Pre-K program students)

Check all that apply

Grades Served

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

I1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2022-2023?

No, just one site.

KING CENTER CHARTER SCHOOL 800000052431

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	156 Newburgh Avenue Buffalo, NY 14211	716-891-7912	Buffalo	k-8	No

m1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Tamaira Coleman	Executive Director	716-891-7912		tcoleman@kccs.org
Operational Leader	Antoinette Rhodes	Principal	716-891-7912		arhodes@kccs.org
Compliance Contact	Barb Lindaman	Director of Finance & Operations	716-891-7912		blindaman@kccs.org
Complaint Contact	Barb Lindaman	Director of Finance & Operations	716-891-7912		blindaman@kccs.org
DASA Coordinator	Joellen Thurman	Assistant Principal	716-891-7912		jthurman@kccs.org
Phone Contact for After Hours Emergencies					

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.

- **Fire inspection certificates must be updated annually. For the upcoming school year 2022-2023, the fire inspection certificate must be dated after July 1, 2021.**
- **If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2022.**

Site 1 Certificate of Occupancy (COO)

[kccs COO.pdf](#)

Filename: kccs COO.pdf **Size:** 257.6 kB

Site 1 Fire Inspection Report

[2021-11-16 King-Center-Charter-School Safety.pdf](#)

Filename: 2021-11-16 King-Center-Charter-School Safety.pdf **Size:** 251.9 kB

CHARTER REVISIONS DURING THE 2021-2022 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2021-2022 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 2021-2022 FY?

Yes

ATTESTATIONS

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

Name	Tamaira Coleman
Position	Executive Director
Phone/Extension	716-891-7912
Email	tcoleman@kccs.org

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:

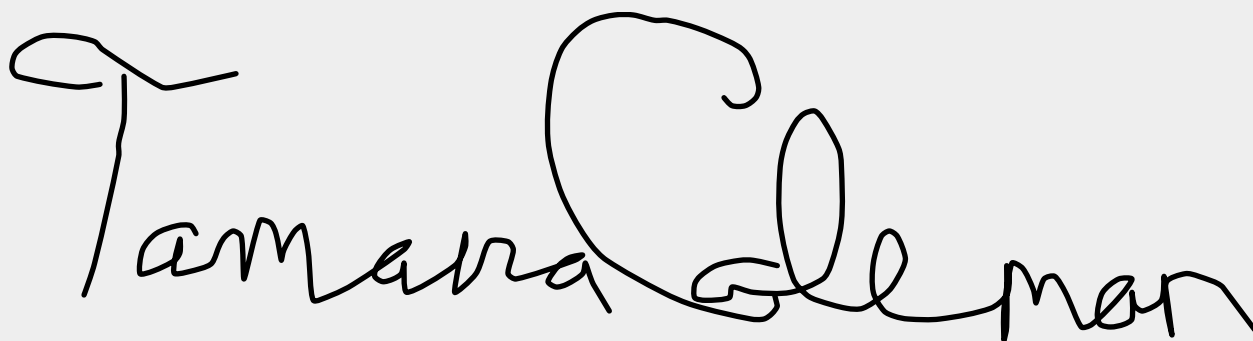
Yes

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

A handwritten signature in black ink on a light gray background. The signature reads "Tamara Coleman" in a cursive, flowing script. The first letter 'T' is large and prominent, followed by the first name and then the last name.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature reads "Scott Spitzer" in a cursive, flowing script. The first letter 'S' is large and prominent, followed by the first name and then the last name.

Date

Jul 26 2022



Thank you.

Entry 3 Accountability Plan Progress Reports

Incomplete

Instructions

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

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the SUNY Epicenter system by **September 15, 2022**. SUNY CSI will forward to NYSED CSO.

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

Entry 4 - Audited Financial Statements

Incomplete

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements and related documents in PDF format into the SUNY Epicenter system no later than **November 1, 2022**. SUNY CSI will forward to NYSED CSO. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

ALL Regents, NYCDOE, and Buffalo BOE-authorized charter schools must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2022**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a PDF file, ensuring that security features such as password protections are removed from all school uploaded documents.

PLEASE NOTE: This task appears as visible and optional task in the online portal until August 1 2022 but will be identified as a required task thereafter and due on November 1, 2022. This is a required task, and it is marked optional for administrative purposes only.

Entry 4a - Audited Financial Report Template (SUNY)

Incomplete

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 no later than **November 1, 2022**. SUNY CSI will forward to NYSED CSO.

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

Entry 4c - Additional Financial Documents

Incomplete Hidden from applicant

Instructions - Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents and submit by **November 1, 2022**. 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

Regents, NYCDOE, and Buffalo BOE authorized schools should enter financial contact information directly into the form within the portal by **November 1, 2022**.

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 2022-2023 Budget

Incomplete

SUNY-authorized charter schools should download the [2022-23 Budget and Quarterly Report Template and the 2022-23 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed template into Epicenter. SUNY CSI will forward to NYSED CSO. **Due November 1, 2022.**

Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY22 Budget using the [2022-2023 Budget Template](#) in the portal or from the Annual Report website. **Due November 1, 2022.**

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

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

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Jul 28 2022

Due on August 1, 2022, 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 2021-2022 school year must complete and sign a [Trustee Disclosure of Financial Interest Form](#). Acceptable signature formats include:

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

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for completing the form for trustees who left the board during the reporting year.**

Forms completed from past years will not be accepted. **Only the latest version of the form** (updated in April, 2022) is acceptable.).

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.

C

Filename: C.Morgan Disclosure of Financial USBh1CQ.pdf **Size:** 49.8 kB

R Fuqua-Disclosure of Financial Interest 2021-2022

Filename: R Fuqua Disclosure of Financial In Jq38hAo.pdf **Size:** 131.1 kB

M

Filename: M.Martin Disclosure of Financial I D7Ryq4a.pdf **Size:** 157.6 kB

C

Filename: C.Kindzierski Disclosure of Financ qNQ4z5t.pdf **Size:** 150.9 kB

M

Filename: M. McMahon Disclosure of Financia xxi4BKt.pdf **Size:** 209.0 kB

M

Filename: M. Devlin Disclosure of Financial odYsvnK.pdf **Size:** 219.3 kB

S

Filename: S.Saperston Disclosure of Financ Yy3XV7p.pdf **Size:** 71.2 kB

S Bradley-Disclosure of Financial Interest 2021-2022

Filename: S Bradley Disclosure of Financial jlw0du5.pdf **Size:** 196.6 kB

S

Filename: S.Biltekoff Disclosure of Financ IcGgsYq.pdf **Size:** 9.5 MB

Entry 7 BOT Membership Table

Completed Jul 28 2022

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.

KING CENTER CHARTER SCHOOL 800000052431

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2021-2022 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 2021-2022
1	Michelle Martin		Chair	Nominating	Yes	4	7/1/2019	6/30/2022	6
2	W. Scott Saperston		Chair	Finance, Education	Yes	3	7/1/2021	6/30/2024	8

3	Carl Morgan		Treasurer	Finance	Yes	4	7/1/2019	6/30/2022	9
4	Toddie Rodgers		Trustee/Member	-	Yes	2	7/1/2021	6/30/2024	5 or less
5	Steven G. Biltekoff		Trustee/Member	education	Yes	3	7/1/2019	6/30/2022	9
6	Corrine Kindzierski		Trustee/Member	education	Yes	1	1/6/2021	6/30/2023	6
7	Michael P. McMahon		Trustee/Member	finance	Yes	2	7/1/2020	6/30/2023	5 or less
8	Sharon Bradley		Trustee/Member	education	Yes	1	7/1/2020	6/30/2023	9
9	Maura Comerford Devlin		Trustee/Member		Yes	1	7/1/2018	6/30/2021	5 or less

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

Yes

1b. Board Member Information

	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 2021-2022
10	Ryanelle T. Fuqua		Parent Rep		Yes	1	2/5/2021	6/30/2022	10
11									
12									
13									
14									
15									

1c. Are there more than 15 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, 2022	11
b.Total Number of Members Added During 2021-2022	0
c. Total Number of Members who Departed during 2021-2022	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	15

3. Number of Board meetings held during 2021-2022

10

4. Number of Board meetings scheduled for 2022-2023

10

Total number of Voting Members on June 30, 2022:

9

Total number of Voting Members added during the 2021-2022 school year:

0

Total number of Voting Members who departed during the 2021-2022 school year:

1

Total Maximum Number of Voting members in 2021-2022, as set by the board in bylaws, resolution, or minutes:

15

Thank you.

Entry 8 Board Meeting Minutes

Completed Jul 28 2022 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 2021-June 2022), which should match the number of meetings held during the 2021-2022 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by **August 1, 2022**.

Feb

Filename: Feb.8 2022.pdf Size: 129.9 kB

Oct

Filename: Oct.12 2021.pdf Size: 135.7 kB

April 19, 2022

Filename: April 19 2022.pdf Size: 122.8 kB

Sept

Filename: Sept. 14 2021.pdf Size: 129.9 kB

Dec

Filename: Dec. 14 2021.pdf Size: 129.9 kB

Sept

Filename: Sept. 14 2021 2.pdf Size: 129.9 kB

[Oct](#)

Filename: Oct.12 2021 2.pdf **Size:** 135.7 kB

[May 10, 2022](#)

Filename: May 10 2022.pdf **Size:** 123.4 kB

[Nov](#)

Filename: Nov.9 2021 2.pdf **Size:** 130.4 kB

[Mar](#)

Filename: Mar. 82022.pdf **Size:** 129.6 kB

[Nov](#)

Filename: Nov.9 2021.pdf **Size:** 130.4 kB

[KCCS Board Agenda 9-28-21 2](#)

Filename: KCCS Board Agenda 9 28 21 2.pdf **Size:** 92.4 kB

[KCCS Board Agenda 9-28-21](#)

Filename: KCCS Board Agenda 9 28 21.pdf **Size:** 92.4 kB

[June 7, 2022 2](#)

Filename: June 7 2022 2.pdf **Size:** 124.5 kB

[May 10, 2022 2](#)

Filename: May 10 2022 2.pdf **Size:** 123.4 kB

[June 7, 2022](#)

Filename: June 7 2022.pdf **Size:** 124.5 kB

[Jan](#)

Filename: Jan.11 2022 2.pdf **Size:** 130.2 kB

[Mar](#)

Filename: Mar. 82022 2.pdf **Size:** 129.6 kB

[King Center Charter School NYS Results 2021- NOV 2021 Board meeting](#)

Filename: King Center Charter School NYS Res advCZbq.pdf **Size:** 156.7 kB

[KCCS 2022-2023 budget](#)

Filename: KCCS 2022 2023 budget.xls Comp DYqDkLK.pdf **Size:** 141.0 kB

[Ed committee-Feb 8 2022 board meeting copy](#)

Filename: Ed committee Feb 8 2022 board meeting copy.pdf **Size:** 56.9 kB

[KCCS Education Committee \(4_7_22\) \(1\)](#)

Filename: KCCS Education Committee 4 7 22 1.pdf **Size:** 113.2 kB

[Jan](#)

Filename: Jan.11 2022.pdf **Size:** 130.2 kB

[CSI Metrics Winter 2021-22\(MAP\) Mar 22 meeting](#)

Filename: CSI Metrics Winter 2021 22MAP Mar XjcWomx.pdf **Size:** 135.9 kB

[Analysis-Framework-Guidelines-2020-21 \(MAP\) 9](#)

Filename: Analysis Framework Guidelines 2020 ED4WCqt.pdf **Size:** 169.4 kB

[Data Dashboard 21-22 - 12](#)

Filename: Data Dashboard 21 22 12.14.21 m pqRWoNF.pdf **Size:** 270.7 kB

[12](#)

Filename: 12.14.21 Approved Meeting Minutes.pdf **Size:** 74.6 kB

[11](#)

Filename: 11.9.21 Approved Meeting Minutes.pdf **Size:** 77.3 kB

[9](#)

Filename: 9.14.21 Approved Meeting Minutes.pdf **Size:** 68.8 kB

[10](#)

Filename: 10.12.21 Approved Meeting Minutes.pdf **Size:** 61.4 kB

[5](#)

Filename: 5.10.22 Approved Meeting Minutes.pdf **Size:** 69.8 kB

[4](#)

Filename: 4.19.22 Approved Meeting Minutes.pdf **Size:** 80.6 kB

[6](#)

Filename: 6.7.22 Draft Meeting Minutes.pdf **Size:** 82.9 kB

[3](#)

Filename: 3.08.22 Approved Meeting Minutes.pdf **Size:** 70.1 kB

[2](#)

Filename: 2.08.22 Approved Meeting Minutes.pdf Size: 79.7 kB

[1](#)

Filename: 1.11.22 Approved Meeting Minutes.pdf Size: 68.9 kB

[2020-21-Accountability-Plan-Progress-Report 9](#)

Filename: 2020 21 Accountability Plan Progre Dcmn2Ri.pdf Size: 477.9 kB

[Empire Charter Consultants -October 12,2021 copy](#)

Filename: Empire Charter Consultants Octobe TNAnolc.pdf Size: 646.8 kB

[Board Meeting 6_7_22 -Education](#)

Filename: Board Meeting 6 7 22 Education.pdf Size: 4.0 MB

Entry 9 Enrollment & Retention

Completed Jul 28 2022

Instructions for submitting Enrollment and Retention Efforts

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2021-2022 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 2022-2023.

Entry 9 Enrollment and Retention of Special Populations

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2021-2022	Describe Recruitment Plans in 2022-2023
	Open our facilities to the community in efforts to retain and attract targeted students and families for after school activities. Implement a strategic marketing and enrollment plan for 2021 organized by our newly	The King Center Charter School will implement similar strategies for ensuring its enrollment and retention targets as it has successfully done during the history of the school. Strategies

<p>Economically Disadvantaged</p>	<p>formed enrollment team and new branding partners. Continue to build an effective internal public relations capacity in order to attract local media and other community stakeholders to know and understand the KCCS mission; Continue to use the school building as a community resource tool; Partnered with a variety of community agencies and organizations and community agencies that support KCCS’s marketing and outreach efforts. Efficacy of the school’s recruitment and enrollment efforts will be evaluated by increased numbers of applications of all targeted populations each year.</p>	<p>include, but not limited to: internal communication with current stakeholders, targeted advertising, community outreach through the local media, local speaking engagements, and partnering with other agencies that work with early education programs. • Remain in the current site on the East Side of Buffalo</p> <ul style="list-style-type: none"> • Continue to offer busing using the public school bus services. • Continue to build an effective internal public relations capacity in order to attract local media and other community stakeholders to understand and engage in the KCCS mission. • Continue to partner with a variety of community agencies and organizations.
<p>English Language Learners</p>	<p>Use KCCS website to encourage families from targeted populations to apply; including translated admissions and enrollment information in top 5 foreign languages spoken in Western New York in local resettlement publications as well as translated admissions documentation on our school website. Engage in demographic-targeted advertising to recruit English language learners working through resettlement; Work with current families to spread the word for recruitment of new students and their families.</p>	<ul style="list-style-type: none"> • Engage in demographic-targeted advertising to recruit students who are learning English as a New Language working through resettlement organizations ; including a weighted lottery for applicants in this demographic • Continue to update the KCCS website to encourage families from targeted populations to apply; including translated admissions and enrollment information in top 5 foreign languages spoken in Western New York in local resettlement publications.
		<p>The King Center Charter School</p>

Students with Disabilities	<p>Continue to build an effective internal public relations capacity in order to attract local media and other community stakeholders to know and understand the KCCS mission; Continue to use the school building as a community resource tool using our new branding partners.</p> <p>Use a mixture of internal communication with current stakeholders, targeted advertising, and community outreach through the local media, local speaking engagements, and partnering with other agencies that work with early head start and specific family populations.</p> <p>The school will seek to enroll the majority of its grades 1-8 through retention, while filling attrition openings through the school's annual lottery. Its kindergarten class will be filled entirely through the lottery process.</p>	<p>will implement similar strategies for ensuring its enrollment and retention targets as it has successfully done during the history of the school. Strategies include, but not limited to: internal communication with current stakeholders, targeted advertising, community outreach through the local media, local speaking engagements, and partnering with other agencies that work with early education programs.</p> <ul style="list-style-type: none"> • Remain in the current site on the East Side of Buffalo • Continue to offer busing using the public school bus services. • Continue to build an effective internal public relations capacity in order to attract local media and other community stakeholders to understand and engage in the KCCS mission. • Continue to partner with a variety of community agencies and organizations.
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Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2021-2022	Describe Retention Plans in 2022-2023
	<p>Remain on its current site on the East Side of Buffalo;</p>	<ul style="list-style-type: none"> • Remain in the current site on the East Side of Buffalo • Continue to offer busing using the public school bus services. • Strengthen its Parent-Teacher Organization to encourage more parent communication and parent-to-parent peer support. • Provide continued professional development to KCCS faculty on

<p>Economically Disadvantaged</p>	<p>Continue to offer busing using the public school bus services; Strengthen its Parent-Teacher Organization to encourage more parent communication and parent-to-parent peer support of administrative staff; Offer variety of activities after school and supports to our current families.</p>	<p>issues of poverty, trauma, special education and Diversity, Equity and Inclusion.</p> <ul style="list-style-type: none"> • Continue to build an effective internal public relations capacity in order to attract local media and other community stakeholders to understand and engage in the KCCS mission. • Continue to partner with a variety of community agencies and organizations. • Continue to encourage KCCS leaders and staff to speak and give presentations at the local and national levels, as well as to teach at local colleges.
<p>English Language Learners</p>	<p>Continue building our ENL department with a full time ENL positions; Continue to speak with parents and receive feedback on what’s working well for their students. Continue Professional development for staff on cultural relevance integrate their culture into the school setting ex. fasting room Host afterschool support for students and families. Host a multicultural events for current families.</p>	<ul style="list-style-type: none"> • Maintain its staff of special education service providers, 2 full time social workers, 2 full time special education teachers and a full time ENL teacher position. • Strengthen its Parent-Teacher Organization to encourage more parent communication and parent-to-parent peer support. • ENL students will continue to voice their stories in local resettlement publications.
	<p>Maintain its special education teachers including a full time speech teacher, 2 full time social</p>	<ul style="list-style-type: none"> • Remain in the current site on the East Side of Buffalo • Continue to offer busing using the public school bus services. • Strengthen its Parent-Teacher Organization to encourage more parent communication and parent-to-parent peer support. • Provide continued professional development to KCCS faculty on issues of poverty, trauma,

<p>Students with Disabilities</p>	<p>workers Provide continued professional development to KCCS faculty on issues of poverty, trauma, special education. The administrative team, and special education will be responsible for monitoring and overseeing the school’s retention efforts, the performance of students in the three populations. Use our current lottery process to enroll students grades K-8th.</p>	<p>special education and Diversity, Equity and Inclusion. • Continue to build an effective internal public relations capacity in order to attract local media and other community stakeholders to understand and engage in the KCCS mission. • Continue to partner with a variety of community agencies and organizations. • Continue to encourage KCCS leaders and staff to speak and give presentations at the local and national levels, as well as to teach at local colleges. • Maintain its staff of special education service providers, 2 full time social workers, 2 full time special education teachers and a full time ENL teacher position</p>
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Entry 10 - Teacher and Administrator Attrition

Completed Jul 28 2022

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 who are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

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

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

B. Emergency Conditional Clearances

Emergency Conditional Clearances

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

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

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

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, 2022)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2022)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2022)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2022)	
Total Category A: 5 or 30% whichever is less	0

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

	FTE Count
i. Mathematics	
ii. Science	
iii. Computer Science	
iv. Technology	
v. Career and Technical Education	
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, 2022)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2022)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2022)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2022)	
Total Category C: not to exceed 5	0

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

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

	FTE Count
Total	

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

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

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	

Thank you.



Entry 12 Organization Chart

Incomplete Hidden from applicant

Instructions

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

Upload the 2021-2022 **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 Jul 28 2022

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 1, 2022 submission. Charter schools must upload a final school calendar into the portal and may do so at any time but no later than **September 15, 2022**.

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

Board of Regents-authorized charter schools also are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month. See an example of a calendar showing the requested information. Schools are encouraged to use a calendar template and ensure there is a monthly tally of instructional days.

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

KCCS CALENDAR 2022 2023

Filename: KCCS CALENDAR 2022 2023.pdf Size: 45.6 kB

Entry 14 Links to Critical Documents on School Website

Completed Jul 28 2022

Instructions

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

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

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

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

Form for Entry 14 Links to Critical Documents on School Website

School Name: King Center Charter School

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

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

	Link to Documents
1. Current Annual Report (i.e., 2021-2022 Annual Report)	https://drive.google.com/file/d/13CUKCmDI3OCttu81h528p48SUCUUMiAH/view?usp=sharing
2. Board meeting notices, agendas and documents	https://drive.google.com/drive/folders/1gg0irNPY05TBDq6J58ir1v6RqblmGjvH?usp=sharing
3. New York State School Report Card	https://kccs.org/resources/https-data-nysed-gov-essa-php-year-2021-instid-800000052431
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	https://www.kccs.org/assets/uploads/KCCS-Dignity-for-All-Students-Act-Policy.pdf
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo	https://kccs.org/resources/district-safety-plan
6. Authorizer-approved FOIL Policy	https://kccs.org/informational/ferpa-foil-documentation
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	https://kccs.org/informational/ferpa-foil-documentation

Thank you.



Entry 15 Staff Roster

Incomplete Hidden from applicant

[INSTRUCTIONS](#)

Required of Regents and NYCDOE-authorized Charter Schools ONLY

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

Use of the 2021-2022 Annual Report Faculty/Staff roster template is required. Each of the data elements, with the exception of the Notes, are required, and use of the drop-down options, when provided, is also required. Reminders: Please use the notes section provided to add any additional information as deemed necessary. Failure to adhere to the guidelines and validations in the Staff Roster Template will result in a resubmission of a fully corrected roster.

Please note the roster should include all staff employed any point from July 1, 2021 to June 30, 2022, including those employed on June 30th.



King Center Charter School

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

August 15, 2021

By Tamaira Coleman

156 Newburgh Ave.
Buffalo, NY 14211

716-891-7912

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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)
Michelle Martin	Co-President	Nominating, Education, Finance
W. Scott Saperston	Co-President	Finance, Education, Nominating
Carl Morgan	Treasurer	Finance
Constance M. Moss, Ph.D	Secretary	Education
Toddie Rogers	Member	Education
Steven G. Biltekoff	Member	Nominating, Education
Corinne Kindzierski	Member	Education
Michael P. McMahon	Member	Finance
Sharon Bradley	Member	Education
Donnell Gibson	Member	Education
Maura Comerford Devlin	Member	Education
Nyandusi Nyachae	Member	Education
Ryanelle Fuqua	Parent Rep	Education

Tamaira Coleman has served as the Executive Director since July 2019.

SCHOOL OVERVIEW

The King Center Charter School has historically provided a learning environment for at-risk students focused on their academic and social success. We are a unique 21st century laboratory school for the study of teaching and learning in urban settings servicing 423 students.

The King Center Charter School Education Plan drives the instructional program and is organized to address the role of administration, instructional staff, parents and students in four major areas that include assessment driven decision-making, curriculum development, professional support and instructional procedures.

The KCCS educational plan is intentionally ordered in this manner to maximize the use of student performance to guide practice. All instructional work is aligned with the educational plan as documented in the school's LOGS (Learning Objective Guides). Lead teachers meet with the School Principal, the Director and Assistant Director of Instruction and Curriculum, and the Instructional Coaches to collaboratively analyze leading indicator achievement data from a variety of assessments that are aligned with the New York State Common Core standards. These assessments are used to prioritize academic intervention services, as well as to help adjust lesson plans and the Learning Objective Guides. In addition, the school's Leadership Team analyzes formative assessment data at regular intervals throughout the year to determine timely strategic responses that can include regrouping of students, the provision of additional assistance in the classroom, the procurement of additional materials, and the providing professional development for the teachers. When students emerge as falling off track, support action plans are created and implemented consisting of measures such as extra tutoring, counseling, intervention, parent conferences, home visits, etc.

KCCS is committed to learning all that we can from our formative and summative data. With this data, we are constantly evaluating our effectiveness using various information sources and looking for best practices and curriculum to help increase students' outcomes. The school has adopted the New York Engage ELA and Math Modules K-8th into our core curriculum. In choosing a more aligned curriculum, we believe, overtime, our students will demonstrate more proficiency in math and reading. In addition, Math and ELA Interventionists to service were added for students who needing extra support and assigned them for core support in some classrooms. Break out spaces for Response-to-Intervention for students who are at risk for inadequate academic progress to receive academic intervention are provided. KCCS also provides instructional coaching for teachers K-8th in ELA and Math to help refine instructional practices for the success for all students.

KCCS continues to assess all students grades K-8 using the F&P (Fountas & Pinnell) system. This helps determine each student's reading level as a Fall baseline and then provide regular small-group reading interventions to students who were below reading level according to Common Core standards. Our Theory of Change is that when a student can't critically engage with a text he or she can't read, we need to initially attend to our students' reading skills to catch them up to the new expectations. We are also focusing on increasing the number of students reading independently at school by providing independent reading time within the classroom schedule. We know that increasing literacy skills will result in student achievement in all subject areas.

In addition, KCCS has devoted professional development time to support teachers in increasing

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

reading levels, writing levels, social-emotional skills as well as critical thinking in both verbal and written environments.

Our mission as a school is to prepare all students beginning in kindergarten for college and career readiness. We believe that the "Road to College begins in Kindergarten". As a school we work to fulfill this mission and we are dedicated to exposing our students at an early age to college and career readiness opportunities. We will continue to partner with local colleges, businesses and community organizations to provide our students with a 21st century learning experiences. KCCS will continue to provide all students with access to technology in preparation for the new computer – based New York State test and for Career and College readiness preparation.

During the 2020-21 School Year King Center began the school year in Fully Remote instructional model with students accessing their content via Google Meet and Google Classroom. During this time students attended live remote instruction sessions with teachers while also completing classroom assignments asynchronously for their core content classes. Students also had access to online learning platforms (Map Accelerator, Moby Max, NewsELA, ReadingEggs and Math Seeds) that allowed teachers to differentiate learning paths for students to work to access asynchronously as well.

The KCCS Learning Objectives Guide (LOG) has been updated for the 2020-2021 school year to include "Focus Skills" for each grade level. Given the limited time with students online, teachers used the LOG to prioritize the most crucial grade level standards as it aligns to Common Core standards.

The core curriculum blocks were added to the distance learning schedule to reinforce grade level expectations. These blocks were devoted to ensuring that students continued to have access to grade level standards using the NYS Engage Modules and Domains for all ELA core instruction as a core resource. All students participated in Response to Intervention using the data collected from the diagnostic assessments with continued use of ongoing formative assessment systems to inform instruction throughout the school year..

To help provide social and emotional support for our students several teaching strategies were implemented specifically targeted toward building community, coping skills, mental health checks and working through the effects of COVID-19 using Restorative Justice and Leader In Me practices.

King Center also provided every student with a laptop as well as Mifi boxes when needed to ensure that all students had access to attend Remote Instruction and participate throughout the course of virtual learning. In March of 2021 King Center shifted into a Hybrid environment with the option for students to attend In-Person 2 days in person and 3 days access Remote Instruction. Students with the highest academic needs were given the opportunity to attend 4 days in person as well. Families who choose to remain Fully Remote received live-streamed instruction from the classroom that was available, as well as access to recorded lessons in Google Classroom for each grade level.

Commented [1]: Please Add and Edit

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2016-17	45	62	52	51	50	51	51	41	22	425
2017-18	62	51	55	52	51	48	46	46	36	447
2018-19	56	59	49	50	52	40	39	42	40	427
2019-20	57	55	55	46	46	47	39	36	41	422
2020-21	53	55	63	49	52	36	45	35	35	423

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

Provide a brief narrative discussing English language arts curriculum, instruction, assessment, and professional development at the school in Kindergarten – 8th grades. Provide a summary of the changes to the school's modality (in-person, hybrid, or remote) for ELA instruction throughout the year including any important changes to the ELA program or staff during the 2020-21 school year.

Core Curriculum:

KCCS has fully adopted the NYS Engage Modules and Domains for all students in grades K-8. The Modules are used as a core resource for delivering common core aligned lessons. The Learning Objectives Guide (LOG) provides a scope and sequence for daily instruction, re-teaching, assessments and review. Teachers use Performance Matters data system to upload assessment results, develop item analysis reports, and cross reference multiple data points for each student. Weak skills are identified through this system and then an action plan is developed during weekly data team meeting sessions. KCCS follows the Lucy Calkins writing workshop model for grades K-8. All students are given a pre- assessment at the beginning of each writing unit to plan mini-lessons throughout the writing process. Students work through three main writing units throughout the school year and complete a post- assessment at the end of each unit.

Assessments:

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

KCCS continues to assess every student in the school using the Fountas & Pinnell (F & P) system to determine each student's reading level as a fall baseline and then provide regular small-group reading interventions to students who score below grade level expectations. The F & P assessment is administered three times a year to monitor progress, revise interventions and to guide the classroom RTI blocks. Grades K-8 mid and end-of-module assessments have also been fully revised to closely mirror the New York State ELA assessment. NWEA Map ELA assessment is administered three times per year. The results are used to identify skill deficits, remediate weak skills and predict NYS proficiency levels so that we can respond before the actual assessments are given.

Professional Development:

KCCS continues to provide professional development throughout the school year in areas of Google Classroom, MAP Assessment Data, Trauma Informed Pedagogy, Social Emotional Learning, Leader in Me and Remote Teaching and Learning Best Practices to help support our teachers, parents and students.

Educational Modalities for 2020-21

KCCS began the 2020-21 100% remote. Teachers delivered core instruction for ELA via Google Meet. KCCS used the Google Classroom Platform to collect assignments as well as complete assessments while in the virtual learning environment.

KCCS transitioned to a hybrid model in March which is detailed below.

- In this model, students received 5 days of instruction.
- For students that were NOT in the building on their assigned days, they were able to access the LIVE in-person instruction remotely.
- Teachers streamed their whiteboards LIVE from the classroom and students who joined remotely had opportunities to participate and engage in the lesson
- Students who choose Fully Remote Instruction, were able to join the LIVE in-person instruction remotely each day.
- ENL students and students with IEP's were given preference to report to school for in-person instruction all 4 days
- Students were required to transport their school-administered laptop and chargers to and from school each day
- Students continued to use Google Classroom to upload class assignments in person and remotely

KCCS plans to return to 5 day 100% in-person instruction for the 2021-22 school year.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Method

During the 2020-21 school year KCCS continued to assess students using the module assessments given either in google classroom or the Performance Matters Testing System. This data was then evaluated by the teacher and instructional staff to determine reteaching points and weak skills. KCCS also conducted Fountas and Pinnell Testing virtually using Google Meet for the first two administrations and then a mix of in-person and virtual administration for the final Spring assessment. These results were then used for intervention placements throughout the school year and will be used to begin intervention services when returning in 2021-22.

KCCS continued its use of the NWEA MAP Growth Assessments during remote instruction. Students completed assessments remotely for the Fall and Winter sessions, while students who attended in the hybrid model accessed the Spring assessment in-person. KCCS plans to assess students within the first week of school as an early diagnostic of students' current achievement. This data will then be used to drive small group differentiation to address learning gaps. KCCS will monitor this growth through the NWEA reporting system as well as tracking the growth of weak skills as identified by the learning continuum and NWEA student profile.

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

RESULTS AND EVALUATION

During the 2020-21 school year King Center Students did not grow at the normed rate according to the beginning of the year baseline. Students with disabilities also grew at a rate below that of the median growth of the school's general education student population. Students who tested below proficiency in the Fall assessment did not have a higher median growth than that of students. The proficiency rate for 2+ year students in grades 3-8 was 17%. The growth metrics may have been skewed by the fact that the Fall administration was taken remotely while the Spring administration was done in person. The inflation of Fall scores due to the testing being done remotely led to some students showing significantly different results when testing was done in the normal testing environment.

2020-21 NWEA MAP ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	191	24	No
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	127	26	No

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹	20	16	11	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 meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ²	2+ students	75%	193	17%	No

End of Year Performance on 2020-21 NWEA MAP 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 Proficient ³	Number Tested	Percent Proficient	Number Tested
3	11%	46	11%	45
4	19%	42	16%	37
5	7%	31	7%	31
6	28%	36	26%	34
7	29%	24	27%	22
8	20%	25	21%	24
All	18%	204	17%	193

End of Year Growth on 2020-21 NWEA MAP ELA Assessment By All Students

¹ 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, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

² <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>

³ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Grades	Median Growth Percentile	Number Tested
3	8	45
4	23	34
5	30	39
6	56	36
7	41	15
8	31	22
All	24	191

ADDITIONAL CONTEXT AND EVIDENCE

During remote instruction, KCCS experienced some barriers in regards to assessment administration and the overall validity and reliability of the assessments given the remote testing modality. Once we received the results for the Fall administration, we noticed anomalies in the results that were coming in that suggested students may have had additional help from parents, siblings or were using other technology to assist them. In response, we set in place a plan in which students would be on camera while taking assessments. We often had to remind parents to not offer help or suggestions, especially in the younger grades. Students would also experience bandwidth issues while taking the exam while being on camera due to slow internet speeds. The return to Hybrid instruction meant we would have better control over the test taking environment and ensure a more valid and reliable data point. Students in-person for Hybrid were given the exam during the MAP Window and students who had chosen remote were given the option to come into the building to take the exam. We believe the Spring results are a valid indication of where the student currently is but the growth metrics may not be reliable as the Fall administration was conducted 100% remotely.

Each Year, 75% of students who score below the NWEA MAP grade level mean score for their current grade level on the designated test, as measured by the initial administration of the NWEA MAP, will achieve a minimum increase of one school year equivalent of growth in English Language Arts.

METHOD: COMPARISON OF FALL AND SPRING NWEA MAP RESULTS

RESULTS AND EVALUATION: DURING THE 2020-21 SCHOOL YEAR 34% OF STUDENTS MADE ONE YEAR EQUIVALENT OF GROWTH FROM FALL TO SPRING.

ADDITIONAL EVIDENCE:

Each Year, 75% of students will increase 2 levels (4 Levels in Grade 1) from their Fountas and Pinnell Fall baseline (*Grades 1-6 only)

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD: COMPARISON OF FALL AND SPRING FOUNTAS & PINNELL RESULTS

RESULTS AND EVALUATION: DURING THE 2020-21 SCHOOL YEAR 73% OF STUDENTS MET THE GROWTH REQUIREMENT FROM FALL TO SPRING.

ADDITIONAL EVIDENCE:

Each Year, 75% of students will increase 1 level from their Fountas and Pinnell Winter baseline (Kindergarten only)

METHOD: COMPARISON OF WINTER AND SPRING FOUNTAS & PINNELL RESULTS

RESULTS AND EVALUATION: DURING THE 2020-21 SCHOOL YEAR 54% OF KINDERGARTEN STUDENTS GREW AT LEAST ONE LEVEL FROM WINTER TO SPRING.

ADDITIONAL EVIDENCE:

Each year, 75% of students will increase one level from their writing pre-assessment to their post assessment using the Lucy Calkins Writing Rubric

METHOD: COMPARISON PRE AND POST WRITING ASSESSMENT RESULTS

RESULTS AND EVALUATION: DURING THE 2020-21 SCHOOL YEAR 59% OF STUDENTS WHO SUBMITTED BOTH A PRE AND POST ASSESSMENT INCREASED ONE LEVEL.

ADDITIONAL EVIDENCE:

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

King Center Charter School is short of achieving its Absolute Goals, however there was some growth during COVID pandemic.

ACTION PLAN

In response to the outcome data for the spring of 2021 KCCS plans to incorporate and/or build on the following, in order to increase student achievement and growth in targeted areas.

- KCCS plans to administer the diagnostic assessment using the NWEA MAP online platform early in the school year.
- The KCCS Learning Objectives Guide (LOG) will be revised to include prerequisite grade level skills along with current grade level standards. Teachers will begin by emphasizing the “Power Standards” which are the most important skills and standards for the grade level.
- All students will participate in Response to Intervention using the data collected from the Diagnostic Assessments in the beginning of the school year.
- KCCS plans to add additional time for phonics and guided reading instruction at the primary level (K-2).
- All ELA Classrooms in grades K-6 will be equipped with Leveled Literacy Intervention kits to be used during the RTI block
- KCCS plans to begin After-School Tutoring in October.
- There will be no changes in the current KCCS grading system for In-Person instruction.
- KCCS will continue the use of ongoing formative assessment systems to inform instruction throughout the school year.
- “To-Go Kits” will be set up and ready in case of rapid school closure. Teachers will ensure that all students are equipped for at-home learning.
- Teachers will continue to use online platforms for instruction during face-to-face sessions to equip students with the skills and ability to transfer to online learning in the event of rapid school closure.
- KCCS will continue to use our existing computer-based programs for additional skills practice in school and at home.
- KCCS will maintain the use of data collection in Powerschool and Performance Matters.

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving

BACKGROUND

Core Curriculum:

KCCS has fully adopted the NYS Engage Modules for all students in grades K-8. The Modules are used as a core resource for delivering common core aligned lessons. The Learning Objectives Guide (LOG) provides a scope and sequence for daily instruction, re-teaching, assessments and review. Teachers use the Performance Matters data system to upload assessment results, develop item analysis reports, and cross reference multiple data points for each student. Weak skills are identified through this system and then an action plan is developed during weekly data team meeting sessions.

Assessments:

Math baseline assessments are administered in grade K-8 in the beginning of the year to identify weak skills and determine interventions. NWEA Map Math assessment is administered 3 times per year. The results are used to identify skill deficits, remediate weak skills and predict NYS proficiency projections.

Professional Development:

KCCS continues to provide professional development throughout the school year in areas of Google Classroom, MAP Assessment Data, Trauma Informed Pedagogy, Social Emotional Learning, Leader in Me and Remote Teaching and Learning Best Practices to help support our teachers, parents and students.

Educational Modalities for 2020-21

KCCS began the 2020-21 100% remote. Teachers delivered core instruction for Mathematics via Google Meet. KCCS used the Google Classroom Platform to collect assignments as well as complete assessments while in the virtual learning environment.

In this model, students received 5 days of instruction.

- For students that were NOT in the building on their assigned days, they were able to access the LIVE in-person instruction remotely.
- Teachers streamed their whiteboards LIVE from the classroom and students who joined remotely had opportunities to participate and engage in the lesson

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

- Students who choose Fully Remote Instruction, were able to join the LIVE in-person instruction remotely each day.
- ENL students and students with IEP's were given preference to report to school for in-person instruction all 4 days
- Students were required to transport their school-administered laptop and chargers to and from school each day

Students continued to use Google Classroom to upload class assignments in person and remotely CCS transitioned to a hybrid model in March which is detailed below.

KCCS plans to return to 5 day in-person instruction for the 2021-22 school year.

METHOD

During the 2020-21 school year KCCS continued to assess students using the module assessments given either in google classroom or the Performance Matters Testing System. This data was then evaluated by the teacher and instructional staff to determine reteaching points and weak skills.

KCCS continued its use of the NWEA MAP Growth Assessments while in remote learning. Students tested remotely for the Fall and Winter assessments while students who returned in the hybrid model would take the Spring assessment in-person. KCCS plans on testing students within the first week of school as an early diagnostic of students' current achievement. This data will then be used to drive small group differentiation to help close learning gaps. KCCS will monitor this growth through the NWEA reporting system as well as tracking the growth of weak skills as identified by the learning continuum and NWEA student profile.

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

RESULTS AND EVALUATION

During the 2020-21 school year King Center Students did not grow at the normed rate according to the beginning of the year baseline. Students with disabilities also grew at a rate below that of the median growth of the school's general education student population. Students who tested below proficiency in the Fall assessment did not have a higher median growth than that of students. The proficiency rate for 2+ year students in grades 3-8 was 7%. The growth metrics may have been skewed by the fact that the Fall administration was taken remotely while the Spring administration was done in person. The inflation of Fall scores due to the testing being done remotely led to some students showing significantly different results when testing was done in the normal testing environment.

2020-21 NWEA MAP Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	189	15	No
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	152	18	No
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁴	23	16	12	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 meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ⁵	2+ students	75%	196	7%	No

End of Year Performance on 2020-21 NWEA MAP Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ⁶	Number Tested	Percent Proficient	Number Tested
3	0%	46	0%	45
4	15%	40	14%	35
5	3%	30	3%	30
6	13%	39	11%	37
7	13%	24	14%	22
8	0%	28	0%	27
All	7%	207	7%	196

⁴ 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, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

⁵ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

⁶ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

End of Year Growth on 2020-21 NWEA MAP Mathematics Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	4	46
4	4	33
5	6	28
6	42	39
7	16	23
8	24	27
All	15	196

ADDITIONAL CONTEXT AND EVIDENCE

During remote instruction, KCCS experienced some barriers in regards to assessment administration and the overall validity and reliability of the exams given the remote testing modality. Once we received the results for the Fall administration, we noticed anomalies in the results that were coming in that suggested students may have had additional help from parents, siblings or were using technology to assist them. In response, we set in place a plan in which students would be on camera while taking the assessment and we often had to remind parents to not offer help or suggestions especially in the younger grades. Students would also experience bandwidth issues while taking the exam while being on camera due to slow internet speeds. The return to Hybrid instruction meant we would have better control over the test taking environment and ensure a more valid and reliable data point. Students in-person for Hybrid were given the exam during the MAP Spring Window and students who had chosen remote were given the option to come into the building to take the exam. We believe the Spring results are a valid indication of where the students currently are, but the growth metrics may not be reliable as the Fall administration was conducted remotely.

Each Year, 75% of students who score below the NWEA MAP grade level mean score for their current grade level on the designated test, as measured by the initial administration of the NWEA MAP, will achieve a minimum increase of one school year equivalent of growth in Mathematics.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD: COMPARISON OF FALL AND SPRING NWEA MAP RESULTS

RESULTS AND EVALUATION: FOR THE 2020-21 SCHOOL YEAR 24% OF STUDENTS MADE THE EQUIVALENT OF ONE SCHOOL YEAR OF GROWTH FROM FALL TO SPRING.

ADDITIONAL EVIDENCE:

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

King Center Charter School fell short of achieving its Absorbable Goals, however there was some growth during COVID pandemic.

ACTION PLAN

In response to the outcome data for the spring of 2021 KCCS plans to incorporate and/or build on the following, in order to increase student achievement and growth in targeted areas.

- KCCS plans to administer the diagnostic assessment using the NWEA MAP online platform early in the school year.
- The KCCS Learning Objectives Guide (LOG) will be revised to include prerequisite grade level skills along with current grade level standards. Teachers will begin by emphasizing the “Power Standards” which are the most important skills and standards for the grade level.
- All students will participate in Response to Intervention using the data collected from the Diagnostic Assessments in the beginning of the school year.
- KCCS has purchased Number Worlds to be used during the RTI block for grade K-8 by the math intervention department.
- KCCS plans to begin After-School Tutoring in October.
- There will be no changes in the current KCCS grading system for In-Person instruction.
- KCCS will continue the use of ongoing formative assessment systems to inform instruction throughout the school year.
- “To-Go Kits” will be set up and ready in case of rapid school closure. Teachers will ensure that all students are equipped for at-home learning.
- Teachers will continue to use online platforms for instruction during face-to-face sessions to equip students with the skills and ability to transfer to online learning in the event of rapid school closure.
- KCCS will continue to use our existing computer-based programs for additional skills practice in school and at home.
- KCCS will maintain the use of data collection in Powerschool and Performance Matters.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Students will demonstrate competency in the understanding and application of scientific concepts.

BACKGROUND

The science education plan is organized to address the role of administration, instructional staff, parents and students in four major areas that include assessment driven decision-making, curriculum development, professional support and instructional procedures.

The King Center Charter School's educational plan is intentionally ordered in this manner to emphasize the importance of student performance to guide practice. The King Center Science programming aligns with the Next Generation Science Standard. King Center teachers have worked in collaboration with Buffalo State to pursue professional development and curriculum planning in regards to the NGSS and three dimensional learning practices.

During the 2020-21 school year students received science instruction remotely until the return to Hybrid instruction in March of 2021. Teachers in grades K-5 prepared materials aligned to the NGSS standards through google classroom while grades 6-8 completed work online through the Amplify Curriculum application.

METHOD

King Center did not administer a norm-referenced exam during the 2020-21 school year. Students in grades 4 and 8 who were present for in-person instruction took the NYS Science Science Exam Part 1.

RESULTS AND EVALUATION

ADDITIONAL CONTEXT AND EVIDENCE

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

ACTION PLAN

For the 2021-22 school year King Center has purchased Amplify Science Curriculum kits for K-2 and the school will use that curriculum K-8 going forward. King Center has also appointed a Science Coordinator to help support teachers with training and professional development throughout the year. In the event of a return to remote instruction the King Center is able to continue science curriculum via the online curriculum tools provided by Amplify.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

King Center has been determined to be a school in good standing according to ESSA.

ADDITIONAL EVIDENCE

King Center has demonstrated a consistent record of achieving this goal over the course of their charter.

Accountability Status by Year

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

Data Framework for Analysis Guidelines 2020-21

This document provides guidance and business rules for the measures included in the SUNY Charter Schools Institute’s (“the Institute’s”) analysis framework for schools that administer the NWEA MAP and/or i-Ready assessments. Each measure below applies to both English language arts (“ELA”) and mathematics for 3rd - 8th grades. Please review this guidance document and direct any questions or concerns to Sinnjinn Bucknell, the Institute’s Director of Performance and Systems (Sinnjinn.bucknell@suny.edu).

Absolute measure: Each year, 75 percent of 3rd through 8th grade students who are enrolled in at least their second year will perform at or above the equivalent of grade level standards.

In order to account for the effect of the school’s program on individual achievement, students who have only recently enrolled at the school are not included in the analysis; only students who are enrolled in at least their second year at the school are considered. Students are deemed to be enrolled in at least their second year if they were enrolled at the school on BEDS Day, the first Wednesday in October, of the previous school year.

NWEA MAP: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.

In order to best approximate grade-level standards for the NWEA Map, the Institute uses the RIT score proficiency equivalents available in the most recent linking available from the test publisher found [here](#). Schools should refer to pages 15-16, tables 3.5 and 3.6. Students whose end-of-year RIT score is above the corresponding grade-level equivalent for scoring Level 3 or higher will be considered to have met or exceeded the proficiency equivalent. The cut scores are as follows:

Grade	ELA	Mathematics
3	201	202
4	209	214
5	218	226
6	219	227
7	225	234
8	226	241

Growth measure: Each year, students grow at the normed rate according to the beginning of year baseline score.

Schools should demonstrate that students make the typical within-year growth compared to similar students, i.e. the normed rate. Instead of looking at the average growth, the Institute requests that schools report the median growth across all tested students in order to account for extreme values in the data set. In contrast to the absolute measure, the growth and gap closing measures look at the entire tested student group and not just students enrolled in at least their second year.

NWEA MAP: Each year, the school's median growth percentile of all 3rd through 8th grade students will be greater than 50.

The MAP exam reports student growth in the form of a percentile from zero to 100. The Institute will compare the schools' median *conditional growth percentile* from the end-of-year administration to the target of 50.

Gap closing measure 1: Each year, the median growth of students with low initial absolute achievement is greater than the target.

Students “with low initial absolute achievement” refers to students whose beginning-of-year fall baseline score did not meet criteria that best approximates New York State grade level standards. Schools should demonstrate that those students make even greater than typical within-year growth. The Institute set higher growth targets for this subgroup due to the importance of catching students up to grade level standards. Instead of looking at the average growth, the Institute requests that schools report the median growth across all tested students in order to account for extreme values in the data set.

NWEA MAP: Each year, the school's median growth percentile of all 3rd through 8th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.

The RIT score proficiency equivalents are available in the most recent linking study from the test publisher found [here](#). Schools should refer to pages 15-16, tables 3.5 and 3.6. Students whose beginning-of-year RIT score is below the corresponding grade-level equivalent for scoring Level 3 will be considered to have not met or exceeded the proficiency equivalent in the fall. The cut scores for the fall are as follows:

Grade	ELA	Mathematics
3	191	189
4	201	203
5	212	216
6	214	219
7	222	227
8	223	236

The Institute compares the end-of-year median *conditional growth percentile* of all tested 3rd through 8th grade students whose fall RIT score was below the fall grade-level cut score to the target of 55.

Gap Closing measure 2: Each year, the median growth of students with disabilities, English language learners, and/or other disadvantaged student groups is greater than the median growth of the school's general education students.

Schools should demonstrate that students with disabilities grew at or above the rate of the general education students at the school. Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is five 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, students experiencing housing insecurity, etc.), justify the decision in the narrative section of the APPR template. The target should reflect the median growth percentile for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median growth percentile of all students at the school not included in that subpopulation. Instead of looking at the average growth, the Institute requests that schools report the median growth across all tested students in order to account for extreme values in the data set.

NWEA MAP: Each year, the median growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.

The Institute compares the median *conditional growth percentile* of all tested 3rd through 8th grade students with disabilities to the median *conditional growth percentile* of all tested 3rd through 8th grade general education students on the end-of-year administration.

Inspection Certificate

For

	King Center Charter School	
	156 Newburgh Ave	
	Buffalo, NY 14211	

This Inspection was performed in accordance with applicable Standards. The subsequent pages of this report provide performance measurements, listed ranges of acceptable results, and complete documentation of the inspection. Whenever discrepancies exist between acceptable performance standards and actual test results, notes and/or recommended solutions have been proposed or provided for immediate review and approval.

Inspection Date
Nov 16, 2021

Building: King Center Charter School	Company: Great Lakes Building Systems, Inc.
Contact: Barbara/ Steve	Contact: Joseph Paszek
Title: Facilities	Title: Inspector

Executive Summary

Generated by: BuildingReports.com

Building Information									
Building: King Center Charter School					Contact: Barbara/ Steve				
Address: 156 Newburgh Ave					Phone: 716-289-4874				
Address:					Fax:				
City/State/Zip: Buffalo, NY 14211					Mobile:				
Country: null					Email: sscordato@kccs.org				
Inspection Performed By									
Company: Great Lakes Building Systems, Inc.					Inspector: Joseph Paszek				
Address: 116 Gruner Road					Phone: 716-982-5253				
Address:					Fax:				
City/State/Zip: Buffalo, New York 14227					Mobile:				
Country: null					Email: jpaszek@glbs-techweb.com				
Inspection Summary									
Category	Total Items		Serviced		Passed		Failed/Other		
	Qty	%	Qty	%	Qty	%	Qty	%	
Fre	20	17.09%	20	100.00%	20	100.00%	0	0.00%	
Lghtng	97	82.91%	97	100.00%	75	77.32%	22	22.68%	
Totals	117	100%	117	100.00%	95	81.20%	22	18.80%	
Certification									
Company: Great Lakes Building Systems, Inc.					Building: King Center Charter School				
Inspector: Joseph Paszek					Contact: Barbara/ Steve				

Discrepancy Report

Generated by: *BuildingReports.com*

Building: King Center Charter School

The Discrepancy Report consolidates each discrepancy listed within the various Testing sections of your Inspection. Discrepancies are listed by Category, and grouped by device type. The description of the problem is provided and where appropriate, code references are listed for your convenience. Any item that was inspected that is subject to a recall or part of a manufacturer's replacement/upgrade program is included.

Device Type	Manufacturer	Model Number	Date	Qty
<i>Items listed for Recall or Replacement/Upgrade</i>				
No items found during this inspection.				

ScanID	Location	Problem	Reference
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Lighting

Emergency Light, Dual Head Remote

55100205		Failed Test	NFPA101 7.9.2.1	
40018202		Failed Test	NFPA101 7.9.2.1	
55100203		Failed Test	NFPA101 7.9.2.1	
40018193		Failed Test	NFPA101 7.9.2.1	
40018172		Failed Test	NFPA101 7.9.2.1	
40018173		Failed Test	NFPA101 7.9.2.1	
40018160		Failed Test	NFPA101 7.9.2.1	
40018162		Failed Test	NFPA101 7.9.2.1	
40018164		Failed Test	NFPA101 7.9.2.1	
40018168		Failed Test	NFPA101 7.9.2.1	
40018153		Failed Test	NFPA101 7.9.2.1	
40018127		Failed Test	Needs Remounting	NFPA101 7.9.2.1
40018129		Failed Test	Failed Test	NFPA101 7.9.2.1

Exit Sign

69480601		Failed Test	NFPA101 7.10.9.2
69480602		Failed Test	NFPA101 7.10.9.2
69480603		Failed Test	NFPA101 7.10.9.2
69480600		Failed Test	NFPA101 7.10.9.2
69480604		Failed Test	NFPA101 7.10.9.2

Exit Sign, Fluorescent

40018196		Failed Test	NFPA101 7.10.9.2
40018188		Failed Test	NFPA101 7.10.9.2
40018185		Failed Test	NFPA101 7.10.9.2
40018161		Failed Test	NFPA101 7.10.9.2

Code References

NFPA101 7.9.2.1	Emergency illumination shall be provided for not less than one and a half hours in the event of failure of normal lighting.
NFPA101 7.10.9.2	Exit signs connected to or provided with a battery-operated emergency illumination source, where required in 7.10.4, shall be tested and maintained in accordance with 7.9.3.

Proposed Solutions Report

Generated by: BuildingReports.com

Building: King Center Charter School

The Proposed Solution Report provides a solution for each discrepancy listed on the Discrepancy Report. Provide a check mark where indicated to approve repairs listed within the report. Items listed as T/M are available for repair on a Time and Materials basis.

ScanID	Location	Solution	Model #	Cost	Fix
Lighting					
Emergency Light, Dual Head Remote					
55100205				T/M	◆
40018202				T/M	◆
55100203				T/M	◆
40018193				T/M	◆
40018172				T/M	◆
40018173				T/M	◆
40018160				T/M	◆
40018162				T/M	◆
40018164				T/M	◆
40018168				T/M	◆
40018153				T/M	◆
40018127				T/M	◆
40018129				T/M	◆
Exit Sign					
69480601				T/M	◆
69480602				T/M	◆
69480603				T/M	◆
69480600				T/M	◆
69480604				T/M	◆
Exit Sign, Fluor					
40018196				T/M	◆
40018188				T/M	◆
40018185				T/M	◆
40018161				T/M	◆
				PO #: (none)	T/M

Inspection & Testing

Generated by: BuildingReports.com

Building: King Center Charter School

The Inspection & Testing section lists all of the items inspected in your building. Items are grouped by Passed or Failed/ Other. Items are listed by Category. Each item includes the services performed, and the time & date at which testing occurred.

Device Type	Location	ScanID : S/N	Service	Date Time
Passed				
Fire				
Fire Extinguisher, 10 Lbs, A.B.C.		CB-421494	Inspected	11/02/21 10:09:46 AM
Fire Extinguisher, 10 Lbs, A.B.C.		G09035958 G09035958	Inspected	11/16/21 12:26:37 PM
Fire Extinguisher, 10 Lbs, A.B.C.		BY-218181 A30595851	Inspected	11/02/21 10:03:32 AM
Fire Extinguisher, 10 Lbs, A.B.C.		CB-445710 CB-445710	Inspected	11/02/21 9:09:44 AM
Fire Extinguisher, 10 Lbs, A.B.C.		A22432063 A22432063	Inspected	11/02/21 9:15:12 AM
Fire Extinguisher, 10 Lbs, A.B.C.		CB-421471 CB-421471	Inspected	11/02/21 8:59:02 AM
Fire Extinguisher, 10 Lbs, A.B.C.		A34031623 A34031623	Inspected	11/02/21 9:12:45 AM
Fire Extinguisher, 10 Lbs, A.B.C.		A34031565 A34031565	Inspected	11/02/21 8:48:38 AM
Fire Extinguisher, 10 Lbs, A.B.C.		G17275950 A95689207	Inspected	11/16/21 12:22:43 PM
Fire Extinguisher, 10 Lbs, A.B.C.		A30595852 A30595845	Inspected	11/02/21 9:06:37 AM
Fire Extinguisher, 10 Lbs, A.B.C.		A34031561 A34031561	Inspected	11/02/21 9:24:09 AM
Fire Extinguisher, 10 Lbs, A.B.C.		A22416655 A22416655	Inspected	11/16/21 12:18:53 PM
Fire Extinguisher, 10 Lbs, A.B.C.		G15342851 G15342851	Inspected	11/02/21 9:31:52 AM
Fire Extinguisher, 10 Lbs, A.B.C.		A34031564 A34031564	Inspected	11/02/21 9:30:59 AM
Fire Extinguisher, 10 Lbs, A.B.C.		G17365328 G17365328	Inspected	11/02/21 9:48:28 AM
Fire Extinguisher, 10 Lbs, A.B.C.		A22432041 A22432041	Inspected	11/02/21 9:40:05 AM
Fire Extinguisher, 10 Lbs, A.B.C.		CD-436024 CD-436024	Inspected	11/02/21 9:35:42 AM
Fire Extinguisher, 10 Lbs, A.B.C.		G17365355 G17365355	Inspected	11/02/21 9:42:00 AM
Fire Extinguisher, 10 Lbs, A.B.C.		B78597763 B78597763	Inspected	11/02/21 9:43:00 AM
Fire Extinguisher, 10 Lbs, A.B.C.		CB-446591 CB-446591	Inspected	11/02/21 9:44:11 AM
Lighting				
Emergency Light, Dual Head Remote		55100212	Inspected	11/02/21 10:15:17 AM
Emergency Light		55100208	Inspected	11/02/21 9:18:30 AM
Emergency Light, Dual Head Remote		40018176	Inspected	11/02/21 9:03:30 AM
Emergency Light, Dual Head Remote		40018181	Inspected	11/02/21 9:08:39 AM

Emergency L ght, Dua Head Remote		55100206	Inspected	11/02/21 9:16:27 AM
Emergency L ght, Dua Head Remote		55100201	Inspected	11/02/21 9:02:43 AM
Emergency L ght, Dua Head Remote		55100210	Inspected	11/02/21 9:55:36 AM
Emergency L ght, Dua Head Remote		40018203	Inspected	11/02/21 9:12:07 AM
Emergency L ght, Dua Head Remote		40018204	Inspected	11/02/21 9:53:06 AM
Emergency L ght, Dua Head Remote		40018191	Inspected	11/02/21 9:01:18 AM
Emergency L ght, Dua Head Remote		40018197	Inspected	11/02/21 10:00:00 AM
Emergency L ght, Dua Head Remote		40018186	Inspected	11/02/21 10:00:03 AM
Emergency L ght, Dua Head Remote		40018189	Inspected	11/02/21 9:02:27 AM
Emergency L ght, Dua Head Remote		40018184	Inspected	11/02/21 9:10:48 AM
Emergency L ght, Dua Head Remote		40018194	Inspected	11/02/21 9:20:32 AM
Emergency L ght, Dua Head Remote		40018198	Inspected	11/02/21 9:21:10 AM
Emergency L ght, Dua Head Remote		40018199	Inspected	11/02/21 9:14:28 AM
Emergency L ght, Dua Head Remote		55100202	Inspected	11/02/21 9:10:32 AM
Emergency L ght, Dua Head Remote		40018187	Inspected	11/02/21 9:09:10 AM
Emergency L ght, Dua Head Remote		40018192	Inspected	11/02/21 9:33:40 AM
Emergency L ght, Dua Head Remote		40018169	Inspected	11/02/21 9:25:14 AM
Emergency L ght, Dua Head Remote		40018159	Inspected	11/02/21 9:27:36 AM
Emergency L ght, Dua Head Remote		40018157	Inspected	11/02/21 9:29:27 AM
Emergency L ght, Dua Head Remote		40018150	Inspected	11/02/21 9:30:18 AM
Emergency L ght, Dua Head Remote		40018145	Inspected	11/02/21 9:32:22 AM
Emergency L ght, Dua Head Remote		40018147	Inspected	11/02/21 9:31:41 AM
Emergency L ght, Dua Head Remote		40018148	Inspected	11/02/21 9:31:11 AM
Emergency L ght, Dua Head Remote		40018155	Inspected	11/02/21 9:52:20 AM
Emergency L ght, Dua Head Remote		40018156	Inspected	11/02/21 9:55:06 AM
Emergency L ght, Dua Head Remote		40018165	Inspected	11/02/21 9:33:52 AM
Emergency L ght, Dua Head Remote		40018151	Inspected	11/02/21 9:41:33 AM
Emergency L ght, Dua Head Remote		40018144	Inspected	11/02/21 9:45:07 AM
Emergency L ght, Dua Head Remote		40018124	Inspected	11/02/21 9:44:52 AM
Emergency L ght, Comb nat on		55100211	Inspected	11/02/21 9:38:38 AM
Emergency L ght, Dua Head Remote		40018132	Inspected	11/02/21 9:39:01 AM

Emergency L ght, Comb nat on		40018133	Inspected	11/02/21 9:39:16 AM
Emergency L ght, Comb nat on		40018134	Inspected	11/02/21 9:39:33 AM
Emergency L ght, Comb nat on		40018130	Inspected	11/02/21 9:37:58 AM
Emergency L ght, Dua Head Remote		40018135	Inspected	11/02/21 9:40:15 AM
Emergency L ght, Dua Head Remote		40018139	Inspected	11/02/21 9:40:47 AM
Emergency L ght, Comb nat on		40018143	Inspected	11/02/21 9:43:57 AM
Emergency L ght, Comb nat on		40018140	Inspected	11/02/21 9:42:26 AM
Emergency L ght, Comb nat on		40018142	Inspected	11/02/21 9:43:26 AM
Emergency L ght, Dua Head Remote		40018141	Inspected	11/02/21 9:42:52 AM
Emergency L ght, Dua Head Remote		40018126	Inspected	11/02/21 9:45:29 AM
Emergency L ght, Dua Head Remote		40018137	Inspected	11/02/21 9:51:01 AM
Emergency L ght, Dua Head Remote		40018138	Inspected	11/02/21 9:50:34 AM
Ext S gn		69480599	Inspected	11/02/21 10:05:21 AM
Ext S gn, F uorescent		40018174	Inspected	11/02/21 9:04:20 AM
Ext S gn, F uorescent		40018175	Inspected	11/02/21 9:04:39 AM
Ext S gn, F uorescent		40018177	Inspected	11/02/21 9:05:41 AM
Ext S gn, F uorescent		40018178	Inspected	11/02/21 9:05:24 AM
Ext S gn, F uorescent		40018179	Inspected	11/02/21 9:06:25 AM
Ext S gn, F uorescent		40018180	Inspected	11/02/21 9:06:49 AM
Ext S gn, F uorescent		40018182	Inspected	11/02/21 9:07:44 AM
Ext S gn, F uorescent		55100204	Inspected	11/02/21 9:17:12 AM
Ext S gn, F uorescent		55100209	Inspected	11/02/21 9:17:58 AM
Ext S gn, F uorescent		55100207	Inspected	11/02/21 9:18:43 AM
Ext S gn, F uorescent		40018200	Inspected	11/02/21 9:12:25 AM
Ext S gn, F uorescent		40018201	Inspected	11/02/21 9:13:06 AM
Ext S gn, F uorescent		40018190	Inspected	11/02/21 9:00:46 AM
Ext S gn, F uorescent		40018183	Inspected	11/02/21 9:09:55 AM
Ext S gn, F uorescent		40018195	Inspected	11/02/21 9:15:26 AM
Ext S gn, F uorescent		40018171	Inspected	11/02/21 9:25:39 AM
Ext S gn, F uorescent		40018170	Inspected	11/02/21 9:26:50 AM
Ext S gn, F uorescent		40018158	Inspected	11/02/21 9:28:44 AM
Ext S gn, F uorescent		40018149	Inspected	11/02/21 9:30:42 AM
Ext S gn, F uorescent		40018146	Inspected	11/02/21 9:32:02 AM
Ext S gn, F uorescent		40018154	Inspected	11/02/21 9:29:40 AM
Ext S gn, F uorescent		40018166	Inspected	11/02/21 9:22:58 AM
Ext S gn, F uorescent		40018152	Inspected	11/02/21 9:29:58 AM
Ext S gn, F uorescent		40018167	Inspected	11/02/21 9:32:36 AM
Ext S gn, F uorescent		40018128	Inspected	11/02/21 9:37:10 AM
Ext S gn, F uorescent		40018136	Inspected	11/02/21 9:40:24 AM
Ext S gn, F uorescent		40018125	Inspected	11/02/21 9:45:44 AM

Failed/Other

Lighting				
Emergency L ght, Dua Head Remote		55100205	Inspected	11/02/21 9:16:59 AM

Emergency L ght, Dua Head Remote		40018202	Inspected	11/02/21 9:13:40 AM
Emergency L ght, Dua Head Remote		55100203	Inspected	11/02/21 9:14:10 AM
Emergency L ght, Dua Head Remote		40018193	Inspected	11/02/21 9:58:19 AM
Emergency L ght, Dua Head Remote		40018173	Inspected	11/02/21 9:25:00 AM
Emergency L ght, Dua Head Remote		40018172	Inspected	11/02/21 9:25:58 AM
Emergency L ght, Dua Head Remote		40018160	Inspected	11/02/21 9:26:58 AM
Emergency L ght, Dua Head Remote		40018162	Inspected	11/02/21 9:23:38 AM
Emergency L ght, Dua Head Remote		40018164	Inspected	11/02/21 9:34:54 AM
Emergency L ght, Dua Head Remote		40018168	Inspected	11/02/21 9:57:21 AM
Emergency L ght, Dua Head Remote		40018153	Inspected	11/02/21 9:54:30 AM
Emergency L ght, Dua Head Remote		40018127	Inspected	11/02/21 9:37:31 AM
Emergency L ght, Dua Head Remote		40018129	Inspected	11/02/21 9:35:28 AM
Ex t S gn		69480601	Inspected	11/02/21 10:11:24 AM
Ex t S gn		69480602	Inspected	11/02/21 10:12:28 AM
Ex t S gn		69480603	Inspected	11/02/21 10:13:18 AM
Ex t S gn		69480600	Inspected	11/02/21 10:07:20 AM
Ex t S gn		69480604	Inspected	11/02/21 10:14:37 AM
Ex t S gn, F uorescent		40018196	Inspected	11/02/21 9:16:03 AM
Ex t S gn, F uorescent		40018188	Inspected	11/02/21 9:02:01 AM
Ex t S gn, F uorescent		40018185	Inspected	11/02/21 9:11:13 AM
Ex t S gn, F uorescent		40018161	Inspected	11/02/21 9:24:01 AM

Service Summary

Generated by: BuildingReports.com

Building: King Center Charter School

The Service Summary section provides an overview of the services performed in this report.

Device Type	Service	Quantity
<i>Failed/Other</i>		
Emergency L ght, Dua Head Remote	Inspected	13
Ext S gn, F uorescent	Inspected	4
Ext S gn	Inspected	5
Total		22
<i>Passed</i>		
Emergency L ght, Comb nat on	Inspected	7
Emergency L ght, Dua Head Remote	Inspected	39
Emergency L ght	Inspected	1
Ext S gn, F uorescent	Inspected	27
Ext S gn	Inspected	1
F re Ext ngu sher, 10 Lbs, A.B.C.	Inspected	20
Total		95
Grand Total		117

Fire Extinguisher Maintenance Report

Generated by: BuildingReports.com

Building: King Center Charter School

This report provides details on the Hydrostatic Test and Maintenance/Breakdown dates for fire extinguishers. Items that will need either of these services at any time in the next two years are displayed. Items are grouped together by year for budgeting purposes.

ScanID	Location	Serial #	Hydro	Breakdown	Mfr Date
Due in 2022					
Breakdown/Maintenance					
Fire Extinguisher, A.B.C., 10 Lbs					
B78597763	3rd Floor Hallway By 316	B78597763	01/01/16	01/01/16	01/01/16
Total Fire Extinguisher, A.B.C., 10 Lbs:					1

Inventory & Warranty Report

Generated by: BuildingReports.com

Building: King Center Charter School

The Inventory & Warranty Report lists each of the devices and items that are included in your Inspection Report. A complete inventory count by device type and category is provided. Items installed within the last 90 days, within the last year, and devices installed for two years or more are grouped together for easy reference.

Device or Type	Category	% of Inventory	Quantity
Emergency Light	Lighting	51.28%	60
Exit Sign	Lighting	31.62%	37
Fire Extinguisher	Fire	17.09%	20

Type	Qty	Model #	Description	Manufacture Date
<i>In Service - 90 Days - 1 Year</i>				
Lithonia				
Ext S gn	6			11/02/2021
<i>In Service - 1 Year to 2 Years</i>				
Buckeye				
F re Ext ngu sher	2	10HISA80ABC	A.B.C.	01/01/2021
<i>In Service - 2 Years to 3 Years</i>				
Buckeye				
F re Ext ngu sher	2	10HISA80ABC	A.B.C.	01/01/2020
<i>In Service - 3 Years to 5 Years</i>				
Lithonia				
Emergency L ght	1		Dua Head Remote	10/08/2018
<i>In Service - 5 Years to 10 Years</i>				
Buckeye				
F re Ext ngu sher	1	10HISA80ABC	A.B.C.	01/01/2016
Lithonia				
Emergency L ght	7		Comb nat on	08/03/2015
Emergency L ght	51		Dua Head Remote	08/03/2015
Ext S gn	31		F uorescent	08/03/2015
Buckeye				
F re Ext ngu sher	1	10HI	A.B.C.	01/01/2014
F re Ext ngu sher	14	10HISA80ABC	A.B.C.	01/01/2014
<i>In Service - 25 Years or Older</i>				
Lithonia				
Emergency L ght	1			12/31/1969

KING CENTER BOARD MEETING – 6/7/2022



- Education Committee Presentation
 - NYS Participation Rates
 - Not Tested Reason and Numbers
 - F&P Metric for accountability update (Grades 1-6)

NYS TESTING PARTICIPATION RATE SPRING 2022

NYS ELA Exam

Enrolled: 254 students

Tested: 235 students

93% Tested

NYS Math Exam

Enrolled: 253 students

Tested: 221 students

87% Tested

NYS TESTING REASON NOT TESTED

ELA - Spring 2022

Grade	Absent	Refused (Opt-Out)	Remote Instruction	Total
3	1	2		3
4				
5	2			2
6		1		1
7	1	3		4
8		9		9
TOTAL	4	15		19

NYS TESTING REASON NOT TESTED

MATH - Spring 2022

Grade	Absent	Refused (Opt-Out)	Remote Instruction	Total
3	8	3	1	12
4	1	1		2
5			1	1
6	1	3		4
7	2	5		7
8		6		6
TOTAL	12	18	2	32

F&P Metric for Accountability Spring 2022

Accountability Goal: Each Year, 75% of students will increase 2 levels (4 Levels in Grade 1) from their Fountas and Pinnell Fall baseline (*Grades 1-6 only)

Outcome

77%

Made at least 1 year
worth of growth



Empire Charter Consultants

INTRODUCTION

Empire Charter Consultants:

Jill Shahan

LET'S TALK SUNY CSI

Trends for SUNY Charter Schools

National authorizing conversations

Positives and Concerns for the future of NY chartering

MISSION STATEMENT

King Center Charter School's mission is to partner with parents and the community to emphasize post-secondary preparation and planning for all of its students beginning at the earliest ages. We strive to be best-in-class among Buffalo Charters, seeking to create a caring, student-centered culture of high expectations for personal and academic excellence and accountability supported by evidence-based curriculum taught and supported by a deeply committed and highly qualified staff.

The Most Important Responsibilities of the Stakeholders

- Academic success for all students
- School Culture
- Strong financial oversight
- Organizational Leadership and Governance
- Ensuring compliance and reporting per the charter agreement to the authorizer
- Community and Parent Relationships are clearly defined.



Governance vs. Management

Governance is the “what” of a charter school.

The Board of Trustees of a charter school oversees the mission and vision of the school that were approved in the charter application. They oversee the legal compliance requirements in the charter agreement and all policies of the school. The Board monitors the academic performance of the school in alignment with the renewal benchmarks of the authorizer and in some cases other internal metrics. They most critically maintain oversight of the school’s finances.

The Board appoints and evaluates leadership of the school.

Work of the Board may be done through committees with items voted out of committee and presented to the full board. The Board may ask leadership for information on a regular basis to collect information to drive decision-making

Governance vs. Management

Management is the “who, why and how” of a charter school

The Board of Trustees appoints a leader of the school. The Board designates the leader of the school to run the daily operations and uphold the policies and procedures set forth in the charter application. This includes hiring, supporting staff, academic performance, implementing policies and following financial accountability plans.

The school leader implements the academic program in accordance with the charter application and in alignment with the renewal benchmarks. Further, the school leader reports up to the Board and to the committees (if applicable) on the progress of goals.

The school leader is evaluated at least annually on common goals and outcomes.



Let's Get Ready – Now

Candid Conversations

King Center is in what is called a “death penalty renewal.” This means the school must meet certain growth criteria to apply for renewal next summer.

SUNY has stated because of COVID the school would be able to submit a renewal application. However, this does not guarantee renewal.

What could happen?

You Already Know Where You Need to Begin

Discussion of the Dossier SUNY provided on February 4, 2020

WHAT SHOULD THE SCHOOL LOOK AND FEEL LIKE

- Instructional program is rigorous and addresses academic needs of all students.
- Social and emotional program/trauma informed instruction is provided in a way that is embedded in the academic program and not perceived as stand alone services unless required.
- Parent engagement is strong.
- Finances are strong.
- School has met its compliance obligations.

COVID

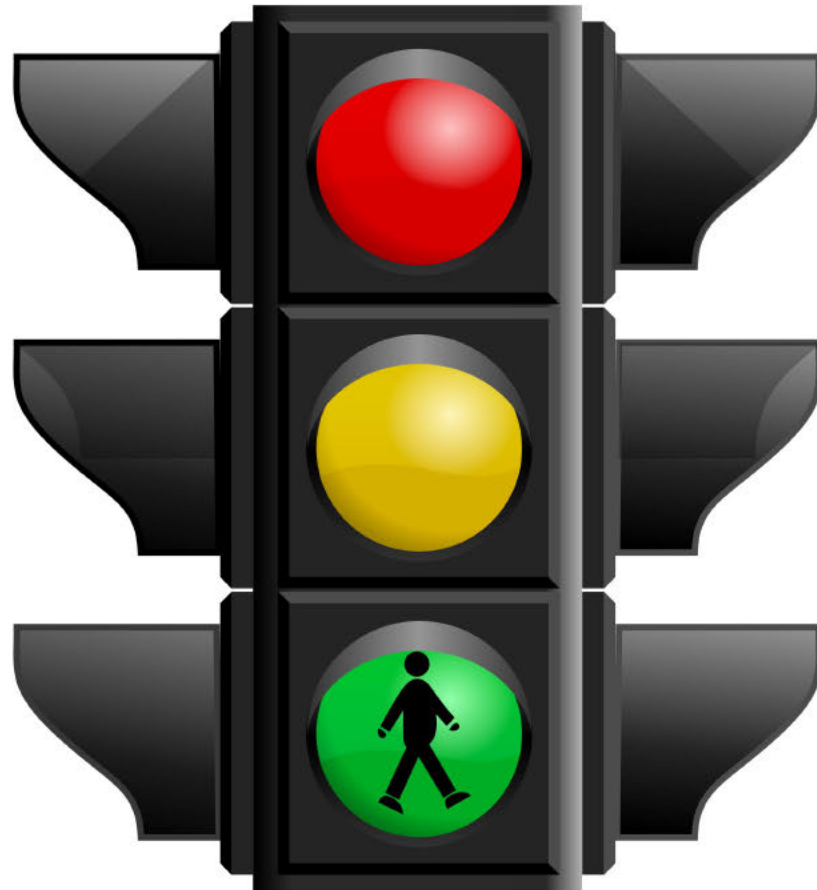
Pre COVID

Post COVID

Data – What Matters and What Doesn't

- Growth Over Time – Students who have been in the school the longest are doing the best.
- Unique Data Points – What are things the school is doing that may not be reflected in the Renewal Benchmarks for the State Education Department?
- High Stakes Test – The reality of perception.

Red Light, Yellow Light, Green Light - Go



Strategic Planning - Committees

Academic Committee

Finance

Governance

Human Resources

Resource Development

What's Red? What's Yellow? What's Green? (examples below)

- Academics
- Social and Emotional
- Trauma
- Finance
- Community and Parent Relationships
- Compliance and Oversight
- Talent Management

Goal Setting and Ownership

- Set goals that are measurable and transparent. Ask for information that aligns to the goals. Use committees to create and collect information.
- Someone needs to be accountable. There should be no question about who owns the goals and outcomes. Ultimately, the board needs to ask the right questions.
- Sometimes it gets uncomfortable. Expect it to get uncomfortable. Either be part of the solution or part of the problem but you can't be both.

GAPS

Student Growth

Social and Emotional Needs

Community Needs

September 2021 – June 2022

Until the End of the Renewal Term

Purpose

Messaging, Stakeholders, Platforms

What makes your school different? (List 5)

What would be lost if King Center failed to exist?

What does King Center do better than anyone else out there?

How do you want the community to view your school? (List3)

Who are the stakeholders and what role do they play in the success of the school?

What platforms are available for highlighting the school?

Wrapping it up for the
day

Questions?

Comments?

Concerns?

Jill Shahan

jill@empirecharterconsultants.com

518-944-8930



WINTER 2021-22 CSI NWEA MAP METRIC UPDATES

2021-22 NWEA MAP ELA Assessment Mid-Year Results

Measure	Subgroup	Target	Tested	Results	On Track to Meet?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	249	41	Close
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	207	44	Close
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹	41	23	31	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 meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ²	2+ students	75%	236	17%	No
ADDITIONAL MEASURE: Each Year, 75% of students who score below the NWEA MAP grade level mean score for their current grade level on the designated test, as measured by the initial administration of the NWEA MAP, will achieve a minimum increase of one school year equivalent of growth in English Language Arts.	All Students	75%	262	61%	No

WINTER 2021-22 CSI NWEA MAP METRIC UPDATES

Measure 1 (READING): Each year, the school's median growth percentile of all 3rd through 8th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.

GRADE LEVEL	Students Tested	Growth Median
3	53	31
4	44	36
5	36	47
6	38	44
7	43	35
8	35	54
3-8	249	41

WINTER 2021-22 CSI NWEA MAP METRIC UPDATES

2021-22 NWEA MAP Mathematics Assessment Mid-Year Results					
Measure	Subgroup	Target	Tested	Results	On Track to Meet?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	244	52	YES
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	227	52	Close
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ³	52	23	50	Close
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ⁴	2+ students	75%	233	8%	NO
ADDITIONAL MEASURE: Each Year, 75% of students who score below the NWEA MAP grade level mean score for their current grade level on the designated test, as measured by the initial administration of the NWEA MAP, will achieve a minimum increase of one school year equivalent of growth in Mathematics.	All Students	75%	313	70%	Close

WINTER 2021-22 CSI NWEA MAP METRIC UPDATES

Measure 1 (MATH): Each year, the school's median growth percentile of all 3rd through 8th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.

GRADE LEVEL	Students Tested	Growth Median
3	52	41
4	43	45
5	36	61
6	37	62
7	42	59
8	35	55
3-8	245	52

KING CENTER CHARTER SCHOOL
Financial Statements
June 30, 2022 and 2021
(With Independent Auditors' Report Thereon)

KING CENTER CHARTER SCHOOL

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* * * * *

INDEPENDENT AUDITORS' REPORT

The Board of Directors
King Center Charter School:

Report on the Financial Statements

Opinion

We have audited the accompanying financial statements of King Center Charter School (the School) (a nonprofit organization), which comprise the statements of financial position as of June 30, 2022 and 2021, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to financial statements.

In our opinion, the financial statements present fairly, in all material respects, the financial position of King Center Charter School as of June 30, 2022 and 2021, and the results of its operations and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and Government Auditing Standards will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and Government Auditing Standards, we:

- Exercise professional judgment and maintain professional skepticism throughout the audits.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audits in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audits.

Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated October 31, 2022, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or

on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the School's internal control over financial reporting and compliance.

Williamsville, New York
October 31, 2022

EFPR Group, CPAs, PLLC

KING CENTER CHARTER SCHOOL
 Statements of Financial Position
 June 30, 2022 and 2021

	<u>Assets</u>	<u>2022</u>	<u>2021</u>
Current assets:			
Cash		\$ 2,157,871	3,791,207
Grants and other receivables		1,133,822	390,502
Prepaid expenses		21,497	23,003
Total current assets		<u>3,313,190</u>	<u>4,204,712</u>
Investments, at fair value		1,214,873	-
Property and equipment, at cost		5,707,840	5,299,204
Less accumulated depreciation		<u>(1,265,667)</u>	<u>(1,071,586)</u>
Net property and equipment		<u>4,442,173</u>	<u>4,227,618</u>
Total assets		<u>\$ 8,970,236</u>	<u>8,432,330</u>
	<u>Liabilities and Net Assets</u>		
Current liabilities:			
Accounts payable		179,656	57,548
Accrued expenses:			
Payroll and payroll taxes		356,497	309,708
Pension		<u>428,269</u>	<u>390,282</u>
Total accrued expenses		784,766	699,990
Deferred revenue		569	39,926
Capital lease obligation, current portion		<u>-</u>	<u>24,551</u>
Total current liabilities		964,991	822,015
Net assets:			
Without donor restrictions		7,980,245	7,610,315
With donor restrictions		<u>25,000</u>	<u>-</u>
Total net assets		8,005,245	7,610,315
Contingency (note 9)			
Total liabilities and net assets		<u>\$ 8,970,236</u>	<u>8,432,330</u>

See accompanying notes to financial statements.

KING CENTER CHARTER SCHOOL
 Statements of Activities
 Years ended June 30, 2022 and 2021

	<u>2022</u>	<u>2021</u>
Changes in net assets without donor restrictions:		
Revenue:		
Public school districts:		
Resident student enrollment	\$ 5,189,468	5,273,928
Students with disabilities	166,434	168,605
State aid	226,053	239,496
Interest income	1,579	1,969
Grant revenue - paycheck protection program	-	920,100
Unrealized loss on investments	(3,074)	-
Other income	2,733	15,437
Net assets released from restrictions	<u>2,029,355</u>	<u>665,097</u>
Total revenue	<u>7,612,548</u>	<u>7,284,632</u>
Expenses:		
Program services:		
Regular education	5,495,202	4,408,004
Special education	411,827	391,775
Other programs	<u>64,344</u>	<u>61,892</u>
Total program services	5,971,373	4,861,671
Management and general	<u>1,271,245</u>	<u>1,253,128</u>
Total expenses	<u>7,242,618</u>	<u>6,114,799</u>
Change in net assets without donor restrictions	<u>369,930</u>	<u>1,169,833</u>
Change in net assets with donor restrictions:		
Contributions	25,000	-
Federal and State grants	2,029,355	665,097
Net assets released from restrictions	<u>(2,029,355)</u>	<u>(665,097)</u>
Change in net assets with donor restrictions	<u>25,000</u>	<u>-</u>
Change in net assets	394,930	1,169,833
Net assets at beginning of year	<u>7,610,315</u>	<u>6,440,482</u>
Net assets at end of year	<u>\$ 8,005,245</u>	<u>7,610,315</u>

See accompanying notes to financial statements.

KING CENTER CHARTER SCHOOL
Statement of Functional Expenses
Year ended June 30, 2022
with comparative totals for 2021

	No. of positions	Program Services			Management and general	Total	
		Regular education	Special education	Other programs		2022	2021
Salaries:							
Instructional	69.0	\$ 3,216,743	268,227	-	-	3,484,970	3,113,964
Administrative	15.5	-	-	-	888,643	-	888,643
Non-instructional	1.0	-	-	48,000	-	48,000	46,142
Total salaries	85.5	3,216,743	268,227	48,000	888,643	4,421,613	4,059,160
Payroll taxes							
Employee benefits		263,288	21,954	3,929	72,735	361,906	326,291
Instructional materials		563,958	47,025	8,415	155,797	775,195	757,621
Classroom supplies		153,341	-	-	-	153,341	25,359
Field trips		36,820	-	-	-	36,820	17,405
Transportation		9,497	-	-	-	9,497	108
Student activities		24,216	-	-	-	24,216	6,821
Student testing and assessment		292,509	-	-	-	292,509	25,762
Special education services		14,240	-	-	-	14,240	7,192
Technology		-	50,622	-	-	50,622	92,054
Staff development		320,737	-	-	-	320,737	126,369
Dues and subscriptions		78,156	-	-	-	78,156	41,743
Utilities		10,327	-	-	-	10,327	9,935
Insurance		70,433	5,789	964	19,297	96,483	49,254
Office supplies		79,878	6,565	1,095	21,884	109,422	105,332
Telephone		-	-	-	7,285	-	4,218
Postage		17,195	-	-	-	17,195	11,444
Printing and promotion		1,613	-	-	-	1,613	3,754
Building repair and maintenance		17,407	-	-	-	17,407	49,079
Contractual services		68,103	-	-	-	68,103	81,489
Professional fees		14,340	-	-	39,777	54,117	23,841
Miscellaneous		-	-	-	27,011	-	34,345
Depreciation		100,563	-	-	-	100,563	64,931
Interest expense		141,679	11,645	1,941	38,816	194,081	188,313
Total expenses		159	-	-	-	159	2,979
		\$ 5,495,202	411,827	64,344	1,271,245	7,242,618	6,114,799

See accompanying notes to financial statements.

KING CENTER CHARTER SCHOOL
Statement of Functional Expenses
Year ended June 30, 2021

	No. of positions	Program Services			Management and general	Total
		Regular education	Special education	Other programs		
Salaries:						
Instructional	65.00	\$ 2,893,648	220,316	-	-	3,113,964
Administrative	14.50	-	-	-	899,054	899,054
Non-instructional	1.00	-	-	46,142	-	46,142
Total salaries	80.50	2,893,648	220,316	46,142	899,054	4,059,160
Payroll taxes						
Employee benefits		232,603	17,710	3,709	72,269	326,291
Instructional materials		540,084	41,121	8,612	167,804	757,621
Classroom supplies		25,359	-	-	-	25,359
Field trips		17,405	-	-	-	17,405
Transportation		108	-	-	-	108
Student activities		6,821	-	-	-	6,821
Student testing and assessment		25,762	-	-	-	25,762
Special education services		7,192	-	-	-	7,192
Technology		-	92,054	-	-	92,054
Staff development		126,369	-	-	-	126,369
Dues and subscriptions		41,743	-	-	-	41,743
Utilities		9,935	-	-	-	9,935
Insurance		34,970	2,955	493	10,836	49,254
Office supplies		74,786	6,320	1,053	23,173	105,332
Telephone		-	-	-	4,218	4,218
Postage		11,444	-	-	-	11,444
Printing and promotion		3,754	-	-	-	3,754
Building repair and maintenance		49,079	-	-	-	49,079
Contractual services		81,489	-	-	-	81,489
Professional fees		23,841	-	-	-	23,841
Miscellaneous		-	-	-	34,345	34,345
Depreciation		64,931	-	-	-	64,931
Interest expense		133,702	11,299	1,883	41,429	188,313
Total expenses		2,979	-	-	-	2,979
Total expenses		\$ 4,408,004	391,775	61,892	1,253,128	6,114,799

See accompanying notes to financial statements.

KING CENTER CHARTER SCHOOL
 Statements of Cash Flows
 Years ended June 30, 2022 and 2021

	<u>2022</u>	<u>2021</u>
Cash flows from operating activities:		
Change in net assets	\$ 394,930	1,169,833
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	194,081	188,313
Unrealized loss on investments	3,074	-
Changes in:		
Grants and other receivables	(743,320)	(127,793)
Prepaid expenses	1,506	7,454
Accounts payable	122,108	18,345
Accrued expenses	84,776	(6,298)
Deferred revenue	(39,357)	(20,477)
Net cash provided by operating activities	<u>17,798</u>	<u>1,229,377</u>
Cash flows from investing activities:		
Purchases of property and equipment	(408,636)	(1,214,075)
Purchases of investments	(1,217,947)	-
Net cash used in investing activities	<u>(1,626,583)</u>	<u>(1,214,075)</u>
Cash flows from financing activities:		
Payment of capital lease obligation	(24,551)	(95,858)
Proceeds from promissory note	-	(920,100)
Net cash used in financing activities	<u>(24,551)</u>	<u>(1,015,958)</u>
Net change in cash and cash equivalents	(1,633,336)	(1,000,656)
Cash and cash equivalents at beginning of year	<u>3,791,207</u>	<u>4,791,863</u>
Cash and cash equivalents at end of year	<u>\$ 2,157,871</u>	<u>3,791,207</u>

See accompanying notes to financial statements.

KING CENTER CHARTER SCHOOL

Notes to Financial Statements

June 30, 2022 and 2021

(1) Summary of Significant Accounting Policies

(a) Nature of Activities

King Center Charter School (the School) was chartered by the Board of Regents of the University at the State of New York (the State) on February 1, 2000 for a term of five years pursuant to Article 56 of the New York State Education Law. On January 12, 2018, the State extended the School's Charter through July 31, 2023.

Charter schools receive state and Federal public-school funding and must meet all the same state and Federal testing and learning requirements as public schools, yet they operate independently of the local school district, serving as their own local education agency.

The School is governed by a twelve member, uncompensated Board of Directors and has 423 students in kindergarten through eighth grade. The school offers additional opportunities for enrichment activity including after-school and summer programs.

(b) Basis of Accounting

The accompanying financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America.

(c) Basis of Presentation

The School reports information regarding its financial position and activities according to two classes of net assets: net assets without donor restrictions and net assets with donor restrictions. Net assets without donor restrictions represent resources available for the general support of the School's activities. Net assets with donor restrictions are those whose use has been limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled by actions of the School. For the year ended June 30, 2022, the school recorded net assets with donor restrictions of \$25,000 for a contribution restricted for use by the athletic department. At June 30, 2021, the School only had net assets without donor restrictions.

(d) Estimates

The preparation of financial statements in accordance with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

(e) Cash

For purposes of the statements of cash flows, the School considers all highly liquid debt instruments purchased with an original maturity of three months or less to be cash equivalents.

KING CENTER CHARTER SCHOOL
Notes to Financial Statements, Continued

(1) Summary of Significant Accounting Policies, Continued

(f) Concentration of Credit Risk

Financial instruments that potentially subject the School to concentration of credit risk consist principally of cash accounts in financial institutions. Although the accounts exceed the federally insured deposit amount, management does not anticipate nonperformance by the financial institution.

(g) Grants and Other Receivables

Grants and other receivables are charged to bad debt expense when they are determined to be uncollectible based upon a periodic review of the accounts by management. Accounting principles generally accepted in the United States of America require that the allowance method be used to recognize bad debts; however, the effect of using the direct write-off method is not materially different from the results that would have been obtained under the allowance method.

(h) Contracts with Customers

Under Accounting Standards Update (ASU) No. 2014-09 (Topic 606) - Revenue from Contracts with Customers, revenue is recognized when promised goods or services are transferred to customers in an amount that reflects the consideration to which the School expects to be entitled in exchange for these goods or services. The School utilizes a five-step framework as identified in ASU No. 2014-09. The primary source of revenue from contracts with customers for the School is as follows:

Tuition revenue consists of a single performance obligation and revenue is typically recognized when the service is provided. The School contracts with various public school districts to receive funding for student's education. The transaction price is based on a rate per pupil as the service is provided.

(i) Capitalization and Depreciation

Property and equipment are recorded at cost or fair market value at the date of the gift in the case of donated property and equipment. If donors stipulate how long the assets must be used, the contributions are recorded as net assets with donor restrictions. In the absence of such stipulations, contributions of property and equipment are recorded as net assets without donor restrictions. Depreciation is provided for in amounts sufficient to relate the cost of depreciable assets to operations over their estimated service lives using the straight-line method. Improvements are capitalized, while expenditures for maintenance and repairs are charged to expense as incurred. Upon disposal of depreciable property and equipment, the appropriate property and equipment accounts are reduced by the related costs and accumulated depreciation. The resulting gains and losses are reflected in the statements of activities. Generally, property and equipment which has a cost in excess of \$500 at the date of acquisition and has an expected useful life of five years is capitalized.

KING CENTER CHARTER SCHOOL
Notes to Financial Statements, Continued

(1) Summary of Significant Accounting Policies, Continued

(j) Long-Lived Assets

The School reviews its long-lived assets for impairment whenever events or changes in circumstances indicate that the carrying amount of the assets may not be recoverable. In determining whether there is an impairment of long-lived assets, the School compares the sum of the expected future net cash flows (undiscounted and without interest charges) to the carrying amount of the assets. At June 30, 2022 and 2021, no impairment in value has been recognized.

(k) Public School District Revenue

The School receives per pupil aid which is passed through several school districts. The Buffalo Public School District provides the largest portion of public school district revenue. New York State Education Department mandates the rate per pupil. For the years ended June 30, 2022 and 2021, the per pupil rate was \$13,308 and \$13,200, respectively, for the Buffalo Public School District.

(l) Deferred Revenue and Revenue Recognition

Grant awards accounted for as exchange transactions are recorded as revenue when expenditures have been incurred in compliance with the grant restrictions. Amounts unspent are recorded in the statements of financial position as deferred revenue.

(m) Contributed Nonfinancial Assets

Contributed equipment, materials and supplies are reflected in the financial statements based on the fair market value at the time of donation.

Contributed personnel services meeting the requirements for recognition in the financial statements were not material and have not been recorded. However, many individuals volunteer their time and perform a variety of tasks that assist the School.

(n) Promises to Give

Contributions are recognized when the donor makes an unconditional promise to give to the School. Contributions that are restricted by the donor are reported as increases in net assets without donor restrictions if the restrictions expire in the year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in net assets with donor restrictions depending on the nature of the restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions.

(o) Expense Allocation

The costs of providing various programs and other activities have been summarized on a functional basis in the statements of activities and in the statements of functional expenses. Accordingly, certain costs have been allocated among the programs and supporting services benefited. Program related expenses are allocated by direct allocation of expenses. Management and general and fundraising expenses are allocated based on level of effort.

KING CENTER CHARTER SCHOOL
Notes to Financial Statements, Continued

(1) Summary of Significant Accounting Policies, Continued

(p) Recent Accounting Standards Issued

For the year ended June 30, 2022, the School adopted Financial Accounting Standards Board (FASB) issued Accounting Standards Update (ASU) 2020-07, "Presentation and Disclosures for Not-for-Profit Entities for Contributed Nonfinancial Assets." ASU 2020-07 requires new presentation and disclosures for gift-in-kind donations to improve transparency on how those assets are used and valued. These financial statements and notes reflect retroactive adoption of this new standard.

(q) Subsequent Events

The School has evaluated subsequent events through the date of the report which is the date the financial statements were available to be issued.

(r) Risks and Uncertainties

The United States is presently in the midst of a national health emergency related to the COVID-19 virus. The overall consequences on a national, regional and local level are unknown, but have the potential to result in a significant economic impact. The impact of this situation on the School and its future results and financial position is not presently determinable.

(s) Income Taxes

The School is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code (the Code), therefore, no provision for income taxes is reflected in the financial statements. The School has been classified as a publicly supported organization that is not a private foundation under Section 509(a) of the Code. The School presently discloses or recognizes income tax positions based on management's estimate of whether it is reasonably possible or probable that a liability has been incurred for unrecognized income taxes. Management has concluded that the School has taken no uncertain tax positions that require adjustment in its financial statements. U.S. Forms 990 filed by the School are subject to examination by taxing authorities.

(2) Liquidity

The School has \$3,291,693 of financial assets available within one year of the statement of financial position date consisting of \$2,157,871 of cash and \$1,133,822 of receivables. None of these financial assets are subject to donor or contractual restrictions that make them unavailable for general expenditures within one year of the statement of financial position date. As more fully described in note 5, the School has a line of credit in the amount of \$200,000 which it could draw upon in the event of an unanticipated liquidity need.

KING CENTER CHARTER SCHOOL
Notes to Financial Statements, Continued

(3) Investments

Financial Instruments

Investments at June 30, 2022 consist of U.S. Treasury Securities amounting to \$1,214,873.

Investments are stated at fair value. The fair value is based on quotations obtained from national securities exchanges. In accordance with the policy of carrying investments at fair value, the change in net unrealized appreciation or depreciation is included in the statements of activities.

Fair Value Measurement

A framework has been established for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (level 1 measurements) and the lowest priority to unobservable inputs (level 3 measurements). Level 1 assets and liabilities are those whose inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that the School has the ability to access. The School holds marketable securities with a quoted price in active markets for identical assets (level 1) of \$1,214,873 at June 30, 2022.

(4) Property and Equipment

Property and equipment are recorded at cost. A summary of property and equipment at June 30, 2022 and 2021 is as follows:

	<u>2022</u>	<u>2021</u>
Land	\$ 35,776	35,776
Building	345,828	345,828
Building improvements	4,815,468	4,439,907
Office equipment	47,277	47,277
Instructional equipment	384,788	384,788
Maintenance equipment	15,746	10,796
Construction in progress	28,125	-
Vehicles	33,750	33,750
Cafeteria equipment	<u>1,082</u>	<u>1,082</u>
	5,707,840	5,299,204
Less accumulated depreciation	<u>(1,265,667)</u>	<u>(1,071,586)</u>
Net property and equipment	<u>\$ 4,442,173</u>	<u>4,227,618</u>

KING CENTER CHARTER SCHOOL
Notes to Financial Statements, Continued

(5) Line of Credit

The School has a \$200,000 line of credit with a local bank with interest payable at 1% above the bank's prime rate (5.75% at June 30, 2022). This is a demand note and substantially all of the School's assets secure the loan. At June 30, 2022 and 2021 there was no balance on the line.

(6) Promissory Note - Paycheck Protection Program

On May 3, 2020, the School received a Small Business Administration (SBA) loan under the Coronavirus Aid, Relief and Economic Security Act (CARES Act) in the amount of \$920,100 with a 1% interest rate.

Pursuant to the terms of the CARES Act rules and regulations, the School applied for the loan to be forgiven by the SBA. On January 13, 2021, the School was notified by the SBA that the loan has been forgiven in its entirety and, accordingly, has recorded loan forgiveness/grant revenue of \$920,100 for the year ended June 30, 2021.

(7) Pension Plan

The School participates in the New York State Teachers' Retirement System (NYSTRS), which is a cost-sharing multiple employer, public employees retirement system. NYSTRS offers a wide range of plans and benefits which are related to years of service and final average salary, vesting of retirement benefits, death and disability.

NYSTRS is administered by the New York State Teachers' Retirement Board and provides retirement, disability, withdrawal and death benefits to plan members and beneficiaries as authorized by the Education Law and the Retirement and Social Security Law of the State of New York. NYSTRS issues a publicly available financial report that contains financial statements and required supplementary information. The report may be obtained by writing to NYSTRS, 10 Corporate Woods Drive, Albany, New York 12211-2395.

NYSTRS is noncontributory, except for employees who joined the System after July 27, 1976 and prior to January 1, 2010, who contribute 3% of their salary, except that employees in NYSTRS more than ten years are no longer required to contribute. Those joining NYSTRS on or after January 1, 2010 are required to contribute 3.5% of their salary throughout their active membership. Pursuant to Article 11 of the Education Law, the New York State Teachers' Retirement Board establishes rates annually for NYSTRS.

The School is required to contribute an actuarially determined rate. The rates for NYSTRS were 9.80% and 9.53% of the annual covered payroll as of June 30, 2022 and 2021, respectively. Required annual contributions of \$351,040 and \$319,715 were paid to NYSTRS by the School for the years ended June 30, 2022 and 2021, respectively.

KING CENTER CHARTER SCHOOL
Notes to Financial Statements, Continued

(8) Defined Contribution Plan

The School sponsors a 401(k) contributory defined contribution plan (the Plan) covering employees who are at least 18 years of age. The employer contribution is calculated based on a pro rata basis of compensation of each eligible participant, but in no event will exceed the lesser of: (a) five percent (5%) of compensation or (b) one-third ($\frac{1}{3}$) of the highest allocation rate for any highly compensated participant for the plan year. The School contributes a percentage of non-instructional employees' salaries to the plan, subject to certain limitations, as determined annually by the Board of Directors. Total expense for the years ended June 30, 2022 and 2021 was \$34,173 and \$29,073, respectively. The School also sponsors a non-contributory tax deferred annuity 403(b) plan. Eligible employees may contribute to the Plan up to the maximum allowed by Internal Revenue Code.

(9) Contingency

The School has received grants which are subject to audit by agencies of the state and Federal government. Such audits may result in disallowances and a request for a return of funds. Based on prior years' experience, the School's administration believes that disallowances, if any will be immaterial.

(10) Escrow Reserve

As set forth in its charter, the School established an escrow reserve in August 2007, in the amount of \$75,000 for the purpose of funding legal and audit fees in the event of dissolution. The amount in escrow was \$75,189 and \$75,182 at June 30, 2022 and 2021, respectively, and is included in cash in the accompanying statements of financial position.

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

The Board of Directors
King Center Charter School:

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States, the financial statements of King Center Charter School (the School), which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to financial statements, and have issued our report thereon dated October 31, 2022.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether King Center Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

EFPR Group, CPAs, PLLC

Williamsville, New York
October 31, 2022

REPORT TO THE BOARD

October 31, 2022

The Board of Directors
King Center Charter School

Dear Board Members:

We have audited the financial statements of King Center Charter School (the School) for the year ended June 30, 2022, and have issued our report thereon dated October 31, 2022. Professional standards require that we provide you with information about our responsibilities under auditing standards generally accepted in the United States of America and Government Auditing Standards, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our engagement letter. Professional standards also require that we communicate to you the following information related to our audit.

Significant Accounting Policies

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the School are described in note 1 to the financial statements. For the year ended June 30, 2022, the School adopted Financial Accounting Standards Board (FASB) issued Accounting Standards Update (ASU) 2020-07, "Presentation and Disclosures for Not-for-Profit Entities for Contributed Nonfinancial Assets." ASU 2020-07 requires new presentation and disclosures for gift-in-kind donations to improve transparency on how those assets are used and valued. These financial statements and notes reflect retroactive adoption of this new standard. We noted no transactions entered into by the School during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected.

For the year ended June 30, 2022, we evaluated the key factors and assumptions used by management in determining that accounting estimates were reasonable in relation to the financial statements taken as a whole.

Sensitive Disclosures

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosure affecting the financial statements was the disclosure of the contingency in note 9.

Difficulties Encountered in Performing the Audit

We encountered no difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. There were no material uncorrected misstatements detected as a result of our audit procedures.

Disagreements with Management

For purposes of this report, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction that could be significant to the financial statements or the auditors' report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the School's financial statements or a determination of the type of auditors' opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the School's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Recent Accounting Standards Issued

In February 2016, the Financial Accounting Standards Board (FASB) issued Accounting Standards Update (ASU) 2016-02 - "Leases (Topic 842)." ASU 2016-02 modifies the current presentation of operating leases. Currently, operating leases are not recorded on the statements of financial position as obligations, rather there is a footnote disclosure that includes the expected future lease payments for operating leases. This update will now require organizations that lease assets to recognize assets and liabilities on their statements of financial position for operating leases with lease terms of more than 12 months. Operating leases will be required to recognize a right-of-use asset and a lease liability, measured at the present value of the lease payment, recognize a single lease cost, generally allocating the lease over a straight-line basis and classify all cash payments within operating activities of cash flows. These changes will require expanded footnote disclosure to enhance the financial statement user's understanding of the amount, timing and uncertainty of cash flows arising from leases. The guidance is effective for fiscal years beginning after December 15, 2021, the School's 2023 fiscal year end.

* * * * *

This information is intended solely for the use of the Board of Directors and management of King Center Charter School and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,

EFPR Group, CPAs, PLLC

EFPR GROUP, CPAs, PLLC



October 31, 2022

EFPR Group CPAs, PLLC
6390 Main Street, Suite 200
Williamsville, NY 14221

This representation letter is provided in connection with your audit of the financial statements of King Center Charter School (the School), which comprise the statements of financial position as of June 30, 2022 and 2021, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements, for the purpose of expressing an opinion as to whether the financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States (U.S. GAAP).

Certain representations in this letter are described as being limited to matters that are material. Items are considered material, regardless of size, if they involve an omission or misstatement of accounting information that, in light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement. An omission or misstatement that is monetarily small in amount could be considered material as a result of qualitative factors.

We confirm, to the best of our knowledge and belief, as of the date of this letter, the following representations made to you during your audit.

Financial Statements

- 1) We have fulfilled our responsibilities, as set out in the terms of the audit engagement letter dated July 25, 2022, including our responsibility for the preparation and fair presentation of the financial statements in accordance with U.S. GAAP.
- 2) The financial statements referred to above are fairly presented in conformity with U.S. GAAP.
- 3) We acknowledge our responsibility for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.
- 4) We acknowledge our responsibility for the design, implementation, and maintenance of internal control to prevent and detect fraud.
- 5) Significant assumptions we used in making accounting estimates, including those measured at fair value, are reasonable.
- 6) Related-party relationships and transactions have been appropriately accounted for and disclosed in accordance with U.S. GAAP.
- 7) All events subsequent to the date of the financial statements and for which U.S. GAAP requires adjustment or disclosure have been adjusted or disclosed.
- 8) We are in agreement with the adjusting journal entries you have proposed, if any, and they have been posted to the School's accounts.
- 9) We are not aware of any pending or threatened litigation, claims or assessments, or unasserted claims or assessments that are not required to be accrued or disclosed in the financial statements in accordance with U.S. GAAP, and we have not consulted a lawyer concerning litigation, claims or assessments.
- 10) Significant estimates and material concentrations have been appropriately disclosed in accordance with U.S. GAAP.

KING CENTER CHARTER SCHOOL

156 Newburgh Avenue, Buffalo, New York 14211 • Tel: (716) 891-7912 • Fax: (716) 895-2058 / 895-7908

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- 11) Guarantees, whether written or oral, under which the School is contingently liable, have been properly recorded or disclosed in accordance with U.S. GAAP.
- 12) Receivables recorded in the financial statements represent valid claims against debtors for sales or other charges arising on or before the statement of financial position date and have been reduced to their estimated net realizable value.
- 13) We have reviewed long-lived assets to be held and used for impairment whenever events or changes in circumstances have indicated that the carrying amount of assets might not be recoverable and have appropriately recorded any adjustment.

Information Provided

- 14) We have provided you with:
 - a) Access to all information, of which we are aware, that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, and other matters.
 - b) Additional information that you have requested from us for the purpose of the audit.
 - c) Unrestricted access to persons within the School from whom you determined it necessary to obtain audit evidence.
 - d) Minutes of the meetings of the governing board or summaries of actions of recent meetings for which minutes have not yet been prepared.
- 1) All material transactions have been recorded in the accounting records and are reflected in the financial statements.
- 1) We have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.
- 1) We have no knowledge of any fraud or suspected fraud that affects the School and involves:
 - a) Management,
 - b) Employees who have significant roles in internal control, or
 - c) Others where the fraud could have a material effect on the financial statements.
- 1) We have no knowledge of any allegations of fraud or suspected fraud affecting the School's financial statements communicated by employees, former employees, grantors, regulators, or others.
- 1) We have no knowledge of any instances of noncompliance or suspected noncompliance with laws and regulations whose effects should be considered when preparing financial statements.
- 1) We have disclosed to you all known actual or possible litigation, claims, and assessment whose effects should be considered when preparing the financial statements.
- 1) We have disclosed to you the names of all of the School's related parties and all the related-party relationships and transactions, including any side agreements.
- 1) The School has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets nor has any asset been pledged as collateral.
- 1) We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to us.
- 1) King Center Charter School is an exempt organization under Section 501(c)(3) of the Internal Revenue Code. Any activities of which we are aware that would jeopardize the School's tax-exempt status, and all activities subject to tax on unrelated business income or excise or other tax, have been disclosed to you. All required filings with tax authorities are up-to-date.
- 2) In regards to tax preparation services performed by you, we have:
 - a) Made all management decisions and performed all management functions.
 - b) Designated an individual with suitable skill, knowledge or experience to oversee the services.
 - c) Evaluated the adequacy and results of the services performed.

- d) Accepted responsibility for the results of the services.
- e) Established and maintained internal controls, including monitoring ongoing activities.

Signature: Barbara Lindeman
Title: Director of Finance

KING CENTER CHARTER SCHOOL

**Single Audit and
Independent Auditors' Report**

June 30, 2022

KING CENTER CHARTER SCHOOL

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INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR THE
MAJOR PROGRAM AND REPORT ON INTERNAL CONTROL
OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

The Board of Trustees
King Center Charter School:

Report on Compliance for the Major Federal Program

Opinion on the Major Federal Program

We have audited King Center Charter School's (the School) compliance with the types of compliance requirements identified as subject to audit in the OMB Compliance Supplement that could have a direct and material effect on the School's major federal program for the year ended June 30, 2022. The School's major federal program is identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, the School complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2022.

Basis for Opinion on the Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditors' Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for the major federal program. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the School's federal programs.

Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, Government Auditing Standards, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of the major federal program as a whole.

In performing an audit in accordance with GAAS, Government Auditing Standards, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditors' Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

EFPR Group, CPAs, PLLC

Williamsville, New York
November 17, 2022

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

The Board of Trustees
King Center Charter School:

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States, the financial statements of King Center Charter School (the School), which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to financial statements, and have issued our report thereon dated October 31, 2022.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Williamsville, New York
October 31, 2022

KING CENTER CHARTER SCHOOL
Schedule of Expenditures of Federal Awards
Year ended June 30, 2022

<u>Federal Grantor/Pass-through Grantor Program Title</u>	<u>Assistance Listing Number</u>	<u>Pass-through Grantor's Number</u>	<u>Expenditures</u>	<u>Expenditures to Subrecipients</u>
U.S. Department of Education:				
Passed-through NYS Department of Education:				
Title I Grants to Local Educational Agencies	84.010	0021-22-4025	\$ 229,097	-
Supporting Effective Instruction State Grants (formerly Improving Teacher Quality State Grants)	84.367	0147-22-4025	30,162	-
Student Support and Academic Enrichment Program	84.424	0204-22-4025	17,106	-
COVID-19 Education Stabilization Fund:				
Elementary and Secondary School Emergency Relief Fund (ESSER)	84.425U	5880-21-4025	991,588	-
American Rescue Plan - Elementary and Secondary Emergency Relief Fund (ARP-ESSER)	84.425D	5891-21-4025	760,601	-
Total Education Stabilization Fund (ESF)			1,752,189	-
Total Passed-through NYS Department of Education			2,028,554	-
Total U.S. Department of Education			2,028,554	-
Total Expenditures of Federal Awards			\$ 2,028,554	-

See accompanying notes to schedule of expenditures of federal awards.

KING CENTER CHARTER SCHOOL
Notes to Schedule of Expenditures of Federal Awards
June 30, 2022

(1) Basis of Presentation

The accompanying schedule of expenditures of federal awards presents the activity of all federal awards programs administered by the King Center Charter School (the School). Federal awards received directly from federal agencies, as well as federal awards passed through from other government agencies, are included on the schedule of expenditures of federal awards.

(2) Basis of Accounting

The information is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance).

(3) Indirect Costs

The School has not elected to use the 10% de minimis indirect cost rate as allowed under the Uniform Guidance.

KING CENTER CHARTER SCHOOL
 Schedule of Findings and Questioned Costs
 Year ended June 30, 2022

Part I. - SUMMARY OF AUDITORS' RESULTS

Financial Statements:

Type of auditors' report issued on whether the financial statements audited were prepared in accordance with GAAP:	Unmodified
Internal control over financial reporting:	
1. Material weakness(es) identified?	___ Yes <u> X </u> No
2. Significant deficiency(ies) identified?	___ Yes <u> X </u> None reported
3. Noncompliance material to financial statements noted?	___ Yes <u> X </u> No

Federal Awards:

Internal control over major programs:	
4. Material weakness(es) identified?	___ Yes <u> X </u> No
5. Significant deficiency(ies) identified?	___ Yes <u> X </u> None reported

Type of auditors' report issued on compliance for the major program:	Unmodified
6. Any audit findings disclosed that are required to be reported in accordance with 2 CFR Section 200.516(a) (Uniform Guidance):	___ Yes <u> X </u> No

7. The School's major program audited was:	Assistance Listing Number
<u>Name of Federal Program</u>	<u>Number</u>

COVID-19 Education Stabilization Fund: Elementary and Secondary School Emergency Relief Fund (ESSER)	84.425U
American Rescue Plan - Emergency and Secondary Emergency Relief Fund (ARP-ESSER)	84.425D

8. Dollar threshold used to distinguish between Type A and Type B programs.	\$750,000
9. Auditee qualified as low-risk auditee?	___ Yes <u> X </u> No

Part II - FINANCIAL STATEMENT FINDINGS SECTION

No reportable findings or questioned costs.

Part III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS SECTION

No reportable findings or questioned costs.

KING CENTER CHARTER SCHOOL

Status of Prior Audit Findings

Year ended June 30, 2022

There were no audit findings in the prior year financial statements (June 30, 2021).



King Center Charter School

Data dashboard for 2021-22 school year

The King Center Charter School developed a holistic rubric of evaluation that is referred to internally as the ABCD Chart during the summer of 2014. The chart is composed of four sections: (a) Attendance, (b) Behavior, (c) Course Proficiency, and (d) Destination. Along with this metric, we also track data in accordance with the accountability measures set forth by the SUNY Charter School Institute.

The following document is a compilation of data for both the KCCS ABCD Chart as well as the SUNY Charter School Institute Accountability Plan.

Prepared By:
Christopher J. Ciechoski

SUNY CSI ACCOUNTABILITY METRICS for King Center Charter School

Enrollment Statistics (BEDS day)

K	1	2	3	4	5	6	7	8	ALL
55	50	51	54	46	36	39	45	35	411

- 3 sections of Kindergarten – 2nd Grade, 2 sections 3rd-8th
- 12 students per class maximum in 7th & 8th grade

Demographics

American Indian	Asian	Black or African American	Hispanic or Latino	Multiracial	White
1	34	345	9	20	2

Limited English Proficient	Special Education	Free and Reduced Meal Eligible
7	27	376

ESSA Standing

School Year	NCLB Standing
2013 - 2014	Good Standing
2014 - 2015	Good Standing
2015 - 2017	Good Standing
2017 - 2018	Good Standing
2018 - 2019	Good Standing
2019 - 2020	Good Standing
2020 - 2021	Good Standing
2021 - 2022	Good Standing

English Language Arts – NWEA MAP

Goal: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards

	NWEA MAP Test
Grade 3	
Grade 4	
Grade 5	
Grade 6	
Grade 7	
Grade 8	
School (3-8)	

Goal: Each year, the school's median growth percentile of all 3rd through 8th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.

	KCCS Median Growth Percentile	Goal Met
2021-22		

Goal: Each year, the school's median growth percentile of all 3rd through 8th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.

	KCCS Median Growth Percentile	Goal Met
2021-22		

Goal: Each year, the median growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.

	KCCS Median Growth Percentile	KCCS ExEd & ENL Growth Percentile	Goal Met
2021-22			

English Language Arts – Additional Goals

Goal: Each Year, 75% of students who score below the NWEA MAP grade level mean score for their current grade level on the designated test, as measured by the initial administration of the NWEA MAP, will achieve a minimum increase of one school year equivalent of growth in English Language Arts.

Type	Result	Outcome
Growth		

Goal: Each Year, 75% of students will increase 2 levels (4 Levels in Grade 1) from their Fountas and Pinnell Fall baseline (*Grades 1-6 only)

Type	Result	Outcome
Growth		

Goal: Each Year, 75% of students in Kindergarten will grow at least 1 level from their Fountas and Pinnell Winter Baseline.

Type	Result	Outcome
Growth		

Goal: Each year, 75% of students will increase one level from their writing pre-assessment to their post assessment using the Lucy Calkins Writing Rubric

Type	Result	Outcome
Growth		

Mathematics

Goal: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards

	NWEA MAP Test
Grade 3	
Grade 4	
Grade 5	
Grade 6	
Grade 7	
Grade 8	
School (3-8)	

Goal: Each year, the school's median growth percentile of all 3rd through 8th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.

	KCCS Median Growth Percentile	Goal Met
2021-22		

Goal: Each year, the school's median growth percentile of all 3rd through 8th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.

	KCCS Median Growth Percentile	Goal Met
2021-22		

Goal: Each year, the median growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.

	KCCS Median Growth Percentile	KCCS ExEd & ENL Growth Percentile	Goal Met
2021-22			

Mathematics – Additional Goals

Goal: Each Year, 75% of students who score below the NWEA MAP grade level mean score for their current grade level on the designated test, as measured by the initial administration of the NWEA MAP, will achieve a minimum increase of one school year equivalent of growth in Mathematics.

Type	Result	Outcome
Growth		

Attendance

Average Daily Student Attendance

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	EOY Avg.
89%	89%	91%								

Average Daily Faculty Attendance

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	EOY Avg.
94%	91%	96%								

Caregiver Conference Attendance

Trimester 1	Trimester 2	Trimester 3	EOY Avg.

Behavior

Total Number of In-School Suspension Incidents

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	EOY Avg.
14	0	2								

Total Number of Out of School Suspension Incidents

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	EOY Avg.
2	5	0								

Course Proficiency

Percentage of students passing (ELA)

Trimester 1	Trimester 2	Trimester 3
82%		

Percentage of students passing (MATH)

Trimester 1	Trimester 2	Trimester 3
77%		

Percentage of students passing (SCIENCE)

Trimester 1	Trimester 2	Trimester 3
90%		

Percentage of students passing (SOCIAL STUDIES)

Trimester 1	Trimester 2	Trimester 3
88%		

Percentage of students with potential for Level 3 or Higher on NYS Exam as predicted by NWEA MAP (ELA)

Enrollment Status	Fall	Winter	Spring
All Students	16%		
2+ Year Students	14%		

Percentage of students with potential for Level 3 or Higher on NYS Exam as predicted by NWEA MAP (MATH)

Enrollment Status	Fall	Winter	Spring
All Students	4%		
2+ Year Students	6%		

Destination

Percentage of Students Admitted to High School

2021-22 Graduating Class	
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- See appendix B for full list of graduate placements (After June Graduation)

APPENDIX A

KCCS ATHLETIC INVOLVMENT

- FLAG FOOTBALL
 - 7th-8th Grade Boys –
- BASKETBALL
 - 3rd-4th Grade Coed –
 - 5th-6th Grade Boys –
 - 6th-8th Grade Boys –
 - 5th-8th Grade Girls –

- TRACK & FIELD
 - 5th-8th Grade Coed –

- DRILL TEAM
 - 3th-8th Grade Girls –

- MARTIAL ARTS – Brazilian Jujitsu
 - 1-6th Grade Coed –

- MARTIAL ARTS – Kung Fu
 - 1-2nd Grade Coed –

- SWIM
 - 1st-6th Grade Coed –
- SOCCER
 - 1st-4th Grade Coed –

- KINDERGARTEN SPORTS CLUB
 - Kindergarten Coed –

- HOCKEY/ICE SKATING – (Partnership with Hasek's Heroes)
 - K-8th Grade – All students go at least twice during the school year

	A	B	F	G	H
7		KCCS 2022/2023 Budget			
8			Budget		
9		Increase in selected expenses	1%		
10			22/23		
11		Enrollment			
12		Actual Student Enrollment	440		
13		Total Paid Student Enrollment	\$ 13 416		
14		Revenue			
15		Per Pupil aid	5 903 040		
16		Special Education	78 867		
17		Federal state & private grants	278 000		
18		Contributions	-		
19		Gates Grant/Other Grants	-		
20		Interest income	500		
21		Other income	10 000		
22		Total Revenue	6 270 407		
23		Expenses			
24		Instructional:			
25		Instructional salaries	2 978 767		
26		Instructional consultants	-		
27		Instructional materials	20 000		
28		Classroom supplies	20 000		
29		Field trips	10 000		
30		Transportation	5 400		
31		Student activities	22 900		
32		Uniforms (no breakout)	2 000		
33		Student testing & assessment	16 000		
34		Student services	60 200		
35		Special Education	272 234		
36		Technology	65 226		
37		Conferences/staff development	-		
38		Leader in Me	25 000		
39		Summer School Program (no breakout)	-		
40		Administrative:			
41		Salaries	784 952		
42		Consultants	-		
43		Dues & Memberships	9 600		
44		Head of School Discretionary	1 000		
45					
46		Maintenance:			
47		Salaries	145 935		
48		Outside services			
49		Equipment & furnishings repair			
50		Building Maint & Occupancy	71 700		
51					
52		General:			
53		Payroll taxes	334 600		
54		Health insurance/other benefits	495 200		
55		Pension	376 400		
56		Rent	-		
57		Insurance	107 000		
58		Telephone	9 000		
59		Office supplies	4 500		
60		Postage	2 500		
61		Printing/Promotion	20 000		
62		Equipment repair & replacement	-		
63		Contracted Services	64 300		
64		Professional fees	21 200		
65		Payroll processing fees	10 800		
66		Bank charges (no breakout)	600		
67		Miscellaneous	9 000		
68		COVID Contingency (10%)			
69		Fundraising	-		
70		Depreciation & amortization	192 700		
71		Grants made to other organizations	-		
72		Loss due to disposal of assets	-		
73		Total expenses	6 270 114		
74					
75					
76		incr (decr) in net assets	293		
77					

	A	B	F	G	H
7		KCCS 2022/2023 Budget			
8			Budget		
9		Increase in selected expenses	1%		
10			22/23		
78		Cash Flow			
79		Non-Cash Expenditures & Proceeds from Line of Credit			
80		Depreciation & amortization	192 700		
81		Amount charged to rent from prepaid			
82		Loan Proceeds			
83			192 700		
84					
85		Less: Capital Equipment Purchases & Payments on Line of Credit			
86		Capital Equipment Purchase	(249 000)		
87		Building and financing costs			
88		Capital Expenditures			
89		Reserve	-		
90		Principal payments	-		
91			(249 000)		
92					
93		Year End Cash Increase or (Decr	(56 007)		
94		Checking account - beginning of year	300,000		
95		Year End Checking Account Balance	243,993		
96					
97		Board Designated Reserve	1 217 000		
98					
99		Total Cash	1 460 993		
100					
101					
102					
103					
104					
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	A	B	F	G	H
7	KCCS 2022/2023 Budget				
8			Budget		
9		Increase in selected expenses	1%		
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King Center Charter School
Spring 2021 NYS Testing Results

NYSED Data Disclaimer

Due to the extraordinary circumstances related to the pandemic, because a large number of students did not take the exam, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup, or with prior year's results.

KCCS Spring 2021 – NYS ELA – All Student

Grade	Number Enrolled	Number Tested	% Tested	Level 1	Level 2	Level 3	Level 4	% Proficient
3	48	23	48%	8 (35%)	9 (39%)	5 (22%)	1 (4%)	6 (26%)
4	51	34	67%	5 (15%)	12 (35%)	7 (21%)	10 (29%)	17 (50%)
5	36	23	64%	17 (74%)	2 (9%)	3 (13%)	1 (4%)	4 (17%)
6	45	27	60%	13 (48%)	9 (33%)	2 (7%)	3 (11%)	5 (19%)
7	35	18	51%	9 (50%)	3 (17%)	6 (33%)	0 (0%)	6 (33%)
8	36	24	66%	4 (17%)	5 (21%)	9 (38%)	6 (25%)	15 (63%)
ALL	251	149	59%	56 (38%)	40 (27%)	32 (21%)	21 (14%)	53 (36%)

KCCS Spring 2021 – NYS ELA – 2+ Years

Grade	Number Enrolled	Number Tested	% Tested	Level 1	Level 2	Level 3	Level 4	% Proficient
3	47	22	47%	7 (32%)	9 (41%)	5 (23%)	1 (5%)	6 (27%)
4	46	29	63%	4 (14%)	11 (38%)	7 (24%)	7 (24%)	14 (48%)
5	35	23	66%	17 (74%)	2 (9%)	3 (13%)	1 (4%)	4 (17%)
6	42	24	57%	12 (50%)	8 (33%)	2 (8%)	2 (8%)	4 (16%)
7	33	17	52%	8 (47%)	3 (18%)	6 (35%)	0 (%)	6 (35%)
8	34	22	65%	4 (18%)	4 (18%)	8 (36%)	6 (27%)	14 (63%)
ALL	237	137	58%	53 (39%)	37 (27%)	31 (23%)	17 (12%)	48 (35%)



KCCS Spring 2021 – NYS Mathematics – All Students

Grade	Number Enrolled	Number Tested	% Tested	Level 1	Level 2	Level 3	Level 4	% Proficient
3	48	21	44%	5 (24%)	5 (24%)	10 (48%)	1 (5%)	11 (52%)
4	51	32	63%	22 (69%)	4 (13%)	4 (13%)	2 (6%)	6 (19%)
5	36	22	61%	19 (86%)	3 (14%)	0 (0%)	0 (0%)	0 (0%)
6	45	23	51%	14 (61%)	7 (30%)	2 (9%)	0 (0%)	2 (9%)
7	35	19	54%	10 (53%)	8 (42%)	1 (5%)	0 (0%)	1 (5%)
8	36	22	61%	8 (36%)	7 (32%)	7 (32%)	0 (0%)	7 (32%)
ALL	251	139	55%	78 (56%)	34 (24%)	24 (17%)	3 (2%)	27 (19%)

KCCS Spring 2021 – NYS Mathematics – 2+ Years

Grade	Number Enrolled	Number Tested	% Tested	Level 1	Level 2	Level 3	Level 4	% Proficient
3	47	20	43%	5 (25%)	4 (20%)	10 (50%)	1 (5%)	11 (55%)
4	46	28	61%	20 (71%)	4 (14%)	3 (11%)	1 (4%)	4 (14%)
5	35	22	63%	19 (86%)	3 (14%)	0 (0%)	0 (0%)	0 (0%)
6	42	20	48%	13 (65%)	5 (25%)	2 (10%)	0 (0%)	2 (0%)
7	33	18	55%	9 (50%)	8 (44%)	1 (6%)	0 (0%)	1 (6%)
8	34	21	62%	8 (38%)	7 (33%)	6 (29%)	0 (0%)	6 (29%)
ALL	237	129	54%	74 (57%)	32 (25%)	22 (17%)	2 (2%)	24 (19%)



KCCS Spring 2021 – NYS Science – All Students

Grade	Number Enrolled	Number Tested	% Tested	Level 1	Level 2	Level 3	Level 4	% Proficient
4	50	28	56%	4 (14%)	2 (7%)	20 (71%)	2 (7%)	22 (79%)
8	36	27	75%	9 (33%)	10 (37%)	7 (26%)	1 (4%)	8 (30%)
ALL	86	55	64%	13 (24%)	12 (22%)	27 (49%)	3 (5%)	30 (55%)

KCCS Spring 2021 – NYS Science – 2+ Years

Grade	Number Enrolled	Number Tested	% Tested	Level 1	Level 2	Level 3	Level 4	% Proficient
4	45	27	60%	4 (15%)	1 (4%)	20 (74%)	2 (7%)	22 (81%)
8	34	27	75%	9 (33%)	10 (37%)	7 (26%)	1 (4%)	8 (30%)
ALL	79	54	68%	13 (24%)	12 (22%)	27 (50%)	3 (6%)	30 (55%)

KCCS Education Committee
February 3, 2022

Attendance Update:

- January Daily Attendance Rate – 81%
- School-Year to Date Attendance Rate – 86%

Fountas and Pinnell CSI Accountability Update:

Each Year, 75% of students will increase 2 levels (4 Levels in Grade 1) from their Fountas and Pinnell Fall baseline (*Grades 1-6 only)

Grade	Made 1/2 Year of Growth (n)	Did Not make 1/2 Year of Growth (n)	Made 1/2 Year (%)
1 (50)	26	21	55%
2 (52)	44	8	85%
3 (54)	32	20	62%
4 (44)	34	9	79%
5 (36)	26	6	81%
6 (41)	19	15	56%
TOTAL (277)	181	79	70%

Instructional Action Plan:

- All Reading Teachers in Grades 1-2 will meet with the Assistant Director of Curriculum and Reading Coach to analyze the growth and on-level data during data meetings in the coming week.
- All Reading Teachers in Grades 3-6 will meet with the Reading Coach, Director of Curriculum and Principal to analyze the growth and on-level data during data meetings in the coming week.
- Reading Intervention groups have been modified to reflect the new F&P results for the Winter of 2022. The groups will begin on February 7th with 5 interventionists pulling groups using the LLI system for grades 1-6.
 - We have also added additional interventionists for the 3A and 6A homerooms to address the drastic needs of each cohort.
 - We have hired a new teaching assistant for grades 3 & 5 that will increase our capacity to pull additional groups during RTI.
 - We have a student teacher in grade 6 – ELA as well that will increase our capacity to pull additional groups.
 - Students in all 3 classrooms will begin to work in LLI with a teacher in the classroom during the RTI Block.
- Students in Grade 1 will continue to receive LLI interventions within the classroom. The students who are pulled by interventionists will continue using the Reading Recovery Program.
- Students in Grades 2-6 will continue to receive LLI interventions within the classroom as well as when pulled-out from the classroom with a reading interventionist.



KCCS Education Committee
4/7/2022

NYS ELA Exam – Participation Rates

Grade	Number Enrolled	Number Tested	Participation Rate (%)
3	53	50	94%
4	44	44	100%
5	36	34	94%
6	41	40	98%
7	45	42	93%
8	35	25	71%
ALL	254	235	93%

- Grade 3 – 1 Absent, 2 Optouts
- Grade 5 – 2 Absent
- Grade 6 – 1 Optout
- Grade 7 – 3 Optouts
- Grade 8 – 1 Absent, 9 Optouts

Upcoming NYS Exams – Math, Science, NYSESLAT

NYS Math Testing:

<i>Wednesday, April 27</i>	<i>Thursday, April 28</i>
<i>Grades 3-8 Mathematics Book 1</i>	<i>Grades 3-8 Mathematics Book 2</i>

NYS Science Testing: (Grades 4 & 8 ONLY)

- Week of May 24, 2022 (Science performance station rotations begin)
- Monday, June 6, 2022 (Science written test)

NYSESLAT: (Only for current ENL Students)

- Speaking: April 11, 2022 May 20, 2022
- Listening, Reading, Writing: May 9, 2022 May 20, 2022

Proposed trips for NWEA MAP Incentives by Grade Level

Grades K-2: Carnival in the Gym/Courtyard

Grade 3: Get Air

Grade 4: Game Truck

Grade 5: Zipline and/or Roller at Riverworks

Grade 6: Lasertron, Roller Skating, or Bowling

Grade 7: Darien Lake (Pending hours of operation)

Grade 8: Darien Lake (Pending hours of operation), Epic Fun Center (Go Karts), Whitewater Rafting at Letchworth State Park

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

Sharon M. Bradley

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

King Center Charter School

1. List all positions held on the education corporation Board of Trustees (“Board”) (e.g. president, treasurer, parent representative).

Member, Secretary

2. Are you an employee of any school operated by the education corporation?
 Yes **No**

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

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

Yes **No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

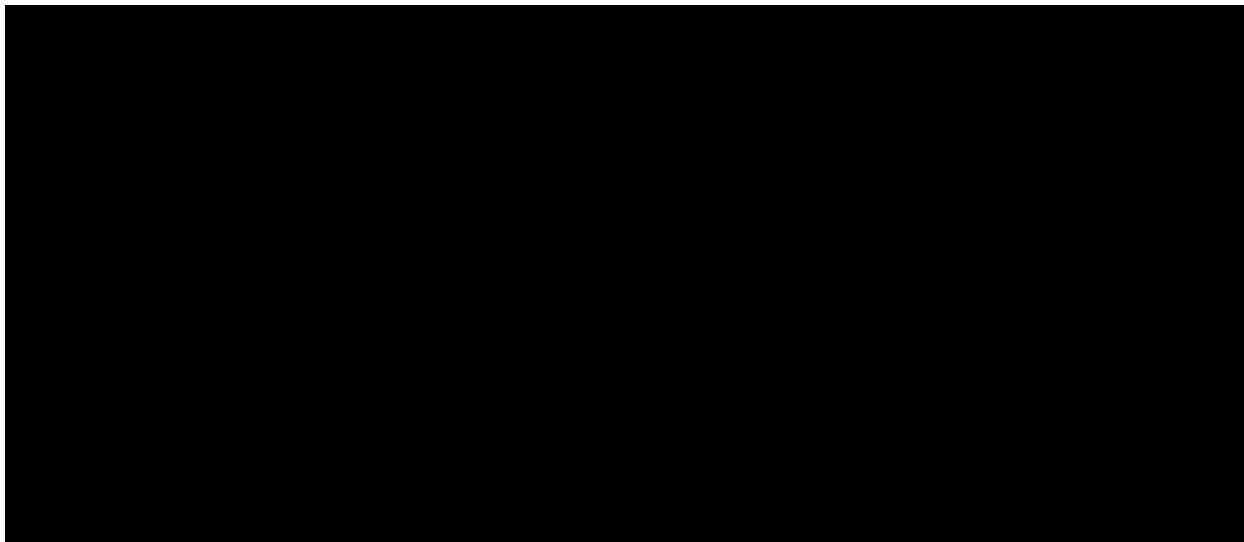
Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
None			
<i>“None”</i>			

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
None				

Signature _____ Date 6-13-22

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

Corinne M. Kindzierski

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

King Center Charter School

1. List all positions held on the education corporation Board of Trustees (“Board”) (e.g. president, treasurer, parent representative).

Board member

Education committee chair

2. Are you an employee of any school operated by the education corporation?
 Yes **No**

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

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

Yes **No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<i>NONE.</i>			

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>NONE.</i>				

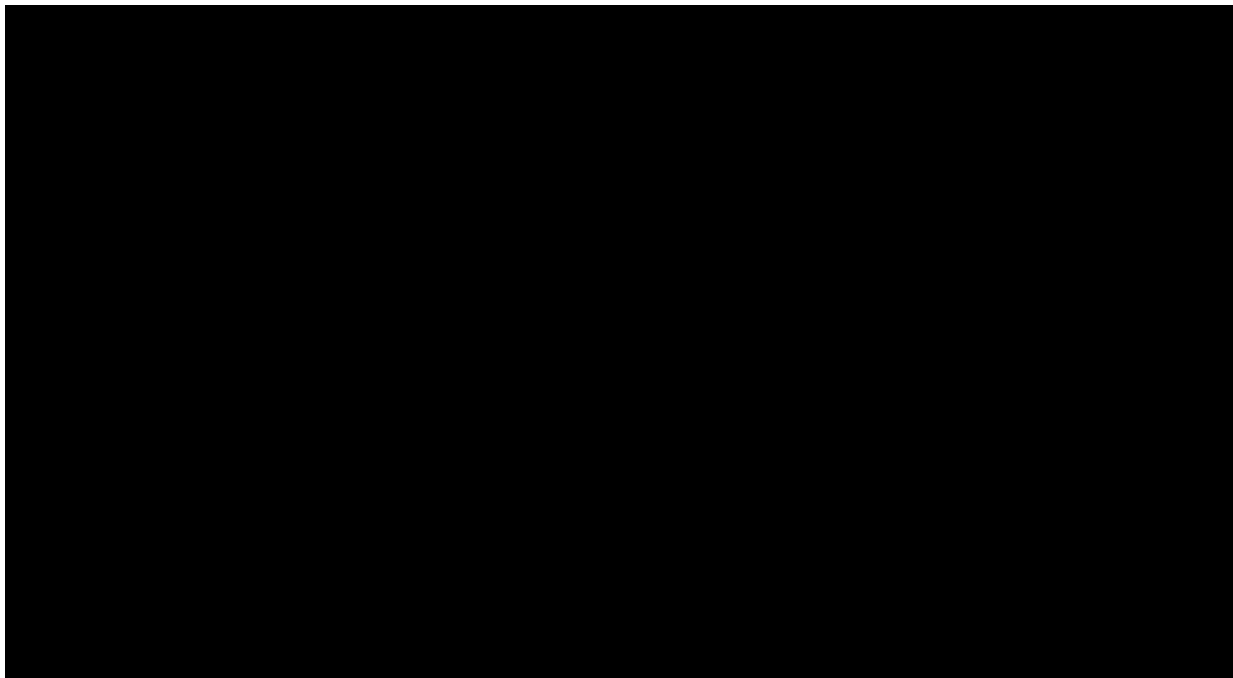
Corinne Kindzierski

 Signature

6/9/22

 Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.





last revised 08/21/2018

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

Carl B. Morgan

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

King Centre Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Treasurer

2. Are you an employee of any school operated by the education corporation?
 Yes X No

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

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

 Yes X No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="text-align: center;">None</p>			

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
		None		

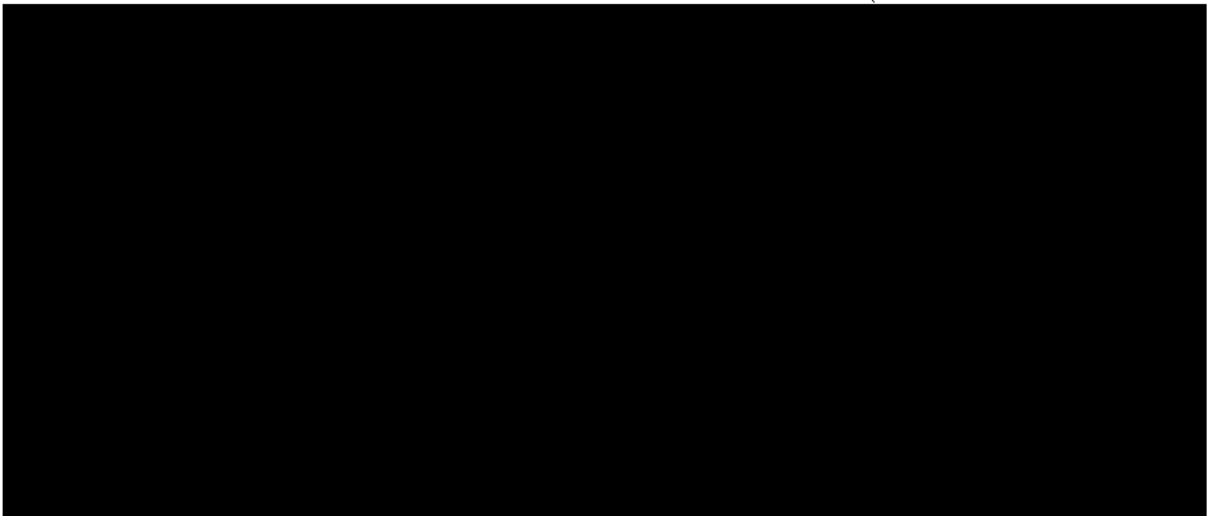
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8 June 2022

 Date

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Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

_____Maura Devlin_____

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

_____King Center Charter School_____

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

2. Are you an employee of any school operated by the education corporation?
No

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

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

_____ **No**

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
NONE				

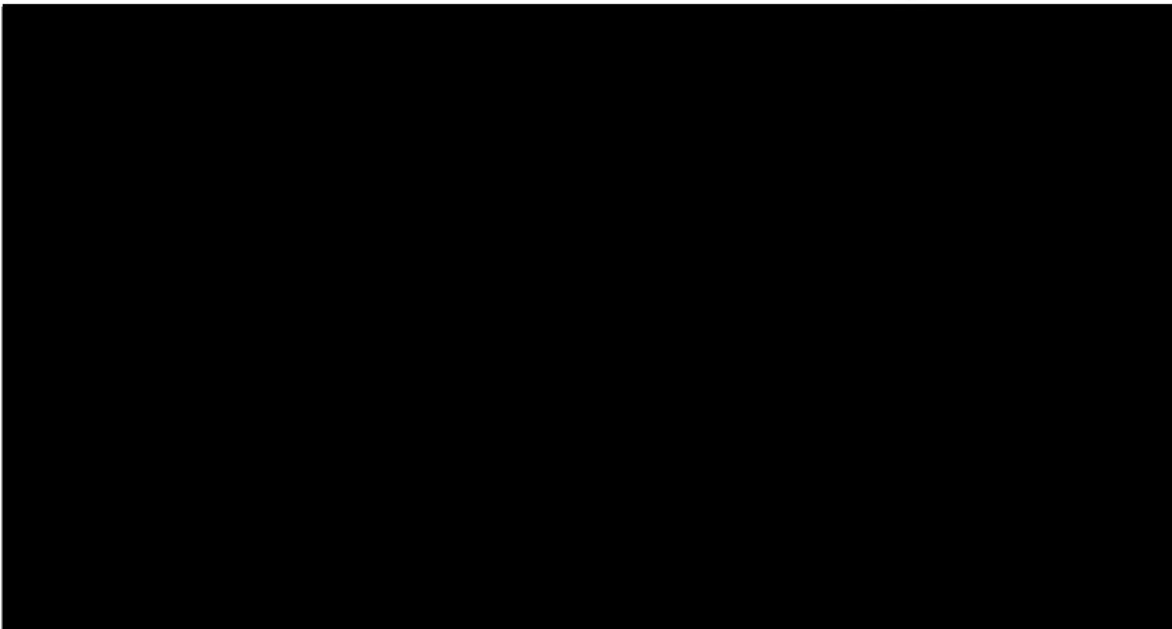
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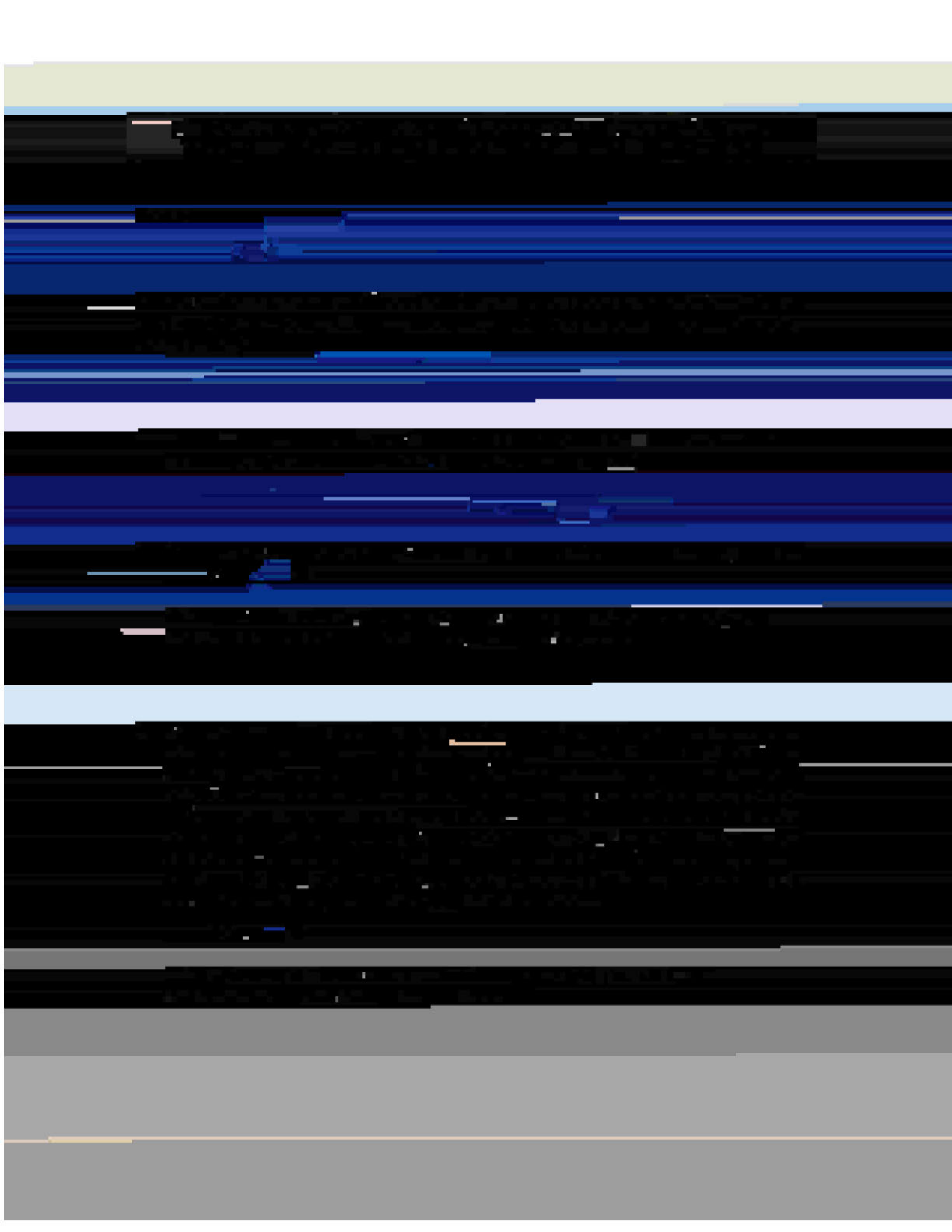
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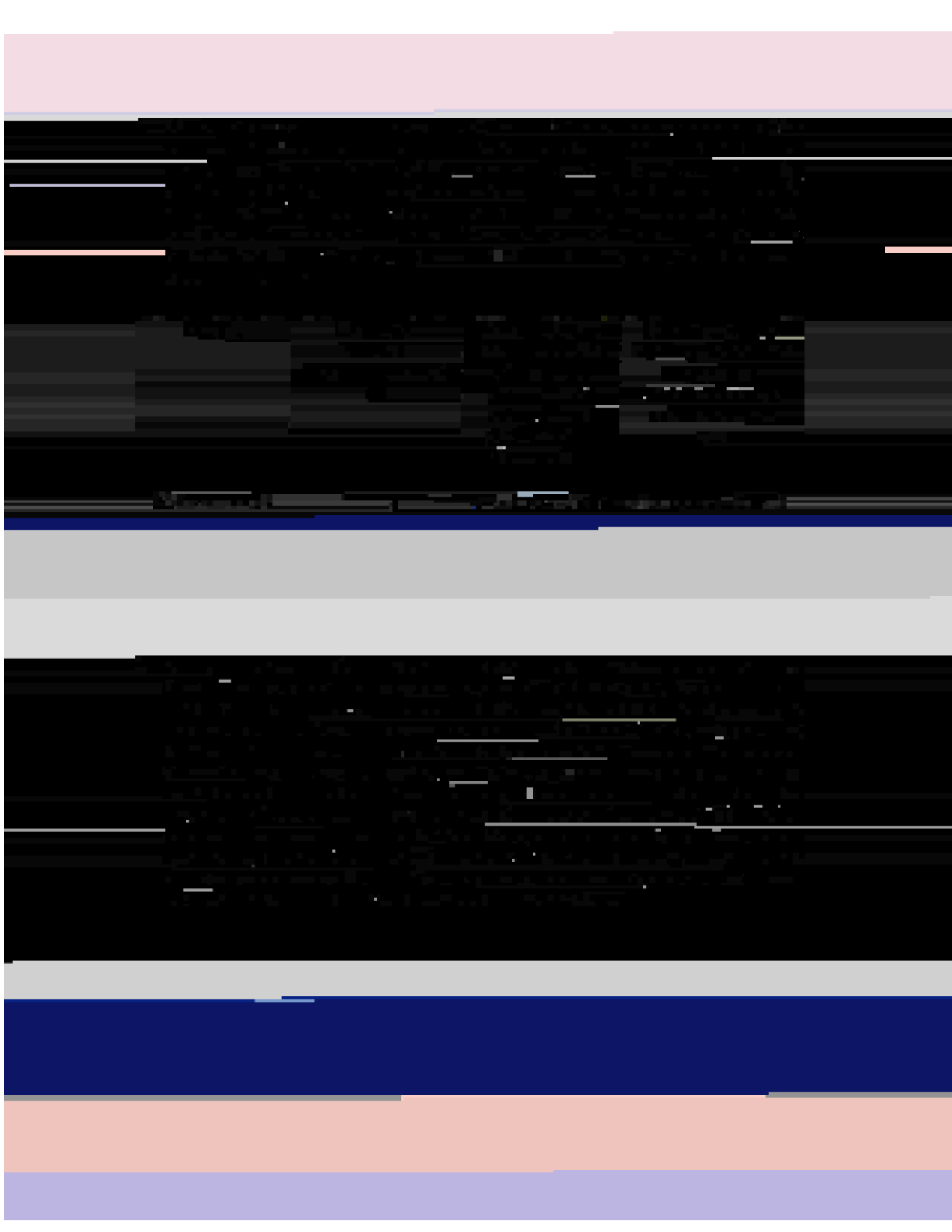
Signature

Date

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Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

1. List all positions held on the education corporation Board of Trustees (“Board”) (e.g. president, treasurer, parent representative).

Co-President

Chair of Nominating Committee

2. Are you an employee of any school operated by the education corporation?
 Yes **No**

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

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

Yes **No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<i>None</i>			

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>None</i>				

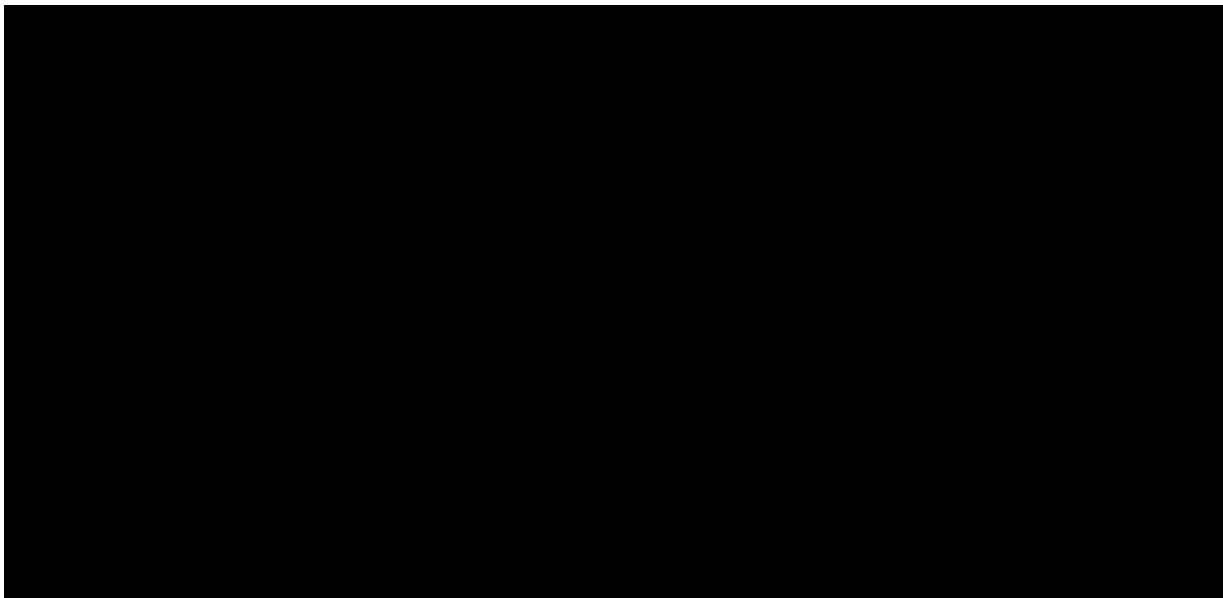
Michelle A Martin

June 8, 2022

Signature

Date

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Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

Ryanelle T. Fuqua

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

King Center Charter School

1. List all positions held on the education corporation Board of Trustees (“Board”) (e.g. president, treasurer, parent representative).

Parent Representative

2. Are you an employee of any school operated by the education corporation?
 Yes **No**

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

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

Yes **No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
None	None	None	None

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

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

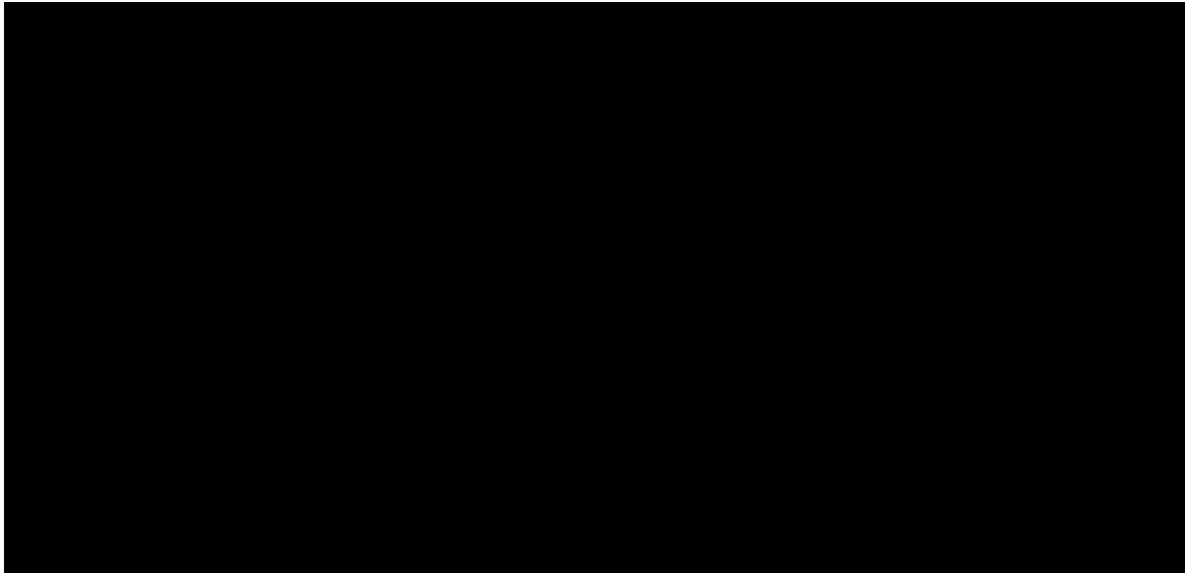
None	None	None	Non	None
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Signature

Date

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last revised 08/21/2018

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

STEVEN BILTEKOFF

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

KING CENTER CHARTER SCHOOL

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

MEMBER

2. Are you an employee of any school operated by the education corporation?
 Yes No

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

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

Yes No

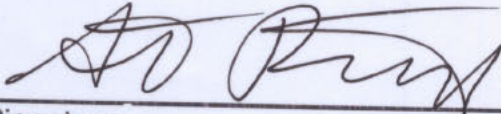
If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="text-align: center; font-size: 2em; font-weight: bold;">None</p>			

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<p>Please write "None" if applicable. Do not leave this space blank.</p>				
<p>NONE</p>				

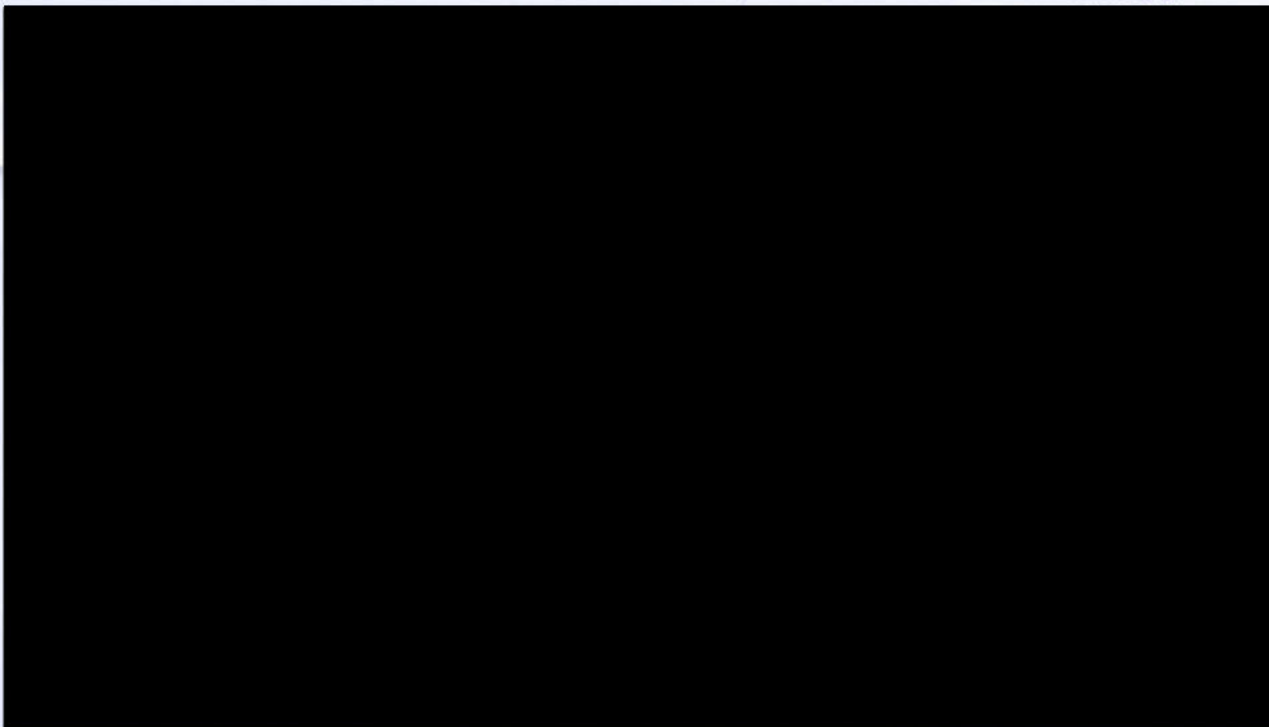


Signature

6/12/22

Date

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Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

Scott Saperston

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

King Center Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Co-President

2. Are you an employee of any school operated by the education corporation?
 Yes No

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

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

Yes No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="text-align: center;">None</p>			

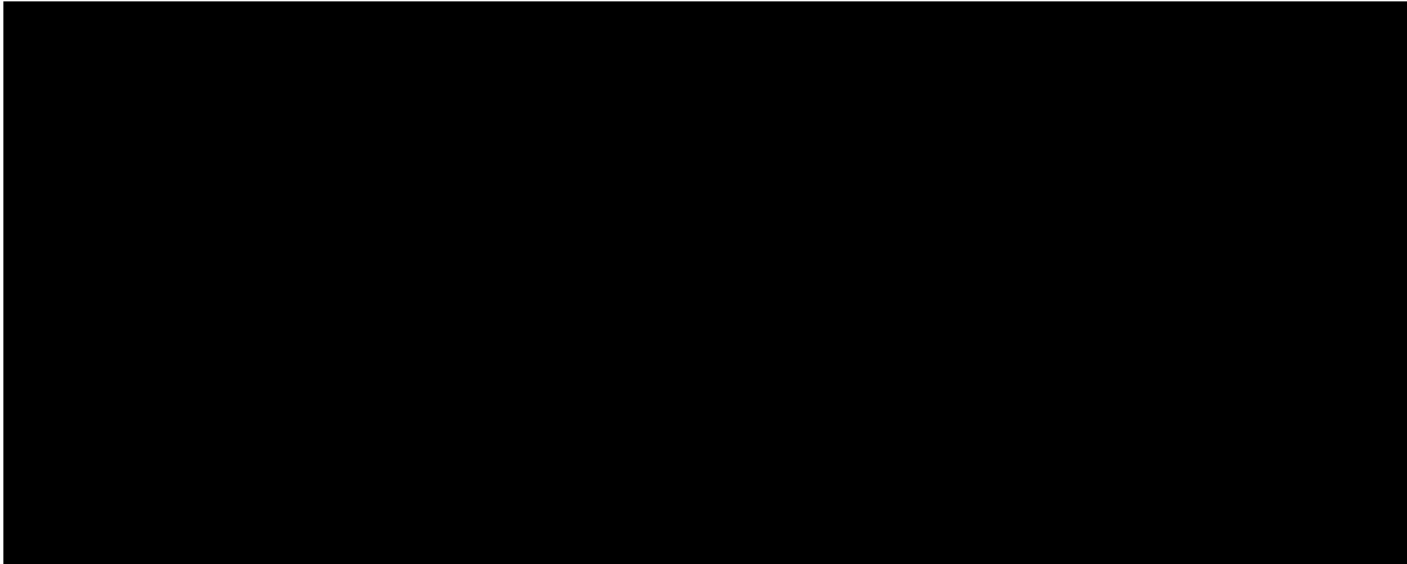
5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="text-align: center;"><i>None</i></p>				


6/8/22

Signature Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



King Center Charter School
Board of Trustees - MET in person
Meeting Minutes
April 19, 2022

Members Present: Scott Saperston, Co-President
Michelle A. Martin, Co-President
Steve Biltekoff, Member
Ryanelle Fuqua, Parent Representative
Carl Morgan, Treasurer

Staff Present: Tamaira Coleman
Chris Ciechoski
Barb Lindaman
Joellen Thurman
Antoinette Rhodes

Excused:
Sharon M. Bradley, Member
Corrinne Kindzierski, Member
Maura Devlin, Member
Michael McMahon, Member
Toddie Rogers, Member
Nyandusi Nyachae, Member

A quorum was not present for the meeting.

Co-President Ms. Michelle A. Martin called the meeting to order at 5:08 p.m.

Minutes

This was deferred until the next Board meeting.

Finance Committee

The Finance Committee met on 4/6/2022. The preliminary budget for 2022/2023 was approved by the Finance Committee and will be officially presented and approved by the entire Board at the next meeting.

Education Committee

The Education Committee met on 4/7/22. The participation rates for the NYS ELA Exam were presented (see attached handout) as well as pertinent information on upcoming NYS Math and Science exams and the NYSESLAT exam.

Nominating Committee

The Board has 3 members whose terms are up at June 30. The Board is looking for new members and asking all to be proactive in the search. Some items discussed include: asking firms we work with (accounting, architect, bldg maintenance, etc.) if they can recommend anyone, placing ad in the newsletter for Board members, spotlighting a different Board member each month in the newsletter.

Facilities

Air conditioning project continues. Maintenance is preparing building for summer work which includes new floors in the 6th grade classrooms and completion of the drop ceiling and improved lighting in the hallways.

Executive Directors Report

Weekly Covid testing started again and will continue through Memorial Day.

The Lottery was completed on 4/6/22. We have 83 open spots and a very good response. Registration Day is 4/23/22 for those who accepted and need to complete their paperwork.

Charter Renewal updates – Executive summary draft is complete and sent to Board for comments and updates. The process continues and application due 8/15/22.

After school Program – began 4/4/22 - there are 114 students attending and there is a waiting list. It runs Monday-Thursday.

Mural - we have 2 proposals for the mural on the building. The Board liked the MLK Jr. drawing- a suggestion to take out the quote and to tie in our color scheme of the new logo. This work continues.

Teacher appreciation week is May 2-May 6 and many events planned.

The meeting adjourned at 6:19pm. The next Board meeting is scheduled for May 10, 2022 at 5pm in the King Center Charter School Conference room - in person.

King Center Charter School
Board of Trustees - MET in person

Meeting Minutes

May 10, 2022

Members Present: Scott Saperston, Co-President
Ryanelle Fuqua, Parent Representative
Sharon M. Bradley, Member

Staff Present: Tamaira Coleman
Barb Lindaman (on zoom)

Excused:
Carl Morgan, Treasurer
Michelle A. Martin, Co-President
Steve Biltekoff, Member
Corrinne Kindzierski, Member
Maura Devlin, Member
Michael McMahon, Member
Toddie Rogers, Member
Nyandusi Nyachae, Member

A quorum was not present for the meeting.

Co-President Mr. Saperston called the meeting to order at 5:10 p.m.

Minutes

The approval of the April 19, 2022 minutes was deferred until the next Board meeting.

Finance Committee

The Finance Committee did not meet. The preliminary budget for 2022/2023 was approved by the Finance Committee and will be officially presented and approved by the entire Board at the next meeting.

Education Committee

The Education Committee met on 5/4/22. The slides and benchmark data from the meeting were sent to all the Board members for review.

Nominating Committee

No report.

Facilities

No report.

Executive Directors Report

Currently there are 2 homerooms in quarantine. The last 2 weeks have been difficult for students and staff.

King Center Charter School has fully registered 50% of open spots for the Fall. Post Lottery marketing will begin soon.

Charter Renewal updates –Weekly meetings continue and application due 8/15/22.

Summer School program – the school will use ARP funds. We will offer tutoring and enrichment for approximately 100 students in grades K-6. It will have to be smaller than expected program because of construction in the building and we can only utilize the first floor. It will be a 4-week program offered Monday-Thursday.

Mural and lawn sign work continues.

The meeting adjourned at 5:49pm. The next Board meeting that was scheduled for June 14, 2022 will be moved to June 7, 2022 on zoom at 5:00pm.

Draft
King Center Charter School
Board of Trustees - MET on ZOOM

Meeting Minutes

June 7, 2022

Members Present: Scott Saperston, Co-President
Ryanelle Fuqua, Parent Representative
Sharon M. Bradley, Member
Carl Morgan, Treasurer
Michelle A. Martin, Co-President
Steve Biltekoff, Member
Corrinne Kindzierski, Member
Maura Devlin, Member

Staff Present: Tamaira Coleman
Barb Lindaman
Chris Ciechoski
Joellen Thurman

Excused:
Michael McMahan, Member
Nyandusi Nyachae, Member
Toddie Rogers, Member

A quorum was present for the meeting.

Co-President Mr. Saperston called the meeting to order at 5:05 p.m.

Minutes

Ms. Corrinne Kindzierski made a motion to approve the March 8,2022 meeting minutes. Mr. Steve Biltekoff supported the motion and it was unanimously approved. Ms. Corrinne Kindzierski made a motion to approve the April 19 ,2022 meeting minutes. Mr. Steve Biltekoff supported the motion and it was unanimously approved. Ms. Corrinne Kindzierski made a motion to approve the May 10,2022 meeting minutes. Mr. Steve Biltekoff supported the motion and it was unanimously approved.

Finance Committee

The Finance Committee met on June 2,2022. The budget for 2022/2023 was approved by the Finance Committee and was officially presented. There were some changes to the preliminary budget that was originally proposed back in April. Some positions have changed, some charges went to the grant, etc. The overall salary increase was 3% and the Buffalo reimbursement tuition rate is \$13,416 per pupil. Overall this budget remained flat at an increase in net assets of \$293. Ms. Sharon M. Bradley made a motion to approve the 22/23 Budget as presented. Ms. Michelle A. Martin supported the motion and it was unanimously approved.

Education Committee

The Education Committee did not meet. The participate rates of the NYS ELA tests was 93% and Math was 87%. Also, current F&P metric for accountability for grades 1-6 is at 77%.

Nominating Committee

Ms. Martin reported that there are 3 board members who have terms expiring 6/30/2022. The nominating committee recommends renewing the terms Mr. Carl Morgan as Treasurer of the Board. There will be a vote at the next meeting regarding the other 2 Board members as they have not been contacted yet regarding this matter. A motion was made by Ms. Sharon M. Bradley to renew Mr. Carl Morgan as the Treasurer of the Board. Ms. Maura Devlin supported the motion and it was unanimously approved. We are looking for more Board members, especially in the areas of Development and Facilities.

Facilities

No report.

Executive Directors Report

Covid weekly testing still in place – one more session to go.

King Center Charter School has fully registered 50% of open spots for the Fall. Post Lottery marketing will has begun. Looking for Kindergarten and 6th graders.

Charter Renewal updates –Weekly meetings continue and application due 8/15/22. CSI will visit the school mid-September through mid-October.

Summer School program – the school will use ARP funds. We will offer tutoring and enrichment for approximately 100 students in grades K-6. It will have to be smaller than expected program because of construction in the building and we can only utilize the first floor. It will be a 4-week program offered Monday-Thursday.

Mural and lawn sign work continues.

The meeting adjourned at 6:05pm. The next Board meeting will be scheduled in September. Updates will be sent when available.

King Center Charter School
Board of Trustees- meeting via Zoom
Meeting Minutes
September 14, 2021

Members Present: Scott Saperston, Co-President
Sharon M. Bradley, Member
Steve Biltekoff, Member
Corrinne Kindzierski, Member
Ryanelle Fuqua, Parent Representative
Nyandusi Nyachae, Member
Toddie Rogers, Member
Carl Morgan, Treasurer
Maura Devlin, Member

Staff Present: Tamaira Coleman
Joellen Thurman
Barbara Lindaman
Chris Ciechoski

Excused:
Michelle A. Martin, Co-President
Michael McMahon, Member

A quorum was present for the meeting.

Co-President Mr. Scott Saperston called the meeting to order at 5:06 p.m.

Minutes

Ms. Scott Saperston made a motion to approve the June 8, 2021 meeting minutes. Mr. Steve Biltekoff supported the motion and it was unanimously approved.

Finance Committee

The Finance Committee did not meet. Audit work will begin 9/20/2021. First quarter operating results to be filed in November and will be shared with the Finance committee at that time.

Nominating/Personnel Committee

The Board needs to elect a Secretary. A motion was made by Mr. Scott Saperston to nominate Sharon M. Bradley as Board Secretary. Mr. Steve Biltekoff supported the motion and it was unanimously approved.

We currently have 11 Board members. We are always looking to add more individuals who will support the school in specific areas of Education and Building and Grounds.

Education Committee

The Education Committee is still looking for a chair. The accountability plan was updated and submitted to CSI. It was reviewed with the Board and is attached. Besides any test data, CSI will be looking at the

narrative of what else we are doing as a school. The Social Emotional component of the first 8 days will be a very important component.

Executive Director's Report –

- Enrollment currently stands at 427. We have enrolled 82 new students this year.
- Weekly testing began for students- to be in compliance with federal, state, and county mandates.
- 2020/2021 accountability plan has been submitted and forwarded to all Board members.
- Outdoor banners on the building are in progress, school vans will be updated with new logos
- Heated Island project done and ribbon cutting in next couple weeks.

The meeting adjourned at 5:58pm. The next Board meeting is scheduled for October 12, 2021 at 5pm on zoom.

King Center Charter School
Board of Trustees- meeting via Zoom
Meeting Minutes
October 12, 2021

Members Present: Scott Saperston, Co-President
Michelle A. Martin, Co-President
Sharon M. Bradley, Member
Steve Biltekoff, Member
Corrinne Kindzierski, Member
Ryanelle Fuqua, Parent Representative
Nyandusi Nyachae, Member
Carl Morgan, Treasurer
Maura Devlin, Member

Staff Present: Tamaira Coleman
Barbara Lindaman
Chris Ciechoski

Excused:
Michael McMahon, Member
Toddie Rogers, Member

A quorum was present for the meeting.

Co-President Mr. Scott Saperston called the meeting to order at 5:05 p.m.

Minutes

The approval of the September 14, 2021 minutes will be postponed until the November meeting.

Guest Speaker

There was a guest speaker, Ms. Jill Shahan, present at the Board meeting. The entire meeting was devoted to this.

The meeting adjourned at 6:34pm. The next Board meeting is scheduled for November 19, 2021 at 5pm on zoom.

King Center Charter School
Board of Trustees- meeting via Zoom
Meeting Minutes
November 9, 2021

Members Present: Scott Saperston, Co-President
Michelle A. Martin, Co-President
Sharon M. Bradley, Member
Steve Biltekoff, Member
Corrinne Kindzierski, Member
Ryanelle Fuqua, Parent Representative
Carl Morgan, Treasurer

Staff Present: Tamaira Coleman
Barbara Lindaman
Chris Ciechoski
Joellen Thurman

Excused:
Michael McMahan, Member
Toddie Rogers, Member
Nyandusi Nyachae, Member
Maura Devlin, Member

A quorum was present for the meeting.

Co-President Mr. Scott Saperston called the meeting to order at 5:05 p.m.

Minutes

Mr. Scott Saperston made a motion to approve the September 14,2021 meeting minutes. Ms. Michelle A. Martin supported the motion and it was unanimously approved. Mr. Scott Saperston made a motion to approve the October 12, 2021 meeting minutes. Ms. Michelle A. Martin supported the motion and it was unanimously approved.

Finance Committee

The Finance committee met on October 20,2021 with Mr. David Urban, EFPR audit manager, to review detailed audit report. King Center Charter School was presented a clean audit report and there were no issues to discuss in the Report to the Board. The Finance Committee made the recommendation to approve the audit report to the Full Board of Directors. Mr. Carl Morgan made a motion to approve the 2020/2021 Audited Financial Statements as presented. Mr. Scott Saperston supported the motion and it was unanimously approved.

A meeting will be scheduled to review the 990 which is complete and to review the 1st quarter operating results which have been submitted to CSI.

Nominating Committee

There is nothing to report.

Education Committee

The Education Committee did not meet. Please refer to handout regarding the Spring 2021 NYS Testing Results. This was reviewed by the Board. 55% of KCCS students took the test in Spring 2021. There were many recycled questions on the test.

Executive Directors Report

The ARP Spending Plan was sent to the Board. The Board has confirmed that they have read and approved the ARP Spending Plan as presented. This plan will be on the KCCS website.

We are currently working on after school programming, transportation issues and related services. We are collecting all the data and finding creative solutions to the issues at hand.

Marketing efforts include new logos on school vans, updated athletic jerseys with new logos, new banners for the outside of the building, and we are collecting estimates for an official sign installation on front lawn. KCCS is preparing for December Enrollment Marketing launch, Giving Tuesday, and Year End Giving Campaign. We are looking into having a mural of Dr. King painted on the side of the building.

We are still searching for Education Support Staff and will share the job description with Board Members to pass along to anyone interested.

The meeting adjourned at 5:48pm. The next Board meeting is scheduled for December 14, 2021 at 5pm on zoom.

King Center Charter School
Board of Trustees- meeting via Zoom
Meeting Minutes
December 14, 2021

Members Present: Scott Saperston, Co-President
Sharon M. Bradley, Member
Steve Biltekoff, Member
Ryanelle Fuqua, Parent Representative
Carl Morgan, Treasurer

Staff Present: Tamaira Coleman
Chris Ciechoski
Joellen Thurman

Excused:
Michelle A. Martin, Co-President
Corrinne Kindzierski, Member
Michael McMahon, Member
Toddie Rogers, Member
Nyandusi Nyachae, Member
Maura Devlin, Member

A quorum was not present for the meeting.

Co-President Mr. Scott Saperston called the meeting to order at 5:05 p.m.

Minutes

Minutes could not be approved at this time.

Finance Committee

The Finance committee met on December 10,2021 to discuss the 990 return and the 1st quarter Financial results. The Finance committee did not have any questions and will recommend that the 990 return be approved for submission during the January Board meeting. The Finance committee has recommended and approved a \$125 Christmas bonus to be added to each employee pay on the paycheck of 12/30/21.

Education Committee

See attached data dashboard for 2021-2022 school year. The data dashboard was reviewed and discussed by the Board. As of BEDS day, we have 411 students enrolled. Course proficiencies were noted after Trimester 1 report cards for each subject area, attendance rates were noted, and MAP data for the Fall were all presented. More information will be presented as it becomes available.

Nominating Committee

No report

Facilities

The building is currently getting prepared for the Air Conditioning installation. The plans are to make the necessary building adjustments during the Winter break and the equipment will also be delivered.

Executive Directors Report

Enroll Buffalo common app is now live and available. KCCS marketing efforts will begin in January 2022.

The meeting adjourned at 5:57pm. The next Board meeting is scheduled for January 11, 2022 at 5pm on zoom.

King Center Charter School

Board Meeting Agenda

Date: Tuesday April 19, 2022
Time: 5:00pm – 6:00pm
Location: King Center Charter School Conference Room

1. Meeting Call to Order.....Co-President Michelle A. Martin
Co-President Scott Saperston
2. Approve Minutes
March 8, 2022.....Co-President Michelle A. Martin
Co-President Scott Saperston
3. Finance CommitteeMr. Carl Morgan
4. Nominating/Personnel Committee..... Michelle A. Martin
5. Education Committee
6. Facility Committee
7. Marketing/Branding CommitteeMs. Tamaira Coleman
8. Executive Director ReportMs. Tamaira Coleman

King Center Charter School

Virtual Board Meeting

Agenda

Date: Tuesday December 14, 2021
Time: 5:00pm – 6:00pm
Location: Zoom Conference Call at 5:00 pm

1. Meeting Call to Order.....Co-President Michelle A. Martin
Co-President Scott Saperston

2. Approve Minutes
November 9, 2021.....Co-President Michelle A. Martin
Co-President Scott Saperston

3. Finance CommitteeMr. Carl Morgan

4. Nominating/Personnel Committee..... Michelle A. Martin

5. Education Committee

6. Facility Committee

7. Marketing/Branding CommitteeMs. Tamaira Coleman

8. Executive Director ReportMs. Tamaira Coleman

King Center Charter School
Board of Trustees- meeting via Zoom

Meeting Minutes

January 11, 2022

Members Present: Scott Saperston, Co-President
Michelle A. Martin, Co-President
Sharon M. Bradley, Member
Steve Biltekoff, Member
Ryanelle Fuqua, Parent Representative
Carl Morgan, Treasurer
Corrinne Kindzierski, Member

Staff Present: Tamaira Coleman
Chris Ciechoski
Joellen Thurman
Barb Lindaman
Antoinette Rhodes

Excused:
Michael McMahan, Member
Toddie Rogers, Member
Nyandusi Nyachae, Member
Maura Devlin, Member

A quorum was present for the meeting.

Co-President Mr. Scott Saperston called the meeting to order at 5:05 p.m.

Minutes

Mr. Scott Saperston made a motion to approve the November 9, 2021 meeting minutes. Ms. Michelle A. Martin supported the motion and it was unanimously approved. Mr. Scott Saperston made a motion to approve the December 14, 2021 meeting minutes. Ms. Michelle A. Martin supported the motion and it was unanimously approved.

Finance Committee

The 990 Tax Return was reviewed by the Finance committee and no questions were presented. The Finance Committee made a recommendation to approve this 990 Tax return to the Board. A motion was made by Mr. Carl Morgan to accept and file the 990 as presented. Ms. Sharon M. Bradley supported the motion and it was unanimously approved.

Education Committee

Remote school started today with asynchronous learning (1/11/22) and will be live tomorrow at 9am (1/12/22). The attendance rate has been 73% since return from winter break with approximately 100 students missing per day. F&P reading testing had started but on pause during remote learning and will continue when learning back in person.

Nominating Committee

No report

Facilities

The building is still getting prepared for the Air Conditioning installation. Units were delivered over winter break and work continues.

Executive Directors Report

School is remote until January 24,2022 due to the drastic increase in Covid cases. Updated health protocols will be issued.

Enroll Buffalo common app is now live and available. TV commercials being scheduled. The Lottery is April 5,2022.

The building mural project has one sketch submitted, one coming, and another person contacted us so waiting on that as well. Once we have all 3 submitted, we will present to the Board for evaluation and selection.

The meeting adjourned at 5:40pm. The next Board meeting is scheduled for February 8, 2022 at 5pm on zoom.

King Center Charter School
Board of Trustees- meeting via Zoom
Meeting Minutes
February 8, 2022

Members Present: Michelle A. Martin, Co-President
Sharon M. Bradley, Member
Steve Biltekoff, Member
Ryanelle Fuqua, Parent Representative
Carl Morgan, Treasurer
Corrinne Kindzierski, Member
Maura Devlin, Member

Staff Present: Tamaira Coleman
Chris Ciechoski
Barb Lindaman

Excused:
Scott Saperston, Co-President
Michael McMahan, Member
Toddie Rogers, Member
Nyandusi Nyachae, Member

A quorum was present for the meeting.

Co-President Ms. Michelle A. Martin called the meeting to order at 5:01 p.m.

Minutes

Ms. Sharon M. Bradley made a motion to approve the January 11,2022 meeting minutes. Ms. Corrinne Kindzierski supported the motion and it was unanimously approved.

Finance Committee

The Finance committee did not meet. The bank accounts were all hacked and new accounts were all opened. The servers and individual computers were all scrubbed and we are ready to start paying bills again. M&T Bank will put us on fraud protection services so this doesn't happen again. M&T Bank has made all our accounts whole again. We will continue to work closely with the branch to get all our needs met.

Education Committee

The education committee met on Feb 3, 2022 (attached). Some metrics were discussed. Attendance rate year to date is currently 86%. The January attendance rate was lower (81%) coming off Winter break. The F&P assessment shows that 70% of students in grades 1-6 are on target for meeting the growth metric. Some additional measures taken to help with meeting this metric include new TA's hired for 3rd and 5th grade, and a 6th grade student teacher will also help.

Nominating Committee

No report

Facilities

The building is still getting prepared for the Air Conditioning installation. Three corner intervention rooms need walls – this construction project has been sent out to bid and we will gather bids and present to the Board for approval. The LED signage project is moving forward. Design ideas were submitted and will need to be decided upon. Question of snow removal in parking lot- Board gave go ahead to get snow removed so more parking is available.

Executive Directors Report

Marketing- sign proposal in draft. Review and approval from Buffalo Planning Board and Buffalo Common Council pending. Online marketing has begun. Charter School Fair- March 19.

Enrollment currently has 87 applications in que for next year. 30 applications so far for Kindergarten (60 open slots)

We are looking for enrichment leaders for 1 hour 2 days/week – will be paid.

We are starting leadership speaker series for grade 6-8 on Feb 16.

The meeting adjourned at 5:54m. The next Board meeting is scheduled for March 8, 2022 at 5pm on zoom.

King Center Charter School
Board of Trustees- meeting via Zoom
Meeting Minutes
March 8, 2022

Members Present: Scott Saperston, Co-President
Sharon M. Bradley, Member
Steve Biltekoff, Member
Ryanelle Fuqua, Parent Representative
Carl Morgan, Treasurer
Corrinne Kindzierski, Member

Staff Present: Tamaira Coleman
Chris Ciechoski
Barb Lindaman
Joellen Thurman

Excused:
Michelle A. Martin, Co-President
Maura Devlin, Member
Michael McMahan, Member
Toddie Rogers, Member
Nyandusi Nyachae, Member

A quorum was present for the meeting.

Co-President Mr. Scott Saperston called the meeting to order at 5:03 p.m.

Minutes

Ms. Corrinne Kindziersk made a motion to approve the February 8,2022 meeting minutes. Mr. Carl Morgan supported the motion and it was unanimously approved.

Finance Committee

We will be completing a construction project during the summer. The school will need to create more appropriate spaces for both ExEd and Intervention services. These services are currently conducted in a room with divider panels as walls. This project builds permanent walls for each teacher space and this will eliminate sound and other distractions. Bids were collected and the lowest bid came in at \$234,750. A motion was made by Mr. Scott Saperston to renovate and build out the walls in these 3 classrooms to make appropriate spaces for academics. Mr. Carl Morgan supported the motion and it was unanimously approved.

Education Committee

The education committee discussed Winter 2021/2022 NWEA Map Metrics for both ELA and Math (see attached handout). Also, we are looking at starting after school tutoring with more information to follow. NYS exams are March 30-31. Leadership has met with Jill to discuss renewal process.

Nominating Committee

No report

Facilities

Air conditioning project continues. Motion to approve 3 summer classroom renovations.

Executive Directors Report

Social Emotional Day – Yoga planned for students on 3/10 and staff on 3/11.

Marketing efforts - Facebook ads, Challenger Ads, Charter School Fair on 3/19, KCCS will be featured on AM Buffalo. Micro soccer team- targets Pre-K students in the community. Lottery deadline is April 1 and lottery is April 5.

Charter Renewal –planning and preparation underway- application due August 15.

After School- will take place March 28-June 10 - will consist of 45 minute 1:1 tutoring provided by FEV Tutoring and 1 hr of enrichment activities. Plan to start with 80 students and grow from there.

The meeting adjourned at 6:09pm. The next Board meeting is scheduled for April 19, 2022 at 5pm on zoom.

King Center Charter School

Virtual Board Meeting Agenda

Date: Tuesday February 8, 2022
Time: 5:00pm – 6:00pm
Location: Zoom Conference Call at 5:00 pm

- 1. Meeting Call to Order.....Co-President Michelle A. Martin
Co-President Scott Saperston

- 2. Approve Minutes
January 11, 2022.....Co-President Michelle A. Martin
Co-President Scott Saperston

- 3. Finance CommitteeMr. Carl Morgan

- 4. Nominating/Personnel Committee..... Michelle A. Martin

- 5. Education Committee

- 6. Facility Committee

- 7. Marketing/Branding CommitteeMs. Tamaira Coleman

- 8. Executive Director ReportMs. Tamaira Coleman

King Center Charter School

Virtual Board Meeting

Agenda

Date: Tuesday January 11, 2022
Time: 5:00pm – 6:00pm
Location: Zoom Conference Call at 5:00 pm

1. Meeting Call to Order.....Co-President Michelle A. Martin
Co-President Scott Saperston
2. Approve Minutes
Nov.9, 2021 & Dec.14, 2021.....Co-President Michelle A. Martin
Co-President Scott Saperston
3. Finance CommitteeMr. Carl Morgan
4. Nominating/Personnel Committee..... Michelle A. Martin
5. Education Committee
6. Facility Committee
7. Marketing/Branding CommitteeMs. Tamaira Coleman
8. Executive Director ReportMs. Tamaira Coleman

King Center Charter School

Virtual Board Meeting

Agenda

Date: Tuesday January 11, 2022
Time: 5:00pm – 6:00pm
Location: Zoom Conference Call at 5:00 pm

1. Meeting Call to Order.....Co-President Michelle A. Martin
Co-President Scott Saperston

2. Approve Minutes
Nov.9, 2021 & Dec.14, 2021.....Co-President Michelle A. Martin
Co-President Scott Saperston

3. Finance CommitteeMr. Carl Morgan

4. Nominating/Personnel Committee..... Michelle A. Martin

5. Education Committee

6. Facility Committee

7. Marketing/Branding CommitteeMs. Tamaira Coleman

8. Executive Director ReportMs. Tamaira Coleman

King Center Charter School
Virtual Board Meeting Agenda

Date: Tuesday June 7, 2022
Time: 5:30pm – 6:30pm
Location: King Center Charter School Conference Room

1. Meeting Call to Order.....Co-President Michelle A. Martin
Co-President Scott Saperston

2. Approve Minutes
March 8, 2022, April 19, 2022, May 10, 2000.....
Co-President Michelle A. Martin
Co-President Scott Saperston

3. Finance CommitteeMr. Carl Morgan
2022/2023 Budget

4. Nominating/Personnel Committee..... Michelle A. Martin

5. Education Committee

6. Facility Committee

7. Marketing/Branding CommitteeMs. Tamaira Coleman

8. Executive Director ReportMs. Tamaira Coleman

King Center Charter School
Virtual Board Meeting Agenda

Date: Tuesday June 7, 2022
Time: 5:30pm – 6:30pm
Location: King Center Charter School Conference Room

1. Meeting Call to Order.....Co-President Michelle A. Martin
Co-President Scott Saperston

2. Approve Minutes
March 8, 2022, April 19, 2022, May 10, 2000.....
Co-President Michelle A. Martin
Co-President Scott Saperston

3. Finance CommitteeMr. Carl Morgan
2022/2023 Budget

4. Nominating/Personnel Committee..... Michelle A. Martin

5. Education Committee

6. Facility Committee

7. Marketing/Branding CommitteeMs. Tamaira Coleman

8. Executive Director ReportMs. Tamaira Coleman



**King Center Charter School
Board Meeting
Agenda**

Date: Tuesday September 28, 2021

Time: 5:00pm-6:00pm

Location: Zoom

1. Meeting Call to OrderCo- President Michelle A. Martin.
Co-President Scott Saperston
2. Education Committee
3. New Business
4. Adjourn



**King Center Charter School
Board Meeting
Agenda**

Date: Tuesday September 28, 2021

Time: 5:00pm-6:00pm

Location: Zoom

1. Meeting Call to OrderCo- President Michelle A. Martin.
Co-President Scott Saperston
2. Education Committee
3. New Business
4. Adjourn

King Center Charter School

Virtual Board Meeting Agenda

Date: Tuesday March 8, 2022
Time: 5:00pm – 6:00pm
Location: Zoom Conference Call at 5:00 pm

- 1. Meeting Call to Order.....Co-President Michelle A. Martin
Co-President Scott Saperston

- 2. Approve Minutes
February 8, 2022.....Co-President Michelle A. Martin
Co-President Scott Saperston

- 3. Finance CommitteeMr. Carl Morgan

- 4. Nominating/Personnel Committee..... Michelle A. Martin

- 5. Education Committee

- 6. Facility Committee

- 7. Marketing/Branding CommitteeMs. Tamaira Coleman

- 8. Executive Director ReportMs. Tamaira Coleman

King Center Charter School

Virtual Board Meeting Agenda

Date: Tuesday March 8, 2022
Time: 5:00pm – 6:00pm
Location: Zoom Conference Call at 5:00 pm

- 1. Meeting Call to Order.....Co-President Michelle A. Martin
Co-President Scott Saperston

- 2. Approve Minutes
February 8, 2022.....Co-President Michelle A. Martin
Co-President Scott Saperston

- 3. Finance CommitteeMr. Carl Morgan

- 4. Nominating/Personnel Committee..... Michelle A. Martin

- 5. Education Committee

- 6. Facility Committee

- 7. Marketing/Branding CommitteeMs. Tamaira Coleman

- 8. Executive Director ReportMs. Tamaira Coleman

King Center Charter School

Board Meeting Agenda

Date: Tuesday May 10, 2022
Time: 5:00pm – 6:00pm
Location: King Center Charter School Conference Room

1. Meeting Call to Order.....Co-President Michelle A. Martin
Co-President Scott Saperston

2. Approve Minutes
March 8, 2022 & April 19, 2022.....Co-President Michelle A. Martin
Co-President Scott Saperston

3. Finance CommitteeMr. Carl Morgan

4. Nominating/Personnel Committee..... Michelle A. Martin

5. Education Committee

6. Facility Committee

7. Marketing/Branding CommitteeMs. Tamaira Coleman

8. Executive Director ReportMs. Tamaira Coleman

King Center Charter School

Board Meeting Agenda

Date: Tuesday May 10, 2022
Time: 5:00pm – 6:00pm
Location: King Center Charter School Conference Room

1. Meeting Call to Order.....Co-President Michelle A. Martin
Co-President Scott Saperston

2. Approve Minutes
March 8, 2022 & April 19, 2022.....Co-President Michelle A. Martin
Co-President Scott Saperston

3. Finance CommitteeMr. Carl Morgan

4. Nominating/Personnel Committee..... Michelle A. Martin

5. Education Committee

6. Facility Committee

7. Marketing/Branding CommitteeMs. Tamaira Coleman

8. Executive Director ReportMs. Tamaira Coleman

King Center Charter School

Virtual Board Meeting

Agenda

Date: Tuesday November 9, 2021
Time: 5:00pm – 6:00pm
Location: Zoom Conference Call at 5:00 pm

1. Meeting Call to Order.....Co-President Michelle A. Martin
Co-President Scott Saperston

2. Approve Minutes
Sept. 14,2021 & Oct. 12,2021Co-President Michelle A. Martin
Co-President Scott Saperston

3. Finance CommitteeMr. Carl Morgan

4. Nominating/Personnel Committee..... Michelle A. Martin

5. Education Committee

6. Facility Committee

7. Marketing/Branding CommitteeMs. Tamaira Coleman

8. Executive Director ReportMs. Tamaira Coleman

King Center Charter School

Virtual Board Meeting

Agenda

Date: Tuesday November 9, 2021
Time: 5:00pm – 6:00pm
Location: Zoom Conference Call at 5:00 pm

1. Meeting Call to Order.....Co-President Michelle A. Martin
Co-President Scott Saperston
2. Approve Minutes
Sept. 14,2021 & Oct. 12,2021Co-President Michelle A. Martin
Co-President Scott Saperston
3. Finance CommitteeMr. Carl Morgan
4. Nominating/Personnel Committee..... Michelle A. Martin
5. Education Committee
6. Facility Committee
7. Marketing/Branding CommitteeMs. Tamaira Coleman
8. Executive Director ReportMs. Tamaira Coleman

King Center Charter School

Virtual Board Meeting

Agenda

Date: Tuesday October 12, 2021
Time: 5:00pm – 6:00pm
Location: Zoom Conference Call at 5:00 pm

Note: Guest Speaker - Jill Shahan

1. Meeting Call to Order.....Co-President Michelle A. Martin
Co-President Scott Saperston
2. Approve Minutes
Sept.14, 2021Co-President Michelle A. Martin
Co-President Scott Saperston
3. Finance CommitteeMr. Carl Morgan
4. Nominating/Personnel Committee..... Michelle A. Martin
5. Education Committee
6. Facility Committee
7. Marketing/Branding CommitteeMs. Tamaira Coleman
8. Executive Director ReportMs. Tamaira Coleman

King Center Charter School

Virtual Board Meeting

Agenda

Date: Tuesday October 12, 2021
Time: 5:00pm – 6:00pm
Location: Zoom Conference Call at 5:00 pm

Note: Guest Speaker - Jill Shahn

1. Meeting Call to Order.....Co-President Michelle A. Martin
Co-President Scott Saperston
2. Approve Minutes
Sept.14, 2021Co-President Michelle A. Martin
Co-President Scott Saperston
3. Finance CommitteeMr. Carl Morgan
4. Nominating/Personnel Committee..... Michelle A. Martin
5. Education Committee
6. Facility Committee
7. Marketing/Branding CommitteeMs. Tamaira Coleman
8. Executive Director ReportMs. Tamaira Coleman

King Center Charter School

Virtual Board Meeting

Agenda

Date: Tuesday September 14, 2021

Time: 5:00pm – 6:00pm

Location: Zoom Conference Call at 5:00 pm

1. Meeting Call to Order.....Co-President Michelle A. Martin
Co-President Scott Saperston

2. Approve Minutes
June 8, 2021Co-President Michelle A. Martin
Co-President Scott Saperston

3. Finance CommitteeMr. Carl Morgan

4. Nominating/Personnel Committee..... Michelle A. Martin

5. Education Committee

6. Facility Committee

7. Marketing/Branding CommitteeMs. Tamaira Coleman

8. Executive Director ReportMs. Tamaira Coleman

King Center Charter School

Virtual Board Meeting

Agenda

Date: Tuesday September 14, 2021

Time: 5:00pm – 6:00pm

Location: Zoom Conference Call at 5:00 pm

1. Meeting Call to Order.....Co-President Michelle A. Martin
Co-President Scott Saperston

2. Approve Minutes
June 8, 2021Co-President Michelle A. Martin
Co-President Scott Saperston

3. Finance CommitteeMr. Carl Morgan

4. Nominating/Personnel Committee..... Michelle A. Martin

5. Education Committee

6. Facility Committee

7. Marketing/Branding CommitteeMs. Tamaira Coleman

8. Executive Director ReportMs. Tamaira Coleman



CITY OF BUFFALO
DEPARTMENT OF ECONOMIC DEVELOPMENT,
PERMIT & INSPECTION SERVICES



OFFICE OF THE COMMISSIONER

BYRON W. BROWN
Mayor

JAMES COMERFORD, Jr.
Deputy Commissioner

Certificate of Compliance

Number 2666

In accordance with the appropriate laws of the State of New York and or the ordinances of the City of Buffalo, the structures at **104 LANG** Buffalo, New York, having been inspected and found to conform substantially to applicable laws, ordinances, rules or regulations, the portion identified on this certificate is hereby certified for occupancy. This compliance certificate is subject to the limitations specified herein and is valid until revoked unless automatically voided by this certificate being altered in any manner if there is any violation of a law or ordinance found to exist subsequent to the issuance of the certificate, i.e. continued compliance with applicable codes and ordinances is required.



Director of Permits & Inspections

Date Issued: 05/05/2015

Building Classification: 5A fire resistive

Occupancy: E

Building Permit(s) Number: 213721

Date Issued: 09/02/2014

Building Inspector: Walter, Todd

Date of Inspection: 04/27/2015

Receipt Number: Per Permit

Portion of Building being inspected and certified: Alterations to the main Office Area of a Charter School.

KING CENTER CHARTER SCHOOL 2022-23 CALENDAR

August 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

23 31 Staff Report, PD

February 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

20 24 M d W nter Recess, No Schoo

September 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1 Staff Report, PD
5 Labor Day, No Schoo
6 F rst Day of Schoo

March 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

10 Grades C ose Tr mester 2
17 - Parent eacheer Con erences No Students

October 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

10 - ndigenous Peoples' Day No Schoo

April 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

3 7 Spr ng Recess, No Schoo
19 20 NYS ELA Exam (Grades 3 8)

November 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

8 E ect on Day, No Schoo
11 Veterans Day, No Schoo
23-25 hanksgiving Recess No Schoo

May 2023						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

3 4 NYS Math Exam (Grades 3 8)
11 SCD, Staff Report, No Students
23 NYS Sc ence Performance
29 Memor a Day, No Schoo

December 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2 Tr mester 1 Grades C ose
9 - Parent eacheer Con erence No Students
23 30 W nter Recess, No Schoo

June 2023						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

5 NYS Sc ence Exam (8th Grade on y)
9 Tr mester 3 Grades C ose
19 - Juneteenth Holiday No Schoo
20 22 Ear y Re ease Days, PTC
21 K ndergarten Ce brat on
2- Last Day of School 8th Grade Graduat
23 SCD, No Students

January 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2 New Year's Day, No Schoo
16 Dr. King Jr. Day, No Schoo

DAYS OF ATTENDANCE					
MONTH	STAFF	STUDENTS	MONTH	STAFF	STUDENTS
AUG	7	0	FEB	15	15
SEPT	20	19	MAR	23	22
OCT	20	20	APR	15	15
NOV	17	17	MAY	22	21
DEC	16	15	JUN	16	15
JAN	20	20	TOTAL	191	179



■ First Day/Last Day
■ School Closed
■ Sup't. Conference Day/Staff Day/No Students



■ 3 - 8 NYS Testing
■ Parent Teacher Conference (PTC)/ No Students