# Application: Growing Up Green Charter School

Roseanne Byrum - byrum@gugcs.org
Annual Reports

## Entry 1 School Info and Cover Page

**Completed** - Oct 29 2020

### 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 2019-20 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) <u>before</u> 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, 2020)** or you may not be assigned the correct tasks.

# BASIC INFORMATION

### a. SCHOOL NAME

(Select name from the drop down menu)

GROWING UP GREEN CHARTER SCHOOL 343000860952

**a1. Popular School Name**

Growing Up Green Charter School

**b. CHARTER AUTHORIZER (As of June 30th, 2020)**

Please select the correct authorizer as of June 30, 2020 or you may not be assigned the correct tasks.

NEW YORK CITY CHANCELLOR OF EDUCATION

**c. DISTRICT / CSD OF LOCATION**

CSD #30 - QUEENS

**d. DATE OF INITIAL CHARTER**

1/2009

**e. DATE FIRST OPENED FOR INSTRUCTION**

9/2009

**f. APPROVED SCHOOL MISSION (Regents, NYCDOE, and Buffalo BOE authorized schools only)**

MISSION STATEMENT

The Growing Up Green Charter School empowers children to be conscious, contributing members of their community through a rigorous curriculum and an engaging green culture. Graduates of GUGCS will be prepared to attend high-performing schools where their interdisciplinary academic foundation, knowledge of sustainability, and strong sense of self sets them apart as leaders of the future.

**g. KEY DESIGN ELEMENTS (Regents, NYCDOE, and Buffalo BOE authorized schools only)**

KEY DESIGN ELEMENTS (Briefly describe each Key Design Elements (KDE) as presented in the schools approved charter. KDEs are those general aspects of the school that are innovative or unique to the school's mission and goals, are core to the school's overall design, and are critical to its success.

| KDE 1 | Responsive Classroom and Developmental Design Principles:<br>Responsive Classroom and its companion social curriculum in the middle school, Developmental Designs, are fundamental and centralizing forces within the school community, and our students and staff are immersed in its tenets during all aspects of the school day. At the core of Responsive Classroom and Developmental Designs are the beliefs that children learn at their best when attention is paid to building their social and emotional competencies. GUGCS' schoolwide Responsive Classroom approach in the elementary school has established the framework for creating an environment that supports our children's social and emotional growth and empowers them to be active participants in their own learning and the learning of their peers. It accomplishes this by creating a classroom and school-wide environment with routines and universal expectations. Developmental Designs structures recognize the need for young adolescents to have autonomy, feel competent, be connected, have a voice, feel |
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| | empowered, have fun, build relationships and feel safe. Just as with Responsive Classroom, our Developmental Designs approach in the middle school involves comprehensive classroom and school-wide practices that integrate social and academic learning. |
| KDE 2 | Mornings Meeting and Circle of Power and Respect: The day begins in both our elementary school and middle school with a community-building tool aligned with the Responsive Classroom and Development Design Principles. These practices result in a safe and inclusive environment with engaged students where teaching and learning are strengthened. In the elementary school, the day begins with a morning meeting in all classrooms. The four components of morning meeting are a greeting, an activity, a share, and news/announcements. Morning meeting is an excellent tool to build community in classrooms, to informally assess skills in student games and activities, and to gauge the emotional state of the class before the academic day begins.<br><br>In the middle school, students begin the day by engaging in a Circle of Power and Respect ("CPR") two days per week in each Advisory. This meeting time sets the tone for the rest of the day for each student and the larger community as well. CPR is time for students to build relationships with their advisor and other students. In this community-building period, the Advisory greets each other, shares news, and allows students and teachers to get to know each other better. |
| KDE 3 | Incorporating Green in the School and Curriculum: Promoting a green culture and an understanding of sustainability are important components of our school's mission. First and foremost, 'green' is a mindset. It is an internalization of a sustainable way of life, one in which community members are responsible for what they consume and the waste produced. It is an awareness of where goods and products come from, with an emphasis on the |

| | importance of local, organic production. These principles guide the social curriculum of GUGCS. Morning meeting, Circle of Power and Respect, snack, class meetings, school wide functions, Science, ED Time and Social Studies all embody a 'green,' holistic approach to living. There are also physical aspects of GUGCS that are "green." Teachers are well versed and aware of sustainability principles relevant to class discussions. Read-alouds and writing projects often focus on tenants of responsibility within a community. In classrooms, resources and supplies are shared so that students learn empathy and the value of working in groups. Individual needs are stressed, because in order to be a contributing member of a community, students need to first take care of themselves.<br><br>Students are individually responsible for homework completion nightly, as well as the maintenance of personal reading logs and journals. Work is paramount at GUGCS and for no reason will students be able to leave assignments incomplete or below standard. Green is certainly an environmental mindset, but it is also a greater understanding of self-awareness and of accountability. |
|---|---|
| KDE 4 | Student-Centered and Data-Driven Instruction: GUGCS' approach to instruction is both student-centered and data-driven. We expect teachers to be using assessment and data as part of their lesson planning and instructional process. In its first charter term, GUGCS successfully created a data-driven culture to support our underlying student-centered instructional philosophy. Teachers know that as a school community we view data as a foundation for talking about students' needs in a rigorous way, and that better instructional planning is the goal of incorporating data in our thinking. Our data-driven approach ensures that our student's learning needs are met and that they will ultimately achieve the school's rigorous performance standards. |

| | While in the elementary school, the workshop model is the primary instructional approach used by teachers, middle school teachers use multiple instructional modalities to deliver lessons based on their assessment of the most effective path toward student understanding. The commonality among all methods is that data is informing how instruction is adjusted and delivered in order to maximize learning. The instructional methodologies that are chosen will engage students in their own learning to the greatest degree. Our instructional methods serve to develop active, independent learners and highly critical thinkers by engaging students in the top levels of thinking in Bloom's Taxonomy. |
|---|---|
| KDE 5 | Response to Intervention: Since it opened, GUGCS has had a strong Response to Intervention (RtI) process in place. From the start, there has existed a process for teachers to identify struggling students through data and classroom observations and to present a student case-study to a group of colleagues at the Successful Student Committee (SSC). The GUGCS' RtI process is upheld by a robust support staff in both the elementary and middle school including learning specialists, intervention teachers, school counselors, a behavior coordinator, and ELL specialists. The RtI process will continue to be an important force in the new charter term to respond to the needs of struggling students. |
| KDE 6 | A Robust Special Education Program: GUGCS has had success in recruiting and retaining students with disabilities and is on par with CSD 30. This is due, in part, to our comprehensive special education program which includes at least one Integrated Co-Teaching Classroom (ICT) on each grade, K through 5th, and one or two ICT classes per subject area (ELA, Math, Science, and Social Studies) in grades 6-8. We also have robust special education staffing model which includes a Director of Support Services and Intervention in both the elementary and middle school and a Learning Specialist Coordinator in the elementary |

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| | school. There are also 4 learning specialists (certified special education teachers) and a speech and language therapist in the elementary school and 2 learning specialists in the middle school. The Support Services team in each school is supported by social work and counseling staff, including the Behavior and Student Life Coordinator and Dean of Students in the elementary school and a Dean of Students and Behavior at the middle school. |
| KDE 7 | Middle School Advisory: A unique element of our middle school curriculum is Advisory. Every morning, students meet in small cohorts of approximately 15 students to participate in advisory periods. These advisory periods are facilitated by an advisory mentor, who is a member of the GUGCS staff. The advisory mentor's role in a student's academic life is one that specifically builds the kind of trust and adult connection that have been identified as key traits of responsive and high functioning middle schools. The Advisory Periods are an important component of our school mission as we provide emotional and socials skills support in addition to strong academic classes. Advisory periods provide students formal opportunities to focus with the advisory mentor and peers on (1) social and emotional development; (2) character education and leadership and (3) their transition from elementary school to middle school (6th grade) and the transition from middle to high school (7th/8th grades). |
| KDE 8 | (No response) |
| KDE 9 | (No response) |
| KDE 10 | (No response) |

**Need additional space for variables**

No                                          8 / 47

**h. SCHOOL WEB ADDRESS (URL)**

[www.gugcs.org](www.gugcs.org)

**i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2019-2020 SCHOOL YEAR (exclude Pre-K program enrollment)**

819

**j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2020 (exclude Pre-K program enrollment)**

800

**k. GRADES SERVED IN SCHOOL YEAR 2019-2020 (exclude Pre-K program students)**

Check all that apply

| Grades Served | K, 1, 2, 3, 4, 5, 6, 7, 8 |
|---|---|

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

No

# FACILITIES INFORMATION

## m. FACILITIES

Will the school maintain or operate multiple sites in 2020-2021?

|  | Yes, 2 sites |
|---|---|

**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 | 39-27 28th St. Long Island City, NY 11101 | (347)642-4306 | NYC CSD 30 | K-5 | No |

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

| | Name | Work Phone | Alternate Phone | Email Address |
|---|---|---|---|---|
| School Leader | Matthew Greenberg | 347-642-4306 | | greenberg@gugcs.org |
| Operational Leader | Massomeh Spahr | 347-642-4306 | | spahr@gugcs.org |
| Compliance Contact | Angela Shih | 347-642-4306 | | shih@gugcs.org |
| Complaint Contact | Aris Colgan | 347-642-4306 | | colgan@gugcs.org |
| DASA Coordinator | Lauren Balterman | 347-642-4306 | | balterman@gugcs.org |
| Phone Contact for After Hours Emergencies | Matthew Greenberg | 347-642-4306 | 646-263-4931 | greenberg@gugcs.org |

**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, 2020.**

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

COO1_3009344700-COO - GUG I ES.pdf

**Filename:** COO1_3009344700-COO - GUG I ES.pdf **Size:** 208.9 kB

**Site 1 Fire Inspection Report**

[GUG I ES Fire Inspection - Annual Report November 2020.pdf](GUG I ES Fire Inspection - Annual Report November 2020.pdf)

**Filename:** GUG I ES Fire Inspection - Annual Report November 2020.pdf **Size:** 196.7 kB

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**School Site 2**

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**m2. SCHOOL SITES**

Please provide information on Site 2 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 2 | 36-49 11th St. Long Island City, NY 11101 | (347)642-4306 | NYC CSD 30 | 6-8 | Yes, 6-8 |

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**m2a. Please provide the contact information for Site 2.**

|  | Name | Work Phone | Alternate Phone | Email Address |
|---|---|---|---|---|
| School Leader | Matthew Greenberg | 347-642-4306 |  | greenberg@gugcs.org |
| Operational Leader | Massomeh Spahr | 347-642-4306 |  | spahr@gugcs.org |
| Compliance Contact | Roseanne Byrum | 347-642-4306 |  | byrum@gugcs.org |
| Complaint Contact | Jennifer Slutak | 347-642-4306 |  | slutak@gugcs.org |
| DASA Coordinator | Lauren Balterman | 347-642-4306 |  | balterman@gugcs.org |
| Phone Contact for After Hours Emergencies | Matthew Greenberg | 347-642-4306 | 646-263-4931 | greenberg@gugcs.org |

**m2b. Is site 2 in public (co-located) space or in private space?**

Private Space

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

**m2d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 2 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, 2020.**

**Site 2 Certificate of Occupancy (COO)**

m2dco_3519131418-COO - GUG I MS.pdf

**Filename:** m2dco_3519131418-COO - GUG I MS.pdf **Size:** 180.8 kB

**Site 2 Fire Inspection Report**

[GUG I MS Fire Inspection.pdf](GUG I MS Fire Inspection.pdf)

**Filename:** GUG I MS Fire Inspection.pdf **Size:** 603.0 kB

**CHARTER REVISIONS DURING THE 2019-2020 SCHOOL YEAR**

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**n1. Were there any revisions to the school's charter during the 2019-2020 school year? (Please include approved or pending material and non-material charter revisions).**

No

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**PLEASE NOTE CHARTER SCHOOLS WILL NO LONGER SUBMIT FINANCIAL STATEMENTS, ANNUAL BUDGETS, AND RELATED FISCAL DATA VIA THE ANNUAL REPORT.  HOWEVER, NYSED BOARD OF REGENTS WOULD LIKE TO KNOW IF YOUR SCHOOL'S BOARD OF TRUSTEES HAS APPROVED A BUDGET FOR THE 2020-2021 FISCAL YEAR.**

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

Yes

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**ATTESTATION**

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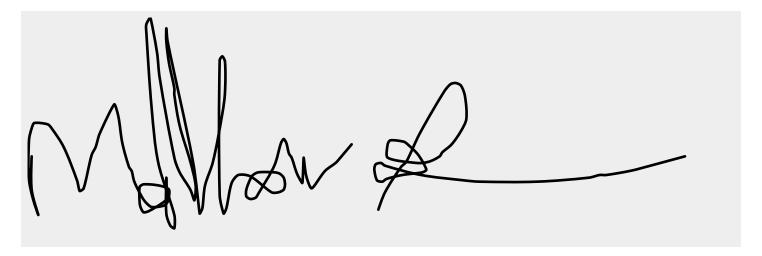**p. Individual Primarily Responsible for Submitting the Annual Report.**

| Name | Roseanne Byrum |
|---|---|
| Position | Assessment Coordinator |
| Phone/Extension | 347-642-4306 |
| Email | [byrum@gugcs.org](byrum@gugcs.org) |

**p. 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. Check YES if you 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**

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

**Thank you.**

# Entry 3 Progress Toward Goals

**Completed** - Oct 29 2020

# Instructions

**Regents, NYCDOE, and Buffalo BOE-authorized charter schools**

For the 2019-2020 school year, any academic or organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as "N/A".

# Entry 3 Progress Toward Goals

**PROGRESS TOWARD CHARTER GOALS**

Board of Regents-authorized and NYCDOE-authorized charter schools only.

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 2, 2020.

## 1. ACADEMIC STUDENT PERFORMANCE GOALS

# For the 2019-2020 school year, any academic goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as "N/A".

**2019-20 Progress Toward Attainment of Academic Goals**

|  | Academic Student Performance Goal | Measure Used to Evaluate Progress Toward Attainment of Goal | Goal - Met, Not Met or Unable to Assess | If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable |
|---|---|---|---|---|
| Academic Goal 1 | Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 3rd—8th graders', who have been enrolled at the school on BEDS day for at least two consecutive years, performing at or above Level 3 on the New York State ELA examination. | New York State Testing Program | Unable to Assess | N/A |
|  | Each year, the school's Aggregate |  |  |  |

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|---|---|---|---|---|
| Academic Goal 2 | Performance Index on the NYS ELA exam will meet the Annual Measurable Objective set forth in the NYS NCLB accountability system. | New York State Education Department Report Card | Unable to Assess | N/A |
| Academic Goal 3 | Each year, 75% of all students (Grades 1-8) who were enrolled at GUGCS for at least two consecutive BEDS dates, will perform at or above grade level on the FastBridge Reading test. | FastBridge Learning - aReading assessment | Unable to Assess | End of the year data is unavailable due to school closure. However, when a subset of students was given the aReading assessment in December 2019, 79.49% of 1st graders, 78.26% of 2nd graders and 89.80% of 4th graders were at or above grade level (if the trend continued through the year, these grades would have met the goal). 55.56% of 3rd graders and 60.32% of 5th graders were at or above grade level. |
| Academic Goal 4 | Each year, 75% of all tested students (Grades K-5) who have been enrolled in GUGCS for at least two consecutive BEDS dates will perform at or above grade | Fountas and Pinnell Benchmark Assessment System | Unable to Assess | N/A |

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|---|---|---|---|---|
| | level on the Fountas and Pinnell Benchmark Assessment System. | | | |
| Academic Goal 5 | Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 3rd—8th graders', who have been enrolled at the school on BEDS day for at least two consecutive years, performing at or above Level 3 on the New York State Mathematics examination. | New York State Testing Program | Unable to Assess | N/A |
| Academic Goal 6 | Each year, the school's aggregate Performance Index on the NYS Math exam will meet the Annual Measurable Objective set forth in the NYS NCLB accountability system. | New York State Education Department Report Card | Unable to Assess | N/A |
| | Each year, 75% of all students | | | End of the year data is unavailable due to school closure. However, when a subset of students was given the aMath assessment in December 2019, |

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|---|---|---|---|---|
| Academic Goal 7 | (Grades 1-8) who were enrolled at GUGCS for at least two consecutive BEDS dates, will perform at or above grade level on the FastBridge Math test. | FastBridge Learning - aMath assessment | Unable to Assess | 86.15% of 2nd graders, 75.71% of 3rd graders and 76.06% of 4th graders were at or above grade level (if the trend continued through the year, these grades would have met the goal). 70% of 1st graders and 51.56% of 5th graders were at or above grade level. |
| Academic Goal 8 | Each year, 50% of all Grade 8 students who took integrated Algebra in Grade 8 and were enrolled in GUGCS for at least two consecutive BEDS dates, will pass the Integrated Algebra I New York State Regents Exam with at least a score of 70%. | New York State Regents Exam - Algebra I | Unable to Assess | N/A |
| Academic Goal 9 | Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 4th and 8th graders', who have been enrolled at the school on BEDS day for at least two | 4th Grade - New York State Testing Program 8th Grade - New York State Regents Exam - Living Environment | Unable to Assess | N/A |

| | Academic Student Performance Goal | Measure Used to Evaluate Progress Toward Attainment of Goal | Goal - Met, Not Met or Unable to Assess | 2019-2020 progress toward attainment of goal Met/Not Met/Unable to |
|---|---|---|---|---|
| | consecutive years, performing at or above Level 3 on the New York State Science examination. | | | |
| Academic Goal 10 | Each year, the percent of all tested students in each grade level, 3rd-8th, who perform at or above Level 3 on the NYS ELA exam will be greater than the percent of all students in CSD 30 in the same tested grade who perform at or above Level 3. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE. | New York State Testing Program | Unable to Assess | N/A |

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

Yes

## 2019-2020 Progress Toward Attainment of Academic Goals

| | | | | Assess During Due to Closure |
|---|---|---|---|---|
| Academic Goal 11 | Each year, the percent of all tested students in each grade level, 3rd-8th, who perform at or above Level 3 on the NYS Math exam will be greater than the percent all students in CSD 30 in the same tested grade who perform at or above Level 3. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE. | New York State Testing Program | Unable to Assess | N/A |
| Academic Goal 12 | Each year, each 3rd through 8th grade-level cohort of students (i.e. students who have been enrolled at the School for at least 2 consecutive BEDS dates) will reduce by one-quarter the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75% at or above Level 3 on the current year's | New York State Testing Program | Unable to Assess | N/A |

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| | NYS ELA exam. If the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's NYS ELA exam, the grade level cohort is expected to demonstrate some growth (above 75 percent) in the current year. | | | |
| Academic Goal 13 | Each year, each 3rd through 8th grade-level cohort of students (i.e. students who have been enrolled at the School for at least 2 consecutive BEDS dates) will reduce by one-quarter the gap between the average NCE score on the previous year's FastBridge Reading exam and an NCE of 50 for the current year's FastBridge exam by grade. If the average NCE score of a grade level cohort exceeded an NCE of 50 on the previous year's FastBridge Reading exam, the grade level cohort is expected to | FastBridge Learning - aReading assessment | Unable to Assess | End of the year data is unavailable due to school closure. However, when a subset of students grades 3-5 was given the aReading assessment in December 2019, this goal was met. |

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| | demonstrate some growth above an average NCE score of 50 in the current year. | | | |
| Academic Goal 14 | Each grade level of students (K-5) who remained in the school for the entire year will show at least 3 levels of growth on the Fountas and Pinnell Benchmark Assessment System between September and June of each school year. | Fountas and Pinnell Benchmark Assessment System | Unable to Assess | N/A |
| Academic Goal 15 | Each year, each 3rd through 8th grade-level cohort of students (i.e. students who have been enrolled at the School for at least 2 consecutive BEDS dates) will reduce by one-quarter the gap between the percent at or above Level 3 on the previous year's State Math exam and 75% at or above Level 3 on the current year's NYS Math exam. If the number of students scoring above proficiency in a grade level | New York State Testing Program | Unable to Assess | N/A |

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| | cohort exceeded 75 percent on the previous year's NYS Math exam, the grade level cohort is expected to demonstrate some growth (above 75 percent) in the current year. | | | |
| Academic Goal 16 | Each year, each 3rd through 8th grade-level cohort of students (i.e. students who have been enrolled at the School for at least 2 consecutive BEDS dates) will reduce by one-quarter the gap between the average NCE score on the previous year's FastBridge Math exam and an NCE of 50 for the current year's FastBridge exam by grade. If the average NCE score of a grade level cohort exceeded an NCE of 50 on the previous year's FastBridge Math exam, the grade level cohort is expected to demonstrate some growth above an average NCE score of 50 in the current year. | FastBridge Learning - aMath assessment | Unable to Assess | End of the year data is unavailable due to school closure. However, when a subset of students grades 3-5 was given the aMath assessment in December 2019, this goal was met. |

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| Academic Goal 17 | Each year, the school will make AYP in Math, ELA and Science and will be deemed in "Good Standing" on its NYSED Report Card. | New York State Education Department Report Card | Unable to Assess | N/A |
| Academic Goal 18 | | | | |
| Academic Goal 19 | | | | |
| Academic Goal 20 | | | | |

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

No

**4. ORGANIZATION GOALS**

# For the 2019-2020 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as "N/A".

**2019-2020 Progress Toward Attainment of Organization Goals**

| | Organizational Goal | Measure Used to Evaluate Progress | Goal - Met, Not Met, or Unable to Assess | If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable |
|---|---|---|---|---|
| | | This will be measured by the | | |

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|---|---|---|---|---|
| Org Goal 1 | Each year, the school will have an average daily student attendance rate of at least 95%. | school and reported data from an attendance tracking system such as ATS. The figure will be calculated by: sum of the total number of days absent for each child in the school total number of possible school days times (total number of students). | Met | |
| Org Goal 2 | Each year, 95% of all students enrolled on the last day of the school year will return the following September. | Enrollment Information | Met | |
| Org Goal 3 | Each year, the school will comply will all applicable laws, rules, regulations and contract terms including but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the Individuals with Disabilities Education Act and the Family Educational Rights and Privacy Act. | Board Policies and Meetings | Met | |

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|---|---|---|---|
| Org Goal 4 | Per the 2010 amendment to the Charter Schools Act, the school shall demonstrate good faith efforts to attract, retain, and meet or exceeded enrollment and retention targets as prescribed by the Board of Regents through the State Education of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program | Enrollment and Retention Marketing | Met |
| Org Goal 5 | Per the charter agreement, each year, student enrollment will be at or within 15% below full enrollment as delineated in the approved renewal application. This will be measured each year by an analysis of student enrollment figures in ATS. | Enrollment Information | Met |
| | Each year, the School will make | | |

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|---|---|---|---|
| Org Goal 6 | progress towards meeting or surpassing the New York City averages in positive student, parent, and teacher responses in all areas of the survey including rigorous instruction, supportive environment, collaborative teachers, effective school leadership, strong family-community ties, and trust. | NYC School Survey | Met |
| Org Goal 7 | | | |
| Org Goal 8 | | | |
| Org Goal 9 | | | |
| Org Goal 10 | | | |
| Org Goal 11 | | | |
| Org Goal 12 | | | |
| Org Goal 13 | | | |
| Org Goal 14 | | | |
| Org Goal 15 | | | |
| Org Goal 16 | | | |
| Org Goal 17 | | | |
| Org Goal 18 | | | |
| Org Goal 19 | | | |
| Org Goal 20 | | | |

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

No

## 6. FINANCIAL GOALS

### 2019-2020 Progress Toward Attainment of Financial Goals

|  | Financial Goals | Measure Used to Evaluate Progress | Goal - Met, Not Met, or Partially Met | If not met, describe efforts the school will take to meet goal. |
|---|---|---|---|---|
| Financial Goal 1 | Each year, the School will undergo an independent financial audit that will result in an unqualified opinion and no major findings. A finding is "major" if it indicates a deliberate act of wrongdoing, reckless conduct or causes a loss of confidence in the abilities or integrity of the school or seriously jeopardizes the continued operation of the school. | Independent Financial Audit Findings | Met |  |
|  | Each year, the School will operate on a balanced budget and | Monthly and weekly financial statements are |  |  |

| | | | | |
|---|---|---|---|---|
| Financial Goal 2 | maintain a stable cash flow. A budget will be considered "balanced" if revenues equal or exceed expenditures. | prepared, analyzed by the Director of Finance & Personnel and then distributed to the school admin and board of directors | Met | |
| Financial Goal 3 | | | | |
| Financial Goal 4 | | | | |
| Financial Goal 5 | | | | |

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

No

**Thank you.**

# Entry 7 Disclosure of Financial Interest Form

**Completed** - Oct 29 2020

# Instructions - Multiple Uploads Permitted

**Required of ALL Charter Schools by August 3**

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 2019-2020 school year must complete a signed:

- **Regents, NYCDOE, and Buffalo BOE Authorized Schools:** Disclosure of Financial Interest Form
- **SUNY- Authorized Charter Schools**: Trustee Financial Disclosure Form

All completed forms must be collected and uploaded in .PDF format for each individual member. If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee. (Forms completed from past years will not be accepted).

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

**Anne Levonen BOT Financial Disclosure 2020**

**Filename:** Anne_Levonen_BOT_Financial_Disclosure_2020.pdf **Size:** 248.3 kB

## [Kelly Russotti BOT Financial Disclosure 2020](#)

**Filename:** Kelly_Russotti_BOT_Financial_Disclosure_2020.pdf **Size:** 256.9 kB

## [Kathryn Klingenstein BOT Financial Disclosure 2020](#)

**Filename:** Kathryn_Klingenstein_BOT_Financial_Dis_rpuVXRH.pdf **Size:** 247.5 kB

## [Kate Hooker BOT Financial Disclosure 2020](#)

**Filename:** Kate_Hooker_BOT_Financial_Disclosure_2020.pdf **Size:** 224.6 kB

## [Jeff Mueller BOT Financial Disclosure 2020](#)

**Filename:** Jeff_Mueller_BOT_Financial_Disclosure_2020.pdf **Size:** 289.4 kB

## [Marc Greenberg BOT Financial Disclosure 2020](#)

**Filename:** Marc_Greenberg_BOT_Financial_Disclosure_2020.pdf **Size:** 1.3 MB

## [Reid Chase BOT Financial Disclosure 2020](#)

**Filename:** Reid_Chase_BOT_Financial_Disclosure_2020.pdf **Size:** 222.9 kB

## [Pastor Corwin Mason BOT Financial Disclosure 2020](#)

**Filename:** Pastor_Corwin_Mason_BOT_Financial_Disc_bMO3vGU.pdf **Size:** 227.5 kB

## [Laura Meyers BOT Financial Disclosure 2020](#)

**Filename:** Laura_Meyers_BOT_Financial_Disclosure_2020.pdf **Size:** 190.3 kB

## Entry 8 BOT Membership Table

**Completed** - Oct 29 2020

# 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 8 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.

**GROWING UP GREEN CHARTER SCHOOL 343000860952**

**1. 2019-2020 Board Member Information (Enter info for each BOT member)**

| | Trustee Name and 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 2019-2020 |
|---|---|---|---|---|---|---|---|---|
| 1 | Jeff Mueller jmueller@graniteintelligence.com | Trustee/Member | Finance Committee, Executive Committee | Yes | 5 | 07/01/2020 | 06/30/2022 | 9 |
| 2 | Reid Chase reidchase1@gmail.com | Trustee/Member | Finance Committee, Executive Committee | Yes | 5 | 07/01/2020 | 06/30/2022 | 5 or less |
| 3 | Kate Hooker kfhooker@gmail.com | Chair | Exectuive Committee, Academic Committee, Board Nominating Committee | Yes | 7 | 07/01/2020 | 06/30/2022 | 10 |
| | | | Executive | | | | | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 4 | Kathryn Klingenstein [Kathryn.klingenstein@gmail.com](mailto:Kathryn.klingenstein@gmail.com) | Chair | Committee, Academic Committee, Finance Committee | Yes | 3 | 07/01/2020 | 06/30/2022 | 10 |
| 5 | Anne Levonen [levonenanne@outlook.com](mailto:levonenanne@outlook.com) | Treasurer | Finance Committee, Executive Committee | Yes | 2 | 07/01/2020 | 06/30/2022 | 12 |
| 6 | Marc Greenberg [marc@iahh.org](mailto:marc@iahh.org) | Trustee/Member | Exectuive Committee, Academic Committee, Board Nominating Committee | Yes | 1 | 12/17/2019 | 06/30/2021 | 12 |
| 7 | Pastor Corwin Mason [mrmase77@yahoo.com](mailto:mrmase77@yahoo.com) | Trustee/Member | Executive Committee | Yes | 1 | 12/17/2019 | 06/30/2021 | 5 or less |
| 8 | Kelly Russotti [Krussotti@gmail.com](mailto:Krussotti@gmail.com) | Secretary | Executive Committee, Academic Committee, Finance Committee | Yes | 1 | 04/21/2020 | 06/30/2022 | 7 |
| | Laura Meyers | | Academic | | | | | |

| 9 | lauravmeyers@gmail.com | Parent Rep | Committee | No | 1 | 07/01/2020 | 06/30/2022 | 10 |
|---|---|---|---|---|---|---|---|---|

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

No

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

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

| | |
|---|---|
| a. Total Number of BOT Members on June 30, 2020 | 9 |
| b.Total Number of Members Added During 2019-2020 | 4 |
| c. Total Number of Members who Departed during 2019-2020 | 0 |
| d.Total Number of members, as set in Bylaws, Resolution or Minutes | 6 |

## 3. Number of Board meetings held during 2019-2020

13

## 4. Number of Board meetings scheduled for 2020-2021

12

**Thank you.**

## Entry 9 Board Meeting Minutes

**Completed** - Oct 29 2020

### Instructions

Schools must upload a complete set of monthly board meeting minutes (July 2019-June 2020), which should <u>match</u> the number of meetings held during the 2019-2020 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 3, 2020.

### **2019-20 GUG I Board Minutes**

**Filename:** 2019-20_GUG_I_Board_Minutes.pdf **Size:** 1.3 MB

## Entry 10 Enrollment & Retention

**Completed** - Oct 29 2020

Instructions for submitting Enrollment and Retention Efforts
**ALL charter schools must complete this section.** Describe the efforts the charter school has made toward meeting targets in 2018-2019 to attract and retain enrollment of Students with Disabilities (SWDs), English Language Learners/Multilingual Learners (ELLs/MLLs), 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 2019-2020.

# Entry 10 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies
Describe the efforts the charter school has made in 2019-2020 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2020-2021.

**GROWING UP GREEN CHARTER SCHOOL 343000860952**

**Recruitment/Attraction Efforts Toward Meeting Targets**

| | Describe Recruitment Efforts in 2019-2020 | Describe Recruitment Plans in 2020-2021 |
| --- | --- | --- |
| Economically Disadvantaged | Growing Up Green already has a positive presence in the community through partnerships and service learning activities. We partner with these community-based organizations, many of them serving at-risk youth/families, who recommend students to our school, spread our recruitment information/events, or allow us to present about our school to their families. Furthermore, the "green" aspects of the school are clearly described in marketing materials, presentations, and discussions with interested families. Few highlights: three recruitment events at Queens-bridge and Revenswood public housing as well as targeted school tours for parents in that community. | Since we will be starting school remotely, GUG will preform more events online to recruitment events starting in the fall. |
| English Language Learners/Multilingual Learners | In order to recruit English Language Learners, our materials are translated, our ELL program is described, and our ELL Coordinator and teachers assist with recruitment. We also have bilingual staff to help families with the application process and these staff members participate in weekly school tours for potential families as well. | Since we will be starting school remotely, GUG will perform more events online recruitment events, offered in multiple languages, starting in the fall. |
| | For students with special needs, the school website and recruitment materials clearly describe the school's inclusion | We will work with our community-based organizations |

| | | |
|---|---|---|
| Students with Disabilities | model, special education services and staffing as well as counseling supports. Furthermore, our Director of Special Education participates in recruitment activities for our future and our incoming families. | serving students will disabilities to join recruitment events in person or online to engage with this community. |

**Retention Efforts Toward Meeting Targets**

| | Describe Retention Efforts in 2019-2020 | Describe Retention Plans in 2020-2021 |
|---|---|---|
| Economically Disadvantaged | Growing Up Green has a diverse background of students from many economic backgrounds. We provide subsidized afterschool programming, small teacher-to-student ratio to provide extra attention to students in need as well as monthly workshops for families around math, literacy and behavioral models, to name a few for parents to solidify learning taught at school at home. | Continue to provide our families an open space to address their concerns and be involved in our community. This includes monthly parent association meetings, daily morning meetings and any other communication method (email, phone, etc). |
| English Language Learners/Multilingual Learners | Our ELL Coordinator and ELL teachers support limited English proficient students through immersion techniques, direct instruction, and the use of the SIOP model. GUGCS is a school where students and their families are known well by the faculty and staff and students do not fall through the cracks. We also work closely with community organizations to ensure families have the supports they need so their children can succeed. | Continue to provide our families an open space to address their concerns and be involved in our community. This includes monthly parent association meetings, daily morning meetings and any other communication method (email, phone, etc). Also utilizing the translation service and bilingual staff to accomplish this goal. |
| | Regarding retention, GUGCS has a track record of strong student | |

| | | |
|---|---|---|
| Students with Disabilities | retention; any student leaving the school is primarily due to family relocation. We have achieved this success by developing a close, supportive community among students, staff and families through regular communication and events such as orientations, family workshops, conferences, celebrations and performances. Moreover, the school retains students classified with disabilities through the scope of services it offers to serve a variety of student needs. For example, GUGCS provides an ICT class on each grade and special education services, such as speech and language therapy, occupational therapy, hearing services, counseling, and physical therapy throughout the whole school. | Continue with provide all our families with the services that they need especially with IEP meetings, speech/language therapy, occupational therapy, hearing services, counseling and physical therapy. |

# Entry 12 Percent of Uncertified Teachers

**Completed** - Oct 29 2020

## 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.

# Entry 12 Uncertified Teachers

**School Name:**   GROWING UP GREEN CHARTER SCHOOL 343000860952

# 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, 2020) | 24 |
| ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020) | 0 |
| iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020) | 0 |
| iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020) | 2 |
| Total Category A: 5 or 30% whichever is less | 26.0 |

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

|  | FTE Count |
|---|---|
| i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020) | 5 |
| ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020) | |
| iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020) | |
| iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020) | |
| Total Category B: not to exceed 5 | 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, 2020) | 5 |
| ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020) |  |
| iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020) |  |
| iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020) |  |
| Total Category C: not to exceed 5 | 5.0 |

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

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

|  | FTE Count |
| --- | --- |
| Total Category D | 31 |

## CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

|  | FTE Count |
| --- | --- |
| Total Category E | 49 |

Please do not include paraprofessionals, such as teacher aides.

|  | FTE Count |
| --- | --- |
| Total Category F | 80 |

**Thank you.**

# Entry 13 Organization Chart

**Completed** - Oct 29 2020

**Instructions**

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

Upload the 2019-2020 **Organization Chart.** The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart.

## OrgChart 19-20 NYSED

**Filename:** OrgChart_19-20_NYSED.pdf **Size:** 57.0 kB

# Entry 14 School Calendar

**Completed** - Oct 29 2020

Instructions for submitting School Calendar

**Required of ALL Charter Schools**

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 3, 2020. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 3$^{rd}$ submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2020**.

School calendars must meet the minimum instructional requirements adopted by the Board of Regents in 2018.

**Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.**

## GUG Calendar 2020-2021

**Filename:** GUG_Calendar_2020-2021.pdf **Size:** 148.6 kB

# Entry 15 Links to Critical Documents on School Website

**Completed** - Oct 29 2020

## Instructions

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

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

1. Most recently filed Annual Report (i.e., 2018-19 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

# Form for Entry 15 Links to Critical Documents on School Website

**School Name:   Growing Up Green Charter School**

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

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

|  | Link to Documents |
|---|---|
| 1. Most Recent Annual Report (i.e., 2018-19) | https://www.gugcs.org/apps/pages/index.jsp?dir=NYSED%20Annual%20Reports/GUG%20I/2018-2019&uREC_ID=209356&type=d&termREC_ID=&pREC_ID=409549 |
| 2. Most Recent Board Meeting Notice and Related Agenda Item Documents | https://www.gugcs.org/apps/pages/index.jsp?uREC_ID=209358&type=d |
| 2a. Webcast of Board Meetings (per Governor's Executive Order) | https://www.gugcs.org/apps/pages/index.jsp?dir=COVID%2019%20Board%20Meetings%20Transcriptions%20and%20Recordings&uREC_ID=209358&type=d |

| 3. Link to NYS School Report Card | https://www.gugcs.org/apps/pages/index.jsp?uREC_ID=209356&type=d&termREC_ID=&pREC_ID=860859 |
|---|---|
| 4. Most Recent Lottery Notice Announcing Lottery | https://www.gugcs.org/apps/news/show_news.jsp?REC_ID=633839&id=0 |
| 5. Authorizer-Approved DASA Policy | https://www.gugcs.org/ourpages/auto/2016/8/25/37426112/2019-2020%20GUGCS%20ES%20Family%20Handbook.pdf |
| 6. District-wide Safety Plan | https://www.gugcs.org/apps/pages/index.jsp?uREC_ID=209356&type=d&termREC_ID=&pREC_ID=860864 |
| 6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo) | https://www.gugcs.org/ourpages/auto/2016/8/25/37426112/2019-2020%20GUGCS%20ES%20Family%20Handbook.pdf |
| 7. Authorizer-Approved FOIL Policy | https://www.gugcs.org/apps/pages/index.jsp?uREC_ID=209356&type=d&termREC_ID=&pREC_ID=860895 |
| 8. Subject matter list of FOIL records | https://www.gugcs.org/apps/pages/index.jsp?uREC_ID=209356&type=d&termREC_ID=&pREC_ID=860895 |
| 9. Link to School Reopening Plan | https://www.gugcs.org/apps/pages/index.jsp?dir=GUGCS%20Reopening%20Plan&uREC_ID=209356&type=d&pREC_ID=409549 |

**Thank you.**

# Entry 16 COVID 19 Related Information

**Completed** - Oct 29 2020

**Instructions**

**Required of ALL charter schools**

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the Remote Monitoring and Oversight Plan Spring 2020 remote for best practices regarding end of year assessments in a remote learning environment.

# Entry 16 COVID 19 Related Information

**School Name:   Growing Up Green Charter School**

# TABLE 1: 2019-2020 Enrollment, Attendance and Participation Between March-June 2020

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

|  | Number of students enrolled in school on the last day instruction was provided within physical school facilities | Number of students attending instruction on the last day instruction was provided within physical school facilities | Number of students participating in virtual programming on the last day such programming was offered for the 2019-20 school year |
| --- | --- | --- | --- |
|  | 805 | 535 | 563 |

**Table 2: 2019-2020 Assessments and Grade Participation**

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students.  Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the Remote Monitoring and Oversight Plan Spring 2020 remote for best practices regarding end of year assessments in a remote learning environment.

| Assessment | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Number of Parti |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

| | Title | | | | | | | | | | | | | cipa ting Stud ents |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | |
| | | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | |
| | | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | |
| | | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | |
| | | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | |
| | | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | |
| | | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | |
| | | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | |
| | | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | |
| | | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | |
| | | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | |
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| | | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | |
| | | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | |
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| | | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | |
| | | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | |
| | | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | |
| | | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | |
| | | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | |
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| | | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | |
| | | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | |
| | | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | ✖ | |
| Total | | | | | | | | | | | | | | 0 |