



Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2018-19 school year are not required to complete or submit an annual report this year).

Created: 06/26/2019 • Last updated: 08/01/2019

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 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, 2019**) or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME GROWING UP GREEN CHARTER SCHOOL

(Select name from the drop down menu)

a1. Popular School Name (No response)
(Optional)

b. CHARTER AUTHORIZER (As of June 30th, 2019) NYCDOE Authorized Charter School

Please select the correct authorizer as of June 30, 2019 or you may not be assigned the correct tasks.

c. DISTRICT / CSD OF LOCATION NYC CSD 30

d. DATE OF INITIAL CHARTER 01/2009

e. DATE FIRST OPENED FOR INSTRUCTION 09/2009

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 (Brief heading followed by a description of each Key Design Elements (KDE). 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. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems.

Variable 1	Responsive Classroom and Developmental Design Principles: 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’ school wide 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 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.
Variable 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. 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.
Variable 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. 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.
Variable 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.
Variable 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.
Variable 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 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.
Variable 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 social 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).
Variable 8	(No response)
Variable 9	(No response)
Variable 10	(No response)

Need additional space for variables

No

h. SCHOOL WEB ADDRESS (URL) www.gugcs.org

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2018-19 SCHOOL YEAR (exclude Pre-K program enrollment) 819

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2019 (exclude Pre-K program enrollment) 797

k. GRADES SERVED IN SCHOOL YEAR 2018-19 (does not include Pre-K program students)

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7, 8
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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 2019-20?

	Yes, 2 sites
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School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K 5, 6 9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	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			
Operational Leader	Massomeh Spahr			
Compliance Contact	Roseanne Baker			
Complaint Contact	Aris Colgan			
DASA Coordinator	Lauren Balterman			
Phone Contact for After Hours Emergencies	Matthew Greenberg			

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 .

Site 1 Certificate of Occupancy (COO)

<https://nysed.cso.reports.fluidreview.com/resp/90004911/yFPTXS6fVy/>

Site 1 Fire Inspection Report

<https://nysed.cso.reports.fluidreview.com/resp/90004911/nBJtmqxAKU/>

School Site 2

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

m2a. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Matthew Greenberg			
Operational Leader	Massomeh Spahr			
Compliance Contact	Roseanne Baker			
Complaint Contact	Jennifer Slutak			
DASA Coordinator	Lauren Balterman			
Phone Contact for After Hours Emergencies	Matthew Greenberg			

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 .

Site 2 Certificate of Occupancy (COO)

https://nysed_cso_reports.fluidreview.com/resp/90004911/s65leHxILr/

Site 2 Fire Inspection Report

https://nysed_cso_reports.fluidreview.com/resp/90004911/bZoeZBX06f/

CHARTER REVISIONS DURING THE 2018-19 SCHOOL YEAR

n1. Were there any revisions to the school’s charter during the 2018-19 school year? (Please include approved or pending material and non-material charter revisions).

No

ATTESTATION

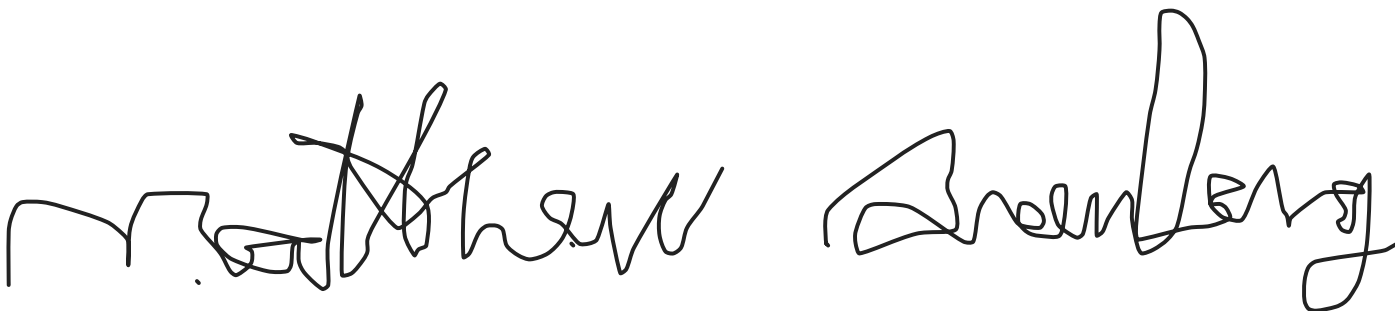
o. Individual Primarily Responsible for Submitting the Annual Report.

Name	Roseanne Baker	
Position	Assessment Coordinator	
Phone/Extension		
Email		

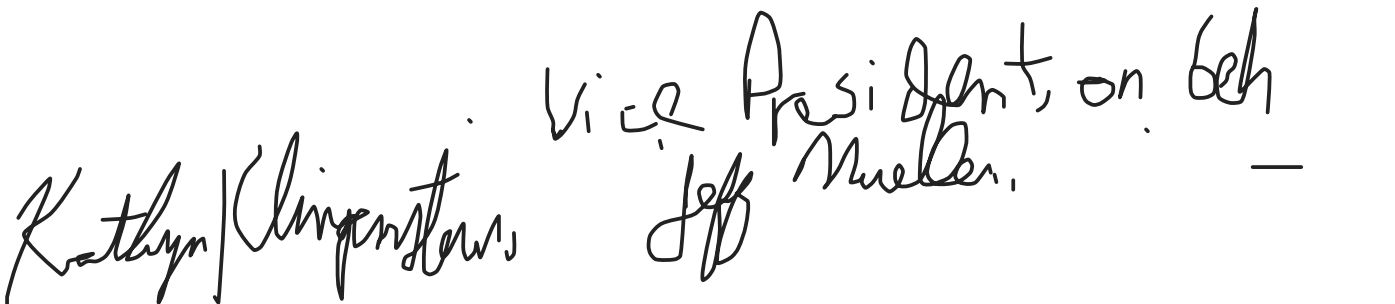
p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, 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).

Yes

Signature, Head of Charter School

A handwritten signature in black ink, reading "Matthew Greenberg". The signature is written in a cursive, flowing style.

Signature, President of the Board of Trustees

Two handwritten signatures in black ink. On the left is "Kathryn Clingenshaw" and on the right is "Jeff Mueller". Above the "Jeff Mueller" signature, the text "Vice President, on beh" is written in a smaller, less legible script.

Date

2019/07/31

Thank you.



FIRE DEPARTMENT

9 METROTECH CENTER BROOKLYN, N.Y. 11201-3857

BUREAU OF FIRE PREVENTION

Public Buildings Unit

DATE: 07.25.2019.

PREMISES

Growing Up Green Charter School
36-49 11th Street
Queens NY 11101

Growing Up Green Charter School
36-49 11th Street
Queens NY 11101

To Whom It May Concern:

The New York City Fire Department ("FDNY"), Bureau of Fire Prevention, Public Buildings Unit conducted an inspection of the above-referenced premises on **09.28.2018**.

~~XXX~~ The inspection did not reveal any violations that FDNY's Public Buildings Unit is authorized to inspect and enforce.

_____ The inspection resulted in issuance of violations of the Fire Code or other laws, rules or regulations that FDNY's Public Buildings Unit is authorized to inspect and enforce.

_____ As of XXXXXXXX documents were submitted to FDNY as proof of correction, and such correction was deemed acceptable to FDNY

_____ The inspection, and a review of premises records, has disclosed that the premises may not be in compliance with the lawful occupancy established by the New York City Department of Buildings.

This letter shall not be construed to be a permit for, or an approval of the premises. FDNY does not certify that the premises is free from any violation for which it has not inspected, in accordance with its standard inspection protocols. This letter shall not prevent FDNY from inspecting the premises at a later date, requiring the correction of any deficiencies its finds at the premises, and/or issuing violations against the premises for conditions that do not comply with the Fire Code or other laws, rules or regulations.

Examined by: _____
Tomasz Korbas, Supervising Inspector, PBU



FIRE DEPARTMENT

9 METROTECH CENTER BROOKLYN, N.Y. 11201-3857

BUREAU OF FIRE PREVENTION

Public Buildings Unit

DATE: 08.01.2019.

PREMISES

GROWING UP GREEN CHARTER SCHOOL
39-27 28TH Street
Queens NY 11101

GROWING UP GREEN CHARTER SCHOOL
39-27 28TH Street
Queens NY 11101

To Whom It May Concern:

The New York City Fire Department ("FDNY"), Bureau of Fire Prevention, Public Buildings Unit conducted an inspection of the above-referenced premises on **07.31.2019**.

_____ The inspection did not reveal any violations that FDNY's Public Buildings Unit is authorized to inspect and enforce.

~~XXX~~ The inspection resulted in issuance of violations of the Fire Code or other laws, rules or regulations that FDNY's Public Buildings Unit is authorized to inspect and enforce.

NOTE: VIOLATION ORDER # E395442, E395443 ISSUED

_____ As of XXXXXXXX Documents were submitted to FDNY as proof of correction, and such correction was deemed acceptable to FDNY

_____ The inspection, and a review of premises records, has disclosed that the premises may not be in compliance with the lawful occupancy established by the New York City Department of Buildings.

This letter shall not be construed to be a permit for, or an approval of the premises. FDNY does not certify that the premises is free from any violation for which it has not inspected, in accordance with its standard inspection protocols. This letter shall not prevent FDNY from inspecting the premises at a later date, requiring the correction of any deficiencies its finds at the premises, and/or issuing violations against the premises for conditions that do not comply with the Fire Code or other laws, rules or regulations.

Tomasz Korbas

Examined by: _____

Tomasz Korbas, Supervising Inspector, PBU

DEPARTMENT OF BUILDINGS

BOROUGH OF

QUEENS

, THE CITY OF NEW YORK

Date 6/29/73No. Q

CERTIFICATE OF OCCUPANCY

NO CHANGES OF USE OR OCCUPANCY NOT CONSISTENT WITH THIS CERTIFICATE SHALL BE MADE UNLESS FIRST APPROVED BY THE BOROUGH SUPERINTENDENT

This certificate supersedes C. O. No.

THIS CERTIFIES that the ~~now~~ altered ~~existing~~ building—premises located at
11-01/11-09 37 Avenue Block 352 Lot 1

That the zoning lot and premises above referred to are situated, bounded and described as follows:

BEGINNING at a point on the Northeast ~~existing~~
distant _____ feet from the corner formed by the intersection of
37 Avenue and 11 Street
running thence N. 465.42 feet; thence E. 185.21 feet;
thence S. 365.34 feet; thence S. 1000.6 feet;
running thence W 50.06 feet; thence W. 135.15 feet;

to the point or place of beginning, conforms substantially to the approved plans and specifications, and to the requirements of the Building Code, the Zoning Resolution and all other laws and ordinances, and of the rules of the Board of Standards and Appeals, applicable to a building of its class and kind at the time the permit was issued; and

CERTIFIES FURTHER that, any provisions of Section 646F of the New York Charter have been complied with as certified by a report of the Fire Commissioner to the Borough Superintendent.

~~Record~~ Alt. No.—984/71Occupancy classification—G (new Code)Construction classification—IIC (new code)Date of completion—6/14/73Height 2 stories, _____ feet.

at time of issuance of permit.

Located in M1-1 Zoning District.

This certificate is issued subject to the limitations hereinafter specified and to the following resolutions of the Board of Standards and Appeals:
and The City Planning Commission: _____
(Calendar numbers to be inserted here)

PERMISSIBLE USE AND OCCUPANCY

Off-Street Parking Spaces _____

Off-Street Loading Berths _____

STORY	LIVE LOADS Lbs. per Sq. Ft.	PERSONS ACCOMMODATED	USE
Cellar	O.G.		Boiler & Storage
1st	O.G. & 120	115	Class Rooms, Offices & Kitchen
2nd	120	132	Class Rooms, Offices
Roof	100		Play Areas & Toy Storage
Note - First floor 95 Children Only Second Floor 115 Children Only No Children Under 2 yrs. of age. Interior Fire Alarm System Installed			

OFFICE COPY—DEPARTMENT OF BUILDINGS

H. S. [Signature]
Borough Superintendent

PERMISSIBLE USE AND OCCUPANCY (continued)

STORY	LIVE LOADS Lbs. per Sq. Ft.	PERSONS ACCOMMODATED	USE
1st	100	100	Office
2nd	100	100	Office
3rd	100	100	Office
4th	100	100	Office
5th	100	100	Office
6th	100	100	Office
7th	100	100	Office
8th	100	100	Office
9th	100	100	Office
10th	100	100	Office
11th	100	100	Office
12th	100	100	Office
13th	100	100	Office
14th	100	100	Office
15th	100	100	Office
16th	100	100	Office
17th	100	100	Office
18th	100	100	Office
19th	100	100	Office
20th	100	100	Office
21st	100	100	Office
22nd	100	100	Office
23rd	100	100	Office
24th	100	100	Office
25th	100	100	Office
26th	100	100	Office
27th	100	100	Office
28th	100	100	Office
29th	100	100	Office
30th	100	100	Office
31st	100	100	Office
32nd	100	100	Office
33rd	100	100	Office
34th	100	100	Office
35th	100	100	Office
36th	100	100	Office
37th	100	100	Office
38th	100	100	Office
39th	100	100	Office
40th	100	100	Office
41st	100	100	Office
42nd	100	100	Office
43rd	100	100	Office
44th	100	100	Office
45th	100	100	Office
46th	100	100	Office
47th	100	100	Office
48th	100	100	Office
49th	100	100	Office
50th	100	100	Office
51st	100	100	Office
52nd	100	100	Office
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81st	100	100	Office
82nd	100	100	Office
83rd	100	100	Office
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85th	100	100	Office
86th	100	100	Office
87th	100	100	Office
88th	100	100	Office
89th	100	100	Office
90th	100	100	Office
91st	100	100	Office
92nd	100	100	Office
93rd	100	100	Office
94th	100	100	Office
95th	100	100	Office
96th	100	100	Office
97th	100	100	Office
98th	100	100	Office
99th	100	100	Office
100th	100	100	Office

Borough Superintendent

DEPARTMENT OF BUILDINGS

BOROUGH OF

QUEENS

, THE CITY OF NEW YORK

Date 10/27/67

No.

CERTIFICATE OF OCCUPANCY

NO CHANGES OF USE OR OCCUPANCY NOT CONSISTENT WITH THIS CERTIFICATE SHALL BE MADE UNLESS FIRST APPROVED BY THE BOROUGH SUPERINTENDENT

This certificate supersedes C. O. No.

THIS CERTIFIES that the ~~new~~ altered ~~existing~~ building—premises located at

19-27 28th Street

Block 398

Lot 1, 37, 38, 39

That the zoning lot and premises above referred to are situated, bounded and described as follows:

BEGINNING at a point on the North side of 40th Ave and 28th St
 distant 0 feet East from the corner formed by the intersection of
 40th Ave and 28th St
 running thence E 347.35 feet; thence E 100 feet;
 thence S 147.36 feet; thence E 100.11 feet;
 running thence S 200.19 feet; thence W 200.21 feet;

to the point or place of beginning, conforms substantially to the approved plans and specifications, and to the requirements of the Building Code, the Zoning Resolution and all other laws and ordinances, and of the rules of the Board of Standards and Appeals, applicable to a building of its class and kind at the time the permit was issued; and

CERTIFIES FURTHER that, any provisions of Section 646F of the New York Charter have been complied with as certified by a report of the Fire Commissioner to the Borough Superintendent.

C.O. or Alt. No.—

Alt 452/64

Construction classification—

Occupancy classification—

Public

Height 2 & Bsm't stories, 31

Fireproof

Date of completion—

11/21/66

Located in M 1-3

Zoning District.

at time of issuance of permit.

This certificate is issued subject to the limitations hereinafter specified and to the following resolutions of the Board of Standards and Appeals: BZ 1110-64 Bul #25, Vol. L. (Calendar numbers to be inserted here)

PERMISSIBLE USE AND OCCUPANCY

Off-Street Parking Spaces

Off-Street Loading Berths

STORY	LIVE LOADS Lbs. per Sq. Ft.	PERSONS ACCOMMODATED	USE
Bsm't	100 O.G.		Toilets, Boys & Girls, Lunchrooms, Kitchen, Boiler Rm., Stor. (Food & Chairs), Inc. Meter Rm.
1st	60 & 100	460	Classrooms (10) Toilets, Principal & Nurse Office
2nd	60 & 100	460	Classrooms (10) Toilets, Teachers Rm. Supply & General Storage
Fire Dept. Cert. - Interior Fire Alarm - 4/10/67			

U. Henry S.

100-100000

PERMISSIBLE USE AND OCCUPANCY (continued)

STORY	LIVE LOADS Lbs. per Sq. Ft.	PERSONS ACCOMMODATED	USE
1st	100	100	Office
2nd	100	100	Office
3rd	100	100	Office
4th	100	100	Office
5th	100	100	Office
6th	100	100	Office
7th	100	100	Office
8th	100	100	Office
9th	100	100	Office
10th	100	100	Office
11th	100	100	Office
12th	100	100	Office
13th	100	100	Office
14th	100	100	Office
15th	100	100	Office
16th	100	100	Office
17th	100	100	Office
18th	100	100	Office
19th	100	100	Office
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21st	100	100	Office
22nd	100	100	Office
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25th	100	100	Office
26th	100	100	Office
27th	100	100	Office
28th	100	100	Office
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30th	100	100	Office
31st	100	100	Office
32nd	100	100	Office
33rd	100	100	Office
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36th	100	100	Office
37th	100	100	Office
38th	100	100	Office
39th	100	100	Office
40th	100	100	Office
41st	100	100	Office
42nd	100	100	Office
43rd	100	100	Office
44th	100	100	Office
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64th	100	100	Office
65th	100	100	Office
66th	100	100	Office
67th	100	100	Office
68th	100	100	Office
69th	100	100	Office
70th	100	100	Office
71st	100	100	Office
72nd	100	100	Office
73rd	100	100	Office
74th	100	100	Office
75th	100	100	Office
76th	100	100	Office
77th	100	100	Office
78th	100	100	Office
79th	100	100	Office
80th	100	100	Office
81st	100	100	Office
82nd	100	100	Office
83rd	100	100	Office
84th	100	100	Office
85th	100	100	Office
86th	100	100	Office
87th	100	100	Office
88th	100	100	Office
89th	100	100	Office
90th	100	100	Office
91st	100	100	Office
92nd	100	100	Office
93rd	100	100	Office
94th	100	100	Office
95th	100	100	Office
96th	100	100	Office
97th	100	100	Office
98th	100	100	Office
99th	100	100	Office
100th	100	100	Office

Borough Superintendent



Entry 2 NYS School Report Card Link

Last updated: 07/23/2019

GROWING UP GREEN CHARTER SCHOOL

1. CHARTER AUTHORIZER (As of June 30th, 2019) NYCDOE Authorized Charter School

(For technical reasons, please re select authorizer name from the drop down menu).

2. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided.)

https://data.nysed.gov/essa.php?instid=800000063974&year=2018&createreport=1&allchecked=1&OverallStatus=1§ion_1003=1&EMindicators=1&EMcomposite=1&EMgrowth=1&EMcompgrowth=1&EMelp=1&EMprogress=1&EMchronic=1&EMpart=1&staffqual=1&expend=1&38ELA=1&38MATH=1&48SCI=1®ents=1&nyseslat=1&feddata=1



Entry 3 Progress Toward Goals

Created: 06/26/2019 • Last updated: 10/30/2019

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 by November 1st.

1. ACADEMIC STUDENT PERFORMANCE GOALS

If performance data is not available by August 1st, please state this in the last column and update by November 1st.

2018-19 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
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 Our current charter term began in 2017. Overall, students in Grades 3-8 who had been enrolled at the school on BEDS day for at least two consecutive years achieved 46.60% proficiency on the New York State ELA Exam in 2017, 52.34% proficiency on the New York State ELA Exam in 2018, and 56.49% on the State ELA Exam in 2019 thus demonstrating strong and consistent progress towards our goal of achieving 75 percent proficiency.	Met	

Academic Goal 2	Each year, the school's Aggregate 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		Results not available by November 1st.
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 In Spring 2019, 57.90% of students in Grades 1-8 who were enrolled in GUGCS for at least two consecutive BEDS dates performed at or above grade level.	Not Met	In all grades (K-8) we are adding a digital literacy component throughout the school year to help ensure that students are confident in how to use the computer while taking the assessment. Small group Orton Gillingham instruction is provided to K-2 students with IEPs. 5th grade students with significant deficits in reading receive Read 180 instruction 5 days a week. Read 180 classes are taught by veteran teachers. At ES, additional professional development will be implemented throughout the school year focused on Guided Reading instruction. Additional efforts at MS to prepare students for what the test taking process will look like.

				A 7th grade ELA teacher is attending a week long institute at Teachers College about teaching reading and we are refining the units of study/sequence to support student reading and writing comprehension. Continued school wide initiative at MS surrounding incorporation of nonfiction reading and writing skills in all content areas to support literacy growth. Humanities department to implement a grammar and foundation initiative across grades 6 8.
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 level on the Fountas and Pinnell Benchmark Assessment System.	Fountas and Pinnell Benchmark Assessment System In Spring 2019, 56.62% of students (Grades K 5) who have been enrolled in GUGCS for at least two consecutive BEDS dates performed at or above grade level on Fountas and Pinnell Benchmark Assessments.	Not Met	Small group Orton Gillingham instruction is provided to K 2 students with IEPs 5th grade students with significant deficits in reading receive Read 180 instruction 5 days a week. Read 180 classes are taught by veteran teachers. At ES, additional professional development will be implemented throughout the school year focused on Guided Reading

				instruction.
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 Our current charter term began in 2017. Overall, students in Grades 3 8 who had been enrolled at the school on BEDS day for at least two consecutive years achieved 47.80% proficiency on the New York State Mathematics Exam in 2017, 54.24% proficiency on the New York State Mathematics Exam in 2018, and 61.77% on the State Mathematics Exam in 2019 thus demonstrating strong and consistent progress towards our goal of achieving 75 percent proficiency.	Met	
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		Results not available by November 1st.
				In grades K 8 we are adding a digital literacy component throughout the school year to help ensure that students are confident in how to use the computer while taking the assessment. Number talks and

Academic Goal 7	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 Math test.	FastBridge Learning aMath assessment In Spring 2019, 53.72% of students in Grades 1-8 who were enrolled in GUGCS for at least two consecutive BEDS dates performed at or above grade level.	Not Met	story problem periods have been added to class schedules in K-5th grade to support fluency and flexibility in problem solving. Have a MS department wide focus of the expressions and equations strand throughout the year, focusing on how the concepts of variables and equations are developed in our curriculum, and deepening teachers' own understanding in this area. Use IR time at MS for targeted small group instruction based on unit assessment data. Continue to refine our math workshop practices in 6th grade. Revise the pacing of units in 7th grade to allow more time for the statistics and probability unit.
Academic	Each year, 50% of all Grade 8 students who took Integrated Algebra in Grade 8 and were enrolled in GUGCS for at least	New York State Regents Exam Algebra I 48.84% of our 8th grade students enrolled for at least		Revise the scope and sequence of units in Algebra to allow for more opportunities for students to work with quadratic functions throughout the year. Use IR time at MS for targeted small group instruction based on unit assessment data.

ic Goal 8	two consecutive BEDS dates, will pass the Integrated Algebra I New York State Regents Exam with at least a score of 70%.	two consecutive BEDS dates who took the Algebra I Regents exam passed with a score of at least a 70, falling just 1 student short of achieving our goal.	Not Met	Have a MS department wide focus of the expressions and equations strand throughout the year, focusing on how the concepts of variables and equations are developed in our curriculum, and deepening teachers' own understanding in this area.
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 consecutive years, performing at or above Level 3 on the New York State Science examination.	4th Grade New York State Testing Program 84.62% of our 4th grade students who had been enrolled for at least two consecutive BEDS dates passed the New York State Science examination, performing at a Level 3 or above.	Met	
Academic Goal 10	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 consecutive years, performing at or above Level 3 on the New York State Science examination.	8th Grade New York State Regents Exam Living Environment All our 8th grade students took the Living Environment Regents instead of the 8th Grade Science Exam. 72.09% of our 8th grade students who had been enrolled for at least two consecutive BEDS dates passed the Living Environment Regents exam.	Not Met	Revise 6th and 7th grade science curriculum to include introductory biology units, using FOSS science kits to support students' foundational understanding of cells and human systems. Increase content coaching for the Living Environment teacher.

2. Do have more academic goals Yes
to add?

2018-19 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academ ic 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 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 The percent of all tested students in Grades 3, 4, and 8 who performed at or above Level 3 on the NYS ELA exam was greater than the percent of all students in CSD 30 in the same tested graded level who performed at or above Level 3. In Grade 3, 72.1% of students at our school performed at a Level 3 or above, while 58.6% of CSD 30 students performed at a Level 3 or above. In Grade 4, 56.3% of students at our school performed at a Level 3 or above, while 54.2% of CSD 30 students performed at a Level 3 or above. In Grade 8, 61.2% of students at our school performed at a Level 3 or above, while 61.1% of CSD 30 students performed at a Level 3 or above.	Met	
				Using data from interim assessments,

Academic Goal 12	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 Students in Grades 5 7 did not meet this goal this year. In Grade 5, 43.5% of students at our school performed at a Level 3 or above, while 46.3% of CSD 30 students performed at or above a Level 3. In Grade 6, 49.5% of students at our school performed at a Level 3 or above, while 55.8% of CSD 30 students performed at or above a Level 3. In Grade 7, 43.7% of students at our school performed at a Level 3 or above, while 51.8% of CSD 30 students performed at or above a Level 3.	Not Met	look at students that are just below proficiency and classroom teachers will provide targeted instruction. Teachers will get support and training around ways to reteach and reassess standards that were not previously mastered. 5th grade students with significant deficits in reading receive Read 180 instruction 5 days a week. Read 180 classes are taught by veteran teachers. A 7th grade ELA teacher is attending a week long institute at Teachers College about teaching reading and we are refining the units of study/sequence to support student reading and writing comprehension. Continued school wide initiative at MS surrounding incorporation of nonfiction reading and writing skills in all content areas to support literacy growth. Humanities department to implement a grammar and foundation initiative
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				across grades 6 8. Schoolwide initiative at the MS ensuring all students are receiving equitable support through integration of culturally responsive practices.
Academic Goal 13	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 The percent of all tested students in all grades except 6th and 7th who performed at or above Level 3 on the NYS Math exam was greater than the percent of all students in CSD 30 in the same tested graded level who performed at or above Level 3. In Grade 3, 74.4% of students at our school performed at a Level 3 or above, while 57.8% of CSD 30 students performed at a Level 3 or above. In Grade 4, 58.6% of students at our school performed at a Level 3 or above, while 54.2% of CSD 30 students performed at a Level 3 or above. In Grade 5, 61.2% of students at our school performed at a Level 3 or above, while 53.0% of CSD 30 students performed at a Level 3 or above. In Grade 6, 58.6% of students at our school	Met	

		performed at a Level 3 or above, while 54.2% of CSD 30 students performed at a Level 3 or above. All 8th grade students took the NYS Algebra I Regents exam instead of the NYS Math exam.		
Academic Goal 14	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 Students in Grades 6 and 7 did not meet this goal this year. Students in grade 6, however, did match district averages with 54.2% of student performing at or above a Level 3. In Grade 7, 40.2% of students at our school performed at a Level 3 or above, while 51.7% of CSD 30 students performed at or above a Level 3.	Not Met	Have a MS department wide focus of the expressions and equations strand throughout the year, focusing on how the concepts of variables and equations are developed in our curriculum, and deepening teachers' own understanding in this area. Use IR time at MS for targeted small group instruction based on unit assessment data. Continue to refine our math workshop practices in 6th grade. Revise the pacing of units in 7th grade to allow more time for the statistics and probability unit. Schoolwide initiative at the MS ensuring all students are receiving equitable support through integration of culturally responsive practices.

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 ELA exam and 75% at or above Level 3 on the current year's 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.	New York State Testing Program Students in Grades 6 and 8 met this goal this year. Our 6th grade cohort exceeded the growth goal of 51.87% by Achieving 54.84% proficiency on the NYS ELA exam. Our 8th grade cohort exceeded the growth goal of 52.50% by achieving 61.18% proficiency on the NYS ELA exam.	Met	
				Using data from interim assessments, look at students that are just below proficiency and classroom teachers will provide targeted instruction. Teachers will get support and training around ways to reteach and reassess standards that were not previously mastered. 5th grade students with significant deficits in reading

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 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 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.

New York State
Testing Program

Students in Grades 4, 5 and 7 did not meet this goal this year. Our 4th grade cohort had a growth goal of 58.62%, but achieved 57.69% proficiency. Our 5th grade cohort had a growth goal of 63.95%, but achieved 46.75% proficiency. Our 7th grade cohort had a growth goal of 63.24%, but achieved 44.58% proficiency.

Not Met

receive Read 180 instruction 5 days a week.

Read 180 classes are taught by veteran teachers.

At ES, additional professional development will be implemented throughout the school year focused on Guided Reading instruction.

A 7th grade ELA teacher is attending a week long institute at Teachers College about teaching reading and we are refining the units of study/sequence to support student reading and writing comprehension.

Continued school wide initiative at MS surrounding incorporation of nonfiction reading and writing skills in all content areas to support literacy growth.

Humanities department to implement a grammar and foundation initiative across grades 6 8.

Schoolwide initiative at the MS ensuring all students are receiving equitable support through integration of culturally responsive

				practices.
Academic Goal 17	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 demonstrate some growth above an average NCE score of 50 in the current year.	FastBridge Learning aReading assessment All grades (3-8) except 5th and 7th met this goal. Students in grade 3 had an average NCE of 62.09, surpassing their prior year's average NCE of 61.69. Students in grade 4 had an average NCE of 55.39, surpassing their prior year's average NCE of 55.32. Students in grade 6 had an average NCE of 60.41, surpassing their prior year's average of 56.99. Students in grade 8 had an average NCE of 55.88, surpassing their prior year's average NCE of 52.53. Moreover, the average NCE across grades 3-8 increased from 56.39 in Spring 2018 to 57.19 in Spring 2019.	Met	
				In all grades (K-8) we are adding a digital literacy component throughout the school year to help ensure that students are confident in how to use the computer while taking the assessment.

Academic Goal 18	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 demonstrate some growth above an average NCE score of 50 in the current year.	FastBridge Learning aReading assessment Students in grades 5 and 7 did not reach this goal. Grade 5 students had an average NCE above 50, but dropped slightly from an average NCE of 55.38 in Spring 2018 to 54.13 in Spring 2019. Grade 7 students also had an average NCE above 50, but dropped from an average NCE of 58.27 in Spring 2018 to 55.26 in Spring 2019.	Not Met	5th grade students with significant deficits in reading receive Read 180 instruction 5 days a week. Read 180 classes are taught by veteran teachers. At ES, additional professional development will be implemented throughout the school year focused on Guided Reading instruction. Additional efforts at MS to prepare students for what the test taking process will look like. A 7th grade ELA teacher is attending a week long institute at Teachers College about teaching reading and we are refining the units of study/sequence to support student reading and writing comprehension. Continued school wide initiative at MS surrounding incorporation of nonfiction reading and writing skills in all content areas to support literacy growth. Humanities department to implement a grammar and foundation initiative
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				across grades 6 8.
Academic Goal 19	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 Students in grades 1, 2, and 3 who remained in the school for the entire year showed an average of at least 3 levels of growth on the Fountas and Pinnell Benchmark Assessment System between September and June. Moreover, on average across all grades (K 5), students averaged 3.05 levels of growth. Students in grade 1 grew an average of 4.56 levels, students in grade 2 grew an average of 3.21 levels, and students in grade 3 grew an average of 3.24 levels.	Met	
Academic Goal 20	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	Fountas and Pinnell Benchmark Assessment System Students in grades K, 4 and 5 did not make an average of at least 3 levels of growth. Students in Kindergarten averaged 2.69 levels of growth. Grade 4 students made an	Not Met	Small group Orton Gillingham instruction is provided to K 2 students with IEPs. Kindergarten students will begin guided reading in December which is slightly earlier than previous years. 5th grade students with significant deficits in reading receive Read 180 instruction 5 days a week.

	between September and June of each school year.	average of 2.17 levels of growth, and in grade 5 an average of 2.45 levels of growth was made.		Read 180 classes are taught by veteran teachers. At ES, additional professional development will be implemented throughout the school year focused on Guided Reading instruction.
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3. Do have more academic goals to add? Yes

2018-19 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 21	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 cohort exceeded 75 percent on the previous year's NYS Math exam, the grade level cohort is	New York State Testing Program Students in Grade 5 met this goal this year. Our 5th grade cohort exceeded the growth goal of 62.02% by achieving 64.94% proficiency on the NYS Math exam. All of our 8th grade students took the Algebra I Regents exam instead of the NYS Math exam.	Met	

	expected to demonstrate some growth (above 75 percent) in the current year.			
Academic Goal 22	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 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	New York State Testing Program Students in Grades 4, 6 and 7 did not meet this goal this year. Our 4th grade cohort had a growth goal of 66.22%, but achieved 57.69% proficiency. Our 6th grade cohort had a growth goal of 66.12%, but achieved 63.49% proficiency. Our 7th grade cohort had a growth goal of 63.24%, but achieved 40.96% proficiency.	Not Met	Using data from interim assessments, look at students that are just below proficiency and classroom teachers will provide targeted instruction. Teachers will get support and training around ways to reteach and reassess standards that were not previously mastered. Number talks and story problem periods have been added to class schedules in K 5th grade to support fluency and flexibility in problem solving. Have a MS department wide focus of the expressions and equations strand throughout the year, focusing on how the concepts of variables and equations are developed in our curriculum, and deepening teachers' own understanding in this area. Use IR time at MS for targeted small group instruction based on unit assessment data. Continue to refine our

	current year.			math workshop practices in 6th grade. Revise the pacing of units in 7th grade to allow more time for the statistics and probability unit. Schoolwide initiative at the MS ensuring all students are receiving equitable support through integration of culturally responsive practices.
Academic Goal 23	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	FastBridge Learning aMath assessment All grades 3-8 met or exceeded their growth goal. Students in grade 3 had an average NCE of 51.16, surpassing their growth goal of 47.51. Students in grade 4 had an average NCE of 41.96, surpassing their growth goal of 41.51. Students in grade 5 had an average NCE of 46.89, surpassing their growth goal of 43.19. Students in grade 6 had an average NCE of 50.95, surpassing their growth goal of 41.86. Students in grade 7 had an average NCE of 52.82, surpassing	Met	

	grade level cohort is expected to demonstrate some growth above an average NCE score of 50 in the current year.	their prior year's average NCE of 52.31. Students in grade 8 had an average NCE of 52.61, surpassing their prior year's average NCE of 52.41. Moreover, the average NCE across grades 3-8 had an average NCE of 49.40 in Spring 2019, surpassing their growth goal of 47.83.		
Academic Goal 24	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		Results not available by November 1st.
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				

Academ ic Goal 32				
Academ ic Goal 33				
Academ ic Goal 34				
Academ ic Goal 35				
Academ ic Goal 36				
Academ ic Goal 37				
Academ ic Goal 38				
Academ ic Goal 39				
Academ ic Goal 40				

4. ORGANIZATIONAL GOALS

2018-19 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 1	Each year, the school will have an average daily student	This will be measured by the 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	Met	

	attendance rate of at least 95%.	in the school total number of possible school days times (total number of students). Average attendance for the 2017 2018 school		
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	
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	Enrollment and Retention Marketing	Met	

	eligible applicants for the free and reduced price lunch program.			
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	
Org Goal 6	Each year, the School will make 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 response)

6. FINANCIAL GOALS

2018-19 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Financial Goal 1	Each year, the School will operate on a balanced budget and maintain a stable cash flow. A budget will be considered "balanced" if revenues equal or exceed expenditures.	Weekly and Monthly financial statements are prepared, analyzed by the Director of Finance and then distributed to the school's administration and board of directors. Financials are all posted on the school's website and indicate that our Goal for 2018 2019 was met.	Met	
Financial Goal 2	Each year, the School will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	Findings from Independent Financial Audit by PKF O'Connor Davies, LLP. We had a clean Interim Audit for 2018 2019 which resulted in an unqualified opinion with no major findings. The Final Audit is scheduled for August 2019 and we are confident our goal will be met.	Met	
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add? No

Thank you.



Entry 4 Expenditures per Child

Created: 07/23/2019 • Last updated: 07/25/2019

GROWING UP GREEN CHARTER SCHOOLSection Heading

Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2018-19 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

Note: *The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:* [Audit Guide](#) available within the portal or on the NYSED website

at: <http://www.p12.nysed.gov/psc/regentsoversightplan/otherdocuments/auditguide2018.pdf>.

Line 1: Total Expenditures	15460848
Line 2: Year End FTE student enrollment	809
Line 3: Divide Line 1 by Line 2	19095

2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2018 19 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year end FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation. Do not include the FTE of personnel whose role is to directly support the instructional program.

Notes:
The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:
<http://www.p12.nysed.gov/psc/AuditGuide.html>.
Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: Relevant Personnel Services Cost (Row)	926452
Line 2: Management and General Cost (Column)	714764
Line 3: Sum of Line 1 and Line 2	1641217
Line 5: Divide Line 3 by the Year End FTE student enrollment	2027

Thank you.

Growing Up Green Charter School

Financial Statements

June 30, 2019 and 2018

Independent Auditors' Report

Board of Trustees
Growing Up Green Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Growing Up Green Charter School (the "School"), which comprise the statements of financial position as of June 30, 2019 and 2018, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility 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; this includes 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.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. 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. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements 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 entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2019 and 2018, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Change in Accounting Principle

As discussed in Note 2 to the financial statements, during the year ended June 30, 2019, Growing Up Green Charter School adopted new accounting guidance resulting in a change in the manner in which it presents net assets and reports certain aspects of its financial statements. Our opinion is not modified with respect to this matter.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 7, 2019, 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.

Harrison, New York
October 7, 2019

Growing Up Green Charter School

Statements of Financial Position

	June 30,	
	<u>2019</u>	<u>2018</u>
ASSETS		
Current Assets		
Cash and cash equivalents	\$ 3,164,815	\$ 1,896,611
Grants and contracts receivable	88,997	429,014
Prepaid expenses and other current assets	331,000	179,945
Due from related party	<u>337,612</u>	<u>530,785</u>
Total Current Assets	3,922,424	3,036,355
 Property and equipment, net	1,007,047	1,256,332
Restricted cash - line of credit	758,889	755,215
Restricted cash - escrow	71,624	71,374
Security deposits	<u>65,000</u>	<u>65,000</u>
	<u><u>\$ 5,824,984</u></u>	<u><u>\$ 5,184,276</u></u>
 LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable and accrued expenses	\$ 152,100	\$ 49,226
Accrued payroll and payroll taxes	894,256	727,089
Deferred rent, current portion	18,209	61,294
Refundable advances	<u>18,486</u>	<u>6,537</u>
Total Current Liabilities	1,083,051	844,146
 Deferred rent	<u>154,826</u>	<u>173,035</u>
Total Liabilities	1,237,877	1,017,181
 Net assets, without donor restrictions	<u>4,587,107</u>	<u>4,167,095</u>
	<u><u>\$ 5,824,984</u></u>	<u><u>\$ 5,184,276</u></u>

See notes to financial statements

Growing Up Green Charter School

Statements of Activities

	Year Ended June 30,	
	2019	2018
OPERATING REVENUE		
Public School District		
Regular student enrollment	\$ 12,793,980	\$ 11,846,560
Students with disabilities	2,072,349	1,840,939
Facilities funding	421,883	410,038
Grants and Contracts		
Federal - E-Rate, IDEA, and Titles	390,355	482,702
State and local	20,286	45,563
Total Operating Revenue	<u>15,698,853</u>	<u>14,625,802</u>
EXPENSES		
Program Services		
Regular education	9,402,986	8,932,774
Special education	4,121,843	3,452,820
Other education - after school	272,467	268,886
Total Program Services	<u>13,797,296</u>	<u>12,654,480</u>
Supporting Services		
Management and general	1,641,839	1,382,111
Fundraising	79,142	73,631
Total Expenses	<u>15,518,277</u>	<u>14,110,222</u>
Surplus from Operations	<u>180,576</u>	<u>515,580</u>
SUPPORT AND OTHER REVENUE		
Contributions	234,201	145,236
Other income	5,235	3,043
Total Support and Other Revenue	<u>239,436</u>	<u>148,279</u>
Change in Net Assets	420,012	663,859
NET ASSETS		
Beginning of year	<u>4,167,095</u>	<u>3,503,236</u>
End of year	<u>\$ 4,587,107</u>	<u>\$ 4,167,095</u>

See notes to financial statements

Growing Up Green Charter School

Statement of Functional Expenses Year Ended June 30, 2019

	No. of	Program Services				Management		
	Positions	Regular	Special	After	Total	and	Fundraising	Total
		Education	Education	School		General		
Personnel Services Costs								
Administrative staff personnel	16	\$ 859,126	\$ 439,210	\$ -	\$ 1,298,336	\$ 634,903	\$ 48,015	\$ 1,981,254
Instructional personnel	94	4,652,804	2,098,155	169,190	6,920,149	1,411	-	6,921,560
Non-Instructional personnel	14	223,330	76,700	-	300,030	241,513	613	542,156
Total Salaries and Staff	<u>124</u>	<u>5,735,260</u>	<u>2,614,065</u>	<u>169,190</u>	<u>8,518,515</u>	<u>877,827</u>	<u>48,628</u>	<u>9,444,970</u>
Fringe benefits and payroll taxes		1,271,558	579,561	37,511	1,888,630	194,623	10,781	2,094,034
Retirement		73,263	33,392	2,161	108,816	11,214	621	120,651
Legal fees		25,062	11,423	739	37,224	3,838	212	41,274
Accounting and audit services		-	-	-	-	97,695	-	97,695
Other purchased services		264,179	78,960	1,768	344,907	216,019	4,373	565,299
Rent expense		693,998	316,316	20,473	1,030,787	106,222	5,884	1,142,893
Repairs and maintenance		44,477	20,272	1,312	66,061	6,808	377	73,246
Insurance		49,877	22,733	1,471	74,081	7,635	423	82,139
Utilities		92,189	42,019	2,720	136,928	14,111	782	151,821
Supplies and materials		194,533	52,734	19,423	266,690	2,675	148	269,513
Equipment and furnishings		33,352	10,040	234	43,626	1,211	67	44,904
Staff and professional development		46,681	11,803	-	58,484	4,706	-	63,190
Marketing and recruiting		74,874	27,597	1,260	103,731	6,536	2,762	113,029
Technology		98,108	44,716	2,894	145,718	15,016	832	161,566
Food services		5,627	1,422	-	7,049	-	-	7,049
Student services		296,515	74,971	-	371,486	-	-	371,486
Office expense		122,156	55,677	3,604	181,437	18,696	1,036	201,169
Depreciation and amortization		240,898	109,799	7,106	357,803	36,871	2,043	396,717
Other		40,379	14,343	601	55,323	20,136	173	75,632
Total Expenses		<u>\$ 9,402,986</u>	<u>\$ 4,121,843</u>	<u>\$ 272,467</u>	<u>\$ 13,797,296</u>	<u>\$ 1,641,839</u>	<u>\$ 79,142</u>	<u>\$ 15,518,277</u>

Growing Up Green Charter School

Statement of Functional Expenses Year Ended June 30, 2018

	No. of	Program Services				Management		
	Positions	Regular	Special	After	Total	and	Fundraising	Total
		Education	Education	School		General		
Personnel Services Costs								
Administrative staff personnel	17	\$ 727,430	\$ 305,733	\$ -	\$ 1,033,163	\$ 512,853	\$ 43,808	\$ 1,589,824
Instructional personnel	97	4,485,631	1,764,823	161,893	6,412,347	1,213	-	6,413,560
Non-Instructional personnel	11	166,068	64,679	-	230,747	271,195	2,680	504,622
Total Salaries and Staff	<u>125</u>	<u>5,379,129</u>	<u>2,135,235</u>	<u>161,893</u>	<u>7,676,257</u>	<u>785,261</u>	<u>46,488</u>	<u>8,508,006</u>
Fringe benefits and payroll taxes		1,256,395	498,724	37,813	1,792,932	183,413	10,858	1,987,203
Retirement		94,464	37,497	2,843	134,804	13,791	816	149,411
Legal fees		16,817	6,676	506	23,999	2,456	145	26,600
Accounting and audit services		-	-	-	-	54,250	-	54,250
Other purchased services		204,719	62,344	1,869	268,932	133,583	611	403,126
Rent expense		723,684	287,265	21,780	1,032,729	105,646	6,254	1,144,629
Repairs and maintenance		60,664	24,081	1,826	86,571	8,856	524	95,951
Insurance		48,152	19,114	1,449	68,715	7,030	416	76,161
Utilities		103,880	41,235	3,126	148,241	15,165	898	164,304
Supplies and materials		227,656	62,862	21,759	312,277	2,965	176	315,418
Equipment and furnishings		25,535	7,712	218	33,465	1,060	63	34,588
Staff and professional development		54,118	14,303	-	68,421	1,211	-	69,632
Marketing and recruiting		57,083	17,500	548	75,131	2,655	2,576	80,362
Technology		78,841	31,296	2,373	112,510	11,509	681	124,700
Food services		8,431	2,228	-	10,659	-	-	10,659
Student services		226,058	59,745	-	285,803	-	-	285,803
Office expense		104,112	41,327	3,133	148,572	15,198	900	164,670
Depreciation and amortization		241,377	95,814	7,265	344,456	35,237	2,086	381,779
Other		<u>21,659</u>	<u>7,862</u>	<u>485</u>	<u>30,006</u>	<u>2,825</u>	<u>139</u>	<u>32,970</u>
Total Expenses		<u>\$ 8,932,774</u>	<u>\$ 3,452,820</u>	<u>\$ 268,886</u>	<u>\$ 12,654,480</u>	<u>\$ 1,382,111</u>	<u>\$ 73,631</u>	<u>\$ 14,110,222</u>

Growing Up Green Charter School

Statements of Cash Flows

	Year Ended June 30,	
	2019	2018
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	\$ 420,012	\$ 663,859
Adjustments to reconcile change in net assets to net cash from operating activities		
Depreciation and amortization	396,717	381,779
Deferred rent	(61,294)	(28,595)
Changes in operating assets and liabilities		
Grants and contracts receivable	340,017	(31,207)
Prepaid expenses and other current assets	(151,055)	5,403
Due from related party	193,173	(161,362)
Accounts payable and accrued expenses	102,874	(16,305)
Accrued payroll and payroll taxes	167,167	58,207
Refundable advances	11,949	(2,082)
Net Cash from Operating Activities	<u>1,419,560</u>	<u>869,697</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of property and equipment	(147,432)	(178,880)
Restricted cash	<u>(3,924)</u>	<u>(3,034)</u>
Net Cash from Investing Activities	<u>(151,356)</u>	<u>(181,914)</u>
Net Change in Cash and Cash Equivalents	1,268,204	687,783
CASH AND CASH EQUIVALENTS		
Beginning of year	<u>1,896,611</u>	<u>1,208,828</u>
End of year	<u>\$ 3,164,815</u>	<u>\$ 1,896,611</u>

Growing Up Green Charter School

Notes to Financial Statements

June 30, 2019 and 2018

1. Organization and Tax Status

Growing Up Green Charter School (the "School") is a New York State, not-for-profit educational corporation that was incorporated on December 16, 2008 to operate a Charter School pursuant to Article 56 of the Education Law of the State of New York. The School was granted a provisional charter on December 16, 2008 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York. The Board of Regents approved and issued several renewals to the School's charter expiring on June 30, 2022. The School's mission is to empower children to be conscious, contributing members of their community through a rigorous curriculum and an engaging green culture. Graduates of the School will be prepared to attend high performing schools where their interdisciplinary academic foundations, knowledge of sustainability, and strong sense of self sets them apart as leaders of the future. Classes commenced in Long Island City, New York, on September 9, 2009 and the School provided education to approximately 811 students in grades kindergarten through eighth during the 2018-2019 academic year.

The New York City Department of Education provides free lunches and transportation directly to some of the School's students. Such costs are not included in these financial statements. The School covers a portion of the cost of lunches for children not entitled to the free lunches.

Except for taxes that may be due for unrelated business income, the School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code and from state and local income taxes under comparable laws.

2. Summary of Significant Accounting Policies

Basis of Presentation and Use of Estimates

The accompanying financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America ("U.S. GAAP"), which requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Accordingly actual results could differ from those estimates.

Change in Accounting Principle

On July 1, 2018, the School adopted new guidance regarding the Presentation of Financial Statements for Not-for Profit Entities. This guidance requires the School to collapse the three-category (unrestricted, temporarily restricted, and permanently restricted) classification of net assets into two categories: with donor restrictions and without donor restrictions. In addition, the new guidance requires the School to make certain expanded disclosures relating to (1) the liquidity of financial assets, and (2) expenses both by their natural and functional classification in one location in the financial statements. As a result of implementing this standard, prior year amounts for unrestricted net assets were reclassified to net assets without donor restrictions.

Growing Up Green Charter School

Notes to Financial Statements
June 30, 2019 and 2018

2. Summary of Significant Accounting Policies (*continued*)

Net Asset Presentation

Resources for various purposes are classified for accounting and reporting purposes into net asset categories established according to nature and purpose as follows:

Net assets without donor restrictions - consist of resources available for the general support of the School's operations. Net assets without donor restrictions may be used at the discretion of the School's management and/or the Board of Trustees.

Net assets with donor restrictions – represents amounts restricted by donors for specific activities of the School or to be used at a future date. The School records contributions as net assets with donor restrictions if they are received with donor stipulations that limit their use either through purpose or time restrictions. When a donor restriction expires, that is, when a time restriction ends or a purpose restriction is fulfilled, net assets with donor restrictions are classified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions. The School had no net assets with donor restrictions as of June 30, 2019 and 2018.

Cash and Cash Equivalents

Cash and cash equivalents include cash balances held in bank accounts and highly liquid financial instruments with maturities of three months or less at the time of purchase.

Restricted Cash

Under the provisions of its charter, the School established an escrow account to pay for legal and audit expenses that would be associated with a dissolution, should it occur.

Under a line of credit agreement, the School granted the lender a security interest in one of its deposit accounts to secure the indebtedness of Growing Up Green II (see Note 9). At June 30, 2019, there was no balance payable on the line of credit.

Property and Equipment

The School follows the practice of capitalizing all expenditures for property and equipment with costs in excess of \$1,000 and a useful life in excess of one year. Leasehold improvements are amortized over the shorter of the term of the lease, inclusive of all renewal periods, which are reasonably assured, or the estimated useful life of the asset. Purchased property and equipment are recorded at cost at the date of acquisition. Minor costs of maintenance and repairs are expensed as incurred. All property and equipment purchased with government funding is capitalized, unless the government agency retains legal title to such assets, in which case it is expensed as incurred.

Growing Up Green Charter School

Notes to Financial Statements June 30, 2019 and 2018

2. Summary of Significant Accounting Policies (*continued*)

Property and Equipment (continued)

Depreciation and amortization is recognized on the straight-line method over the estimated useful lives of such assets as follows:

Equipment	5 years
Furniture and fixtures	7 years
Software	3 years
Website development	5 years

Property and equipment are reviewed for impairment if the use of the asset significantly changes or another indicator of possible impairment is identified. If the carrying amount for the asset is not recoverable, the asset is written down to its fair value. There were no asset impairments for the years ended June 30, 2019 and 2018.

Refundable Advances

The School records certain government operating revenue as refundable advances until related services are performed, at which time they are recognized as revenue.

Revenue and Support

Revenue from the state and local governments resulting from the School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement. Federal and other state and local funds are recorded when expenditures are incurred and billable to the government agency.

Contributions are recognized when the donor makes a promise to give to the School that is, in substance, unconditional. Grants and other contributions of cash are reported as net assets with donor restrictions if they are received with donor stipulations. Restricted contributions and grants that are made to support the School's current year activities are recorded as net assets without donor restrictions. Contributions of assets other than cash are recorded at their estimated fair value at the date of donation.

Functional Expense Allocation

The majority of expenses can generally be directly identified with the program or supporting service to which they relate and are charged accordingly. Other expenses by function have been allocated among program and supporting services classifications on the basis of periodic time and expense studies and other basis as determined by management of the School to be appropriate.

Growing Up Green Charter School

Notes to Financial Statements
June 30, 2019 and 2018

2. Summary of Significant Accounting Policies (*continued*)

Marketing and Recruitment

Marketing and recruitment costs are expensed as incurred for staff and student recruitment. Marketing and recruitment expense for the years ended June 30, 2019 and 2018 was \$113,029 and \$80,362.

Accounting for Uncertainty in Income Taxes

The School recognizes the effect of income tax positions only if those positions are more likely than not to be sustained. Management has determined that the School had no uncertain tax positions that would require financial statement recognition or disclosure. The School is no longer subject to examinations by the applicable taxing jurisdictions for years prior to June 30, 2016.

Subsequent Events Evaluation by Management

Management has evaluated subsequent events for disclosure and/or recognition in the financial statements through the date that the financial statements were available to be issued, which date is October 7, 2019.

3. Grants and Contracts Receivable

Grants and contracts receivable consist of federal, state and city entitlements and grants. The School expects to collect these receivables within one year.

4. Property and Equipment

Property and equipment consists of the following at June 30:

	2019	2018
Equipment	\$ 1,020,369	\$ 966,579
Furniture and fixtures	513,748	507,012
Software and website development	19,133	19,133
Leasehold improvements	1,469,859	1,382,953
	<u>3,023,109</u>	<u>2,875,677</u>
Accumulated depreciation and amortization	<u>(2,016,062)</u>	<u>(1,619,345)</u>
	<u>\$ 1,007,047</u>	<u>\$ 1,256,332</u>

Growing Up Green Charter School

Notes to Financial Statements June 30, 2019 and 2018

5. Liquidity and Availability of Financial Assets

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use within one year of the statement of financial position date, are comprised of the following at June 30, 2019:

Financial assets at year end:

Cash and cash equivalents	\$3,164,815
Grants and contracts receivable	88,997
Due from related party	<u>337,612</u>
	<u>\$3,591,424</u>

As part of the School's liquidity management plan, the status of grants and contracts receivable is monitored regularly and any excess cash is held in money market accounts and other liquid instruments until it is required for operational use.

6. Employee Benefit Plan

The School maintains a pension plan qualified under Internal Revenue Code 401(k), for the benefit of its eligible employees. Under the plan, the School provided matching contributions up to 5% of the participant's annual compensation. Employer match for the years ended June 30, 2019 and 2018 amounted to \$120,651 and \$149,411.

7. Concentration of Credit Risk

Financial instruments that potentially subject the School to concentrations of credit and market risk consist principally of cash and cash equivalents on deposit with financial institutions, which from time to time may exceed the Federal Deposit Insurance Corporation ("FDIC") limit. The School does not believe that a significant risk of loss due to the failure of a financial institution presently exists. As of June 30, 2019 and 2018, approximately \$3,745,000 and \$2,470,000 of cash was maintained with an institution in excess of FDIC limits.

8. Concentration of Revenue and Support

The School receives a substantial portion of its revenue and support from the New York City Department of Education. For the years ended June 30, 2019 and 2018, the School received approximately 96% and 95% of its total revenue and support from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

Growing Up Green Charter School

Notes to Financial Statements
June 30, 2019 and 2018

9. Related Party Transactions (not disclosed elsewhere)

Friends of Growing Up Green

The School is an affiliate of Friends of Growing Up Green ("Friends of GUG"), a New York State not-for-profit corporation, through common management. Friends of GUG supports the School through technical and financial assistance. There were no material transactions between Friends of GUG and the School for the years ended June 30, 2019 and 2018.

Growing Up Green Charter School II

The School is an affiliate of Growing Up Green Charter School II ("GUG II"), a New York State not-for-profit education corporation who both share common management and board members. The School was not required to consolidate financial statements with GUG II as the School does not have an economic interest in the net assets of GUG II. During the years ended June 30, 2019 and 2018, the School charged \$219,122 and \$247,872 of operating expenses to GUG II.

In addition, the School entered into four interest free loan agreements between February 2016 and January 2017, totaling \$346,000 with GUG II. During the year ended June 30, 2019, these loans were fully paid by GUG II. The outstanding balance of these loans due from GUG II at June 30, 2019 and 2018 was \$0 and \$259,500.

On March 21, 2017, the School co-signed a \$750,000 commercial line of credit with a financial institution along with GUG II. The School assigned and granted the lender a security interest in one of its deposit accounts with the financial institution. The line of credit was paid in full by GUG II as of June 30, 2019 and 2018 but remains open. At June 30, 2019 and 2018, the pledged amount was \$758,889 and \$755,215.

The balance due from GUG II at June 30, 2019 and 2018 was \$337,612 and \$530,785.

10. Commitments

Facility Leases

The School is obligated under a non-cancelable operating lease for office and classroom space at 39-27 28th Street, Long Island City, New York, which expired on August 31, 2019, with a renewal option for an additional ten years. In August 2019, the lease was renewed through August 2029. The lease provides for rent escalations and the School is responsible for utilities, real estate taxes and other operating expenses.

On May 15, 2014, the School entered into an agreement to lease additional property at 36-49 11th Street, Long Island City, New York for a period of 10 years. The lease provides for rent escalations and the School is responsible for utilities, real estate taxes and other operating expenses. This location became the home of Growing Up Green Middle School starting with the 2014-2015 academic year.

Growing Up Green Charter School

Notes to Financial Statements June 30, 2019 and 2018

10. Commitments (*continued*)

Facility Leases (continued)

The future minimum lease payments for both facility leases, including extension, are as follows for the years ending June 30:

2020	\$ 1,363,692
2021	1,431,166
2022	1,471,248
2023	1,505,803
2024	1,541,177
Thereafter	6,011,467
	<u>\$13,324,553</u>

The School recognizes rent expense on a straight-line basis over the term of the lease. Rent expense in excess of payments is recorded as deferred rent in the accompanying statements of financial position. Rent expense for the years ended June 30, 2019 and 2018 amounted to \$1,142,893 and \$1,144,629.

Equipment Leases

The School leases various copiers under non-cancelable operating leases expiring at various dates through November 2023. The future minimum lease payments under the copier leases are as follows for the years ending June 30:

2020	\$ 55,186
2021	55,186
2022	46,707
2023	29,749
2024	12,395
	<u>\$ 199,223</u>

Equipment leasing expense for the years ended June 30, 2019 and 2018 amounted to \$50,817 and \$44,238.

11. Contingency

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursement. Management is of the opinion that such cost disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

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

Independent Auditors' Report

**Board of Trustees
Growing Up Green 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 Growing Up Green Charter School (the "School"), which comprise the statement of financial position as of June 30, 2019, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 7, 2019.

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) to determine the 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 entity'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 may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the 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 determination of financial statement amounts. 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.

Harrison, New York
October 7, 2019

Growing Up Green Charter School

Independent Auditors' Report on Communication of Internal Control Matters

June 30, 2019

Independent Auditors' Communication on Internal Control Matters

The Board of Trustees Growing Up Green Charter School

In planning and performing our audit of the financial statements of Growing Up Green Charter School (the "School") as of and for the year ended June 30, 2019, in accordance with auditing standards generally accepted in the United States of America, 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 entity's financial statements will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be deficiencies, significant deficiencies, or material weaknesses and, therefore, there can be no assurance that all such deficiencies have been identified.

We did not identify any deficiencies in internal control that we consider to be material weaknesses, as defined above.

This communication is intended solely for the information and use of management, audit committee, the Board of Trustees, The Department of Education of the City of New York, The State Education Department of the State University of New York, and others within the School, and is not intended to be used by anyone other than these specified parties.

We would like to take this opportunity to acknowledge the courtesy and assistance extended to us by School personnel during the course of our audit.

PKF O'Connor Davies, LLP
October 7, 2019



Entry 5c Additional Financial Docs

Last updated: 10/28/2019

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

Section Heading

1. Management Letter

<https://nysed.cso.reports.fluidreview.com/resp/118691876/8mMlunnVv3/>

Explanation for not uploading the Management Letter. (No response)

2. Form 990

(No response)

Explanation for not uploading the Form 990. The deadline for auditors to file the Form 990 is 11/15, which they plan on meeting. However, this form is not complete at this time. Please let us know if you'd like us to provide this form once it is complete.

3. Federal Single Audit

Note: A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to OMB Uniform Guidelines for the federal filing requirements.

(No response)

Explanation for not uploading the Federal Single Audit. N/A The school did not receive \$750K of federal grant money.

4. CSP Agreed Upon Procedure Report

(No response)

Explanation for not uploading the procedure report. N/A The school no longer has a CSP grant.

5. Evidence of Required Escrow Account

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

<https://nysed.cso.reports.fluidreview.com/resp/118691876/pN6H0Nalce/>

Explanation for not uploading the Escrow evidence. (No response)

6. Corrective Action Plan

A **Corrective Action Plan** for Audit Findings and Management Letter Recommendations, which must include:

- a. The person responsible
- b. The date action was taken, or will be taken
- c. Description of the action taken
- d. Evidence of implementation (if available)

(No response)

Explanation for not uploading the Corrective Action Plan. N/A The school was not placed on a CAP by the auditor.

Growing Up Green Charter School

Independent Auditors' Report on Communication of Internal Control Matters

June 30, 2019

Independent Auditors' Communication on Internal Control Matters

The Board of Trustees Growing Up Green Charter School

In planning and performing our audit of the financial statements of Growing Up Green Charter School (the "School") as of and for the year ended June 30, 2019, in accordance with auditing standards generally accepted in the United States of America, 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 entity's financial statements will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be deficiencies, significant deficiencies, or material weaknesses and, therefore, there can be no assurance that all such deficiencies have been identified.

We did not identify any deficiencies in internal control that we consider to be material weaknesses, as defined above.

This communication is intended solely for the information and use of management, audit committee, the Board of Trustees, The Department of Education of the City of New York, The State Education Department of the State University of New York, and others within the School, and is not intended to be used by anyone other than these specified parties.

We would like to take this opportunity to acknowledge the courtesy and assistance extended to us by School personnel during the course of our audit.

PKF O'Connor Davies, LLP
October 7, 2019

Citibank CBO Services 587
P.O. Box 6201
Sioux Falls, SD 57117-6201

001/R1/04F000

000
CITIBANK, N. A.
Account

GROWING UP GREEN CHARTER SCHOOL
(ESCROW ACCT)
39-27 28TH ST
LONG IS CITY NY 11101

Statement Period
Jun 1 - Jun 30, 2019
Relationship Manager
Citibusiness Service Center
(877) 528-0990

Page 1 of 2

CitiBusiness® ACCOUNT AS OF JUNE 30, 2019

Relationship Summary:

Checking	-----
Savings	\$71,623.81
Checking Plus	-----

SERVICE CHARGE SUMMARY FROM MAY 1, 2019 THRU MAY 31, 2019

Type of Charge	No./Units	Price/Unit	Amount
CITIBUSINESS IMMA # [REDACTED]			
Average Daily Collected Balance			\$71,582.61
Total Charges for Services			\$0.00
Net Service Charge			\$0.00

SAVINGS ACTIVITY

CitiBusiness IMMA

		Beginning Balance:		\$71,603.21
		Ending Balance:		\$71,623.81
Date	Description	Debits	Credits	Balance
06/28	INTEREST EARNED		20.60	71,623.81

Interest earned year to date \$124.21

Your CitiBusiness IMMA Account Rates								
For	\$0	\$25,000	\$50,000	\$100,000	\$500,000	\$1,000,000	\$5,000,000	\$10,000,000
Balances	to	to	to	to	to	to	to	
of:	\$24,999	\$49,999	\$99,999	\$499,999	\$999,999	\$4,999,999	\$9,999,999	and over
6/01 - 6/30	0.200%	0.350%	0.350%	0.500%	0.500%	0.500%	0.400%	0.400%

CUSTOMER SERVICE INFORMATION

IF YOU HAVE QUESTIONS ON:

Insured Money Market

YOU CAN CALL:

877-528-0990
(For Speech and Hearing
Impaired Customers Only
TDD: 800-945-0258)

YOU CAN WRITE:

CitiBusiness
100 Citibank Drive
San Antonio, TX 78245-9966

For change in address, call your account officer or visit your branch.

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Entry 5d Financial Services Contact Information

Created: 10/07/2019 • Last updated: 10/31/2019

Regents, NYCDOE and Buffalo BOE authorized schools should enter the financial contact information requested and upload the independent auditor's report and internal controls reports as one combined file.

GROWING UP GREEN CHARTER SCHOOLSection Heading

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Anita Amoh		

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Gus Saliba			10

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
	Charter School Business Management	Kamilah OBrien				10

New York State Education Department

Request for Proposals to Establish Charter Schools Authorized by the Board of Regents

2019-20 Budget & Cash Flow Template

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1	Complete ALL SIX columns in BLUE
2	Enter information into the GRAY cells
3	Cells containing RED triangles in the upper right corner in columns B through G contain guidance on that particular item
4	School district per-pupil tuition information is located on the State Aid website at https://stateaid.nysed.gov/charter/ . Rows may be inserted in the worksheet to accomodate additional districts if necessary.
5	The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please 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.

Growing Up Green Charter School

PROJECTED BUDGET FOR 2019-2020

July 1, 2019 to June 30, 2020

Please Note The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	12,131,549	2,361,260	-	1,394	1,992,764	16,486,967
Total Expenses	11,790,209	2,425,869	-	142,166	1,878,723	16,236,967
Net Income	341,339	(64,609)	-	(140,771)	114,041	250,000
Actual Student Enrollment	819	124				-
Total Paid Student Enrollment	812	124				936

PROGRAM SERVICES

SUPPORT SERVICES

REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
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REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

CY Per Pupil Rate

District of Location

\$16,150.00

School District 2 (Enter Name)

School District 3 (Enter Name)

School District 4 (Enter Name)

School District 5 (Enter Name)

11,187,913	-	-	-	1,974,338	13,162,250
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
11,187,913				1,974,338	13,162,250

Special Education Revenue

-	2,038,235	-	-	-	2,038,235
---	-----------	---	---	---	-----------

Grants

Stimulus

Other

Other State Revenue

-	-	-	-	-	-
-	-	-	-	-	-
507,261	91,425	-	-	-	598,686

TOTAL REVENUE FROM STATE SOURCES

11,695,174	2,129,660			1,974,338	15,799,171
------------	-----------	--	--	-----------	------------

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs

Title I

Title Funding - Other

School Food Service (Free Lunch)

Grants

Charter School Program (CSP) Planning & Implementation

Other

Other Federal Revenue

-	150,000	-	-	-	150,000
135,567	24,433	-	-	-	160,000
38,128	6,872	-	-	-	45,000
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-

TOTAL REVENUE FROM FEDERAL SOURCES

173,695	181,305				355,000
---------	---------	--	--	--	---------

LOCAL and OTHER REVENUE

Contributions and Donations, Fundraising

Erate Reimbursement

Interest Income, Earnings on Investments,

NYC-DYCD (Department of Youth and Community Developmt.)

Food Service (Income from meals)

Text Book

Other Local Revenue

165,402	31,727	-	905	11,965	210,000
36,100	7,465	-	453	5,983	50,000
2,888	597	-	36	479	4,000
-	-	-	-	-	-
-	-	-	-	-	-
58,290	10,506	-	-	-	68,796
-	-	-	-	-	-

TOTAL REVENUE FROM LOCAL and OTHER SOURCES

262,681	50,295		1,394	18,426	332,796
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TOTAL REVENUE

12,131,549	2,361,260		1,394	1,992,764	16,486,967
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EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

No. of Positions

Executive Management

Instructional Management

Deans, Directors & Coordinators

CFO / Director of Finance

3
2
13
1

339,122	56,130	-	25,723	140,325	561,301
140,725	21,650	-	-	54,125	216,500
804,180	320,367	-	-	53,655	1,178,202
-	-	-	-	66,500	66,500

Growing Up Green Charter School

PROJECTED BUDGET FOR 2019-2020

July 1, 2019 to June 30, 2020

Please Note The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
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Actual Student Enrollment	819	124				-
Total Paid Student Enrollment	812	124				936

PROGRAM SERVICES

SUPPORT SERVICES

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Operation / Business Manager	3	101,216	24,443	-	118,772	244,431
Administrative Staff	16	323,229	75,229	64,000	503,658	966,116
TOTAL ADMINISTRATIVE STAFF	36	1,708,472	497,819	89,723	937,036	3,233,049
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	45	2,789,443	502,749	-	-	3,292,192
Teachers - SPED	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	5	169,458	30,542	-	-	200,000
Specialty Teachers	30	1,851,811	333,757	-	-	2,185,568
Aides	-	-	-	-	-	-
Therapists & Counselors	8	508,418	91,633	-	-	600,051
INSTRUCTIONAL PERSONNEL COSTS Other	-	127,094	22,906	-	5,000	155,000
TOTAL INSTRUCTIONAL	88	5,446,224	981,587		5,000	6,432,811
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	3	-	-	-	111,200	111,200
Security	2	-	-	-	70,535	70,535
Non-Instructional Other	1	-	-	-	61,923	61,923
TOTAL NON-INSTRUCTIONAL	6				243,658	243,658
SUBTOTAL PERSONNEL SERVICE COSTS	130	7,154,696	1,479,405	89,723	1,185,694	9,909,518
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		597,940	123,638	-	7,498	828,169
Fringe / Employee Benefits		1,098,188	227,077	-	13,772	1,521,031
Retirement / Pension		152,616	31,557	-	25,292	211,379
TOTAL PAYROLL TAXES AND BENEFITS		1,848,745	382,272	23,184	306,379	2,560,580
TOTAL PERSONNEL SERVICE COSTS		9,003,440	1,861,678	112,907	1,492,072	12,470,098
CONTRACTED SERVICES						
Accounting / Audit		28,880	5,972	-	362	40,000
Legal		1,444	299	-	18	2,000
Management Company Fee		-	-	-	-	-
Nurse Services		-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-
Payroll Services		30,902	6,390	-	388	42,800
Special Ed Services		-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		188,867	38,873	-	2,283	260,200
TOTAL CONTRACTED SERVICES		250,093	51,533	3,051	40,323	345,000
SCHOOL OPERATIONS						
Board Expenses		722	149	-	9	1,000
Classroom / Teaching Supplies & Materials		228,768	41,232	-	-	270,000

Growing Up Green Charter School

PROJECTED BUDGET FOR 2019-2020

July 1, 2019 to June 30, 2020

Please Note The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

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Actual Student Enrollment	819	124				-
Total Paid Student Enrollment	812	124				936

PROGRAM SERVICES

SUPPORT SERVICES

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Special Ed Supplies & Materials	16,946	3,054	-	-	-	20,000
Textbooks / Workbooks	58,290	10,506	-	-	-	68,796
Supplies & Materials other	-	-	-	-	-	-
Equipment / Furniture - Facility Operation & Maintenance	10,108	2,090	-	127	1,675	14,000
Telephone	15,884	3,284	-	199	2,632	22,000
Technology	101,153	20,916	-	1,268	16,763	140,100
Student Testing & Assessment	33,892	6,108	-	-	-	40,000
Field Trips	52,203	9,409	-	-	-	61,611
Transportation (student)	46,208	9,555	-	579	7,658	64,000
Student Services - other	37,281	6,719	-	-	-	44,000
Office Expense	116,336	24,055	-	1,459	19,280	161,130
Staff Development	59,926	12,391	-	752	9,931	83,000
Staff Recruitment	18,050	3,732	-	226	2,991	25,000
Student Recruitment / Marketing	12,709	2,291	-	-	-	15,000
School Meals / Lunch	6,778	1,222	-	-	-	8,000
Travel (Staff)	-	-	-	-	-	-
Fundraising	1,805	373	-	23	299	2,500
School Operations Other	26,872	5,556	-	337	4,453	37,219
TOTAL SCHOOL OPERATIONS	843,932	162,643		4,979	65,803	1,077,357

FACILITY OPERATION & MAINTENANCE

Insurance	66,785	13,809	-	838	11,068	92,500
Janitorial	10,830	2,239	-	136	1,795	15,000
Building and Land Rent / Lease	1,106,860	228,870	-	13,881	183,432	1,533,042
Repairs & Maintenance	59,204	12,242	-	742	9,811	82,000
Equipment / Furniture	-	-	-	-	-	-
Security Contract	62,071	12,835	-	778	10,287	85,970
Utilities	98,192	20,304	-	1,231	16,273	136,000
TOTAL FACILITY OPERATION & MAINTENANCE	1,403,943	290,299		17,606	232,665	1,944,512

DEPRECIATION & AMORTIZATION

	288,801	59,717	-	3,622	47,861	400,000
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DISSOLUTION ESCROW & RESERVES / CONTINGENCY

	-	-	-	-	-	-
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TOTAL EXPENSES	11,790,209	2,425,869		142,166	1,878,723	16,236,967
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NET INCOME	341,339	(64,609)	-	(140,771)	114,041	250,000
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ENROLLMENT - *School Districts Are Linked To Above Entries*

	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED
District of Location	819	124	943
School District 2 (Enter Name)			-
School District 3 (Enter Name)			-
School District 4 (Enter Name)			-
School District 5 (Enter Name)			-
TOTAL ENROLLMENT	819	124	943
REVENUE PER PUPIL	14,813	19,042	-

Growing Up Green Charter School

PROJECTED BUDGET FOR 2019-2020

July 1, 2019 to June 30, 2020

Please Note The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

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Actual Student Enrollment	819	124				-
Total Paid Student Enrollment	812	124				936

PROGRAM SERVICES

SUPPORT SERVICES

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
EXPENSES PER PUPIL	14,396	19,563	-			

[illegible]

[illegible]

[illegible]

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

Name: **Jeff Mueller**

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

Growing Up Green Charter School

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

Board 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>Please write "None" if applicable. Do not leave this space blank.</i>			

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**."

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>				

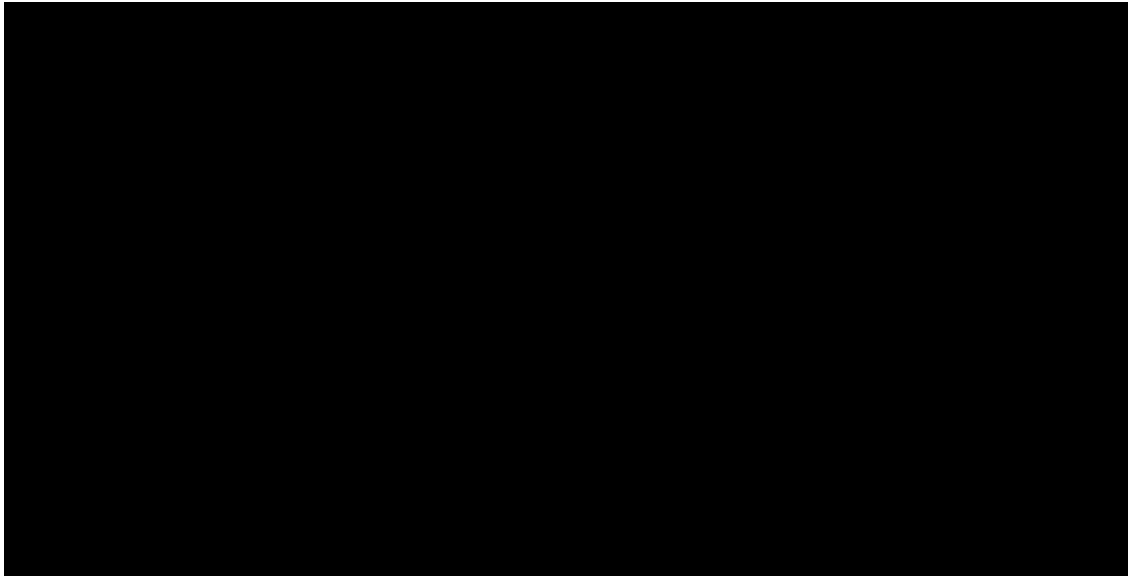
Jeff Mueller

July 23, 2019

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.



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:

Kathryn Klingenstein

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

Growing Up Green 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.

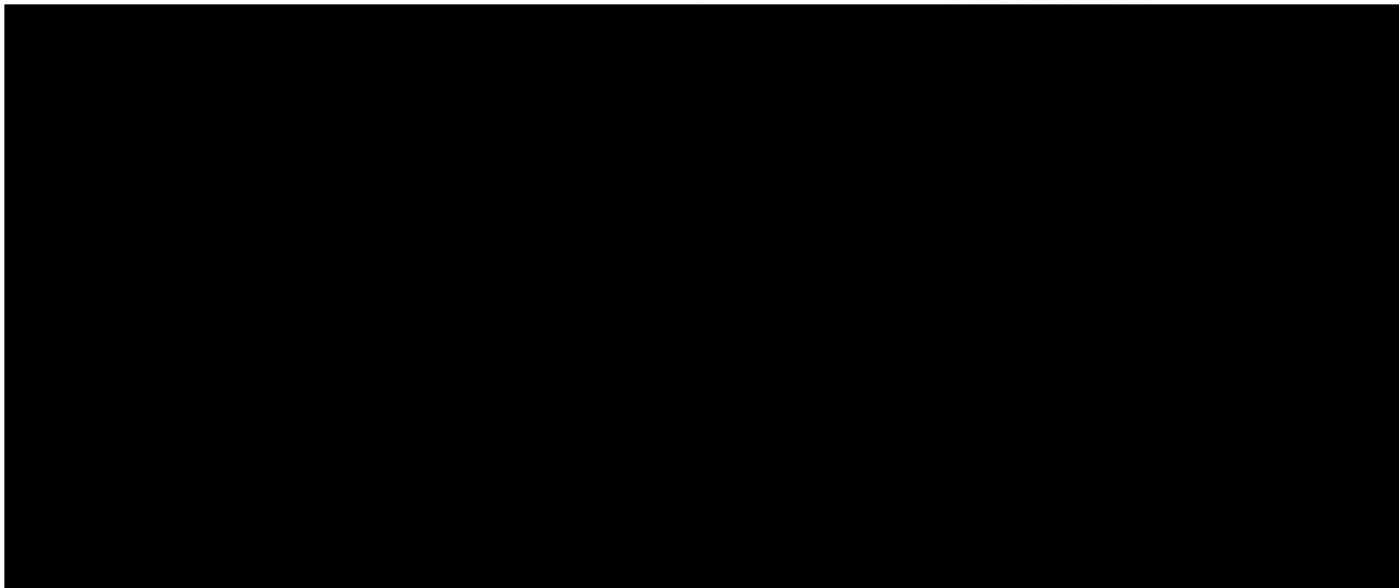
Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
n/a			

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
n/a				

Signature Kathryn Klyeth Date 6/18/19

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:

Reid Chase

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

Growing Up Green 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 ☒ 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>Please write "None" if applicable. Do not leave this space blank.</i>			

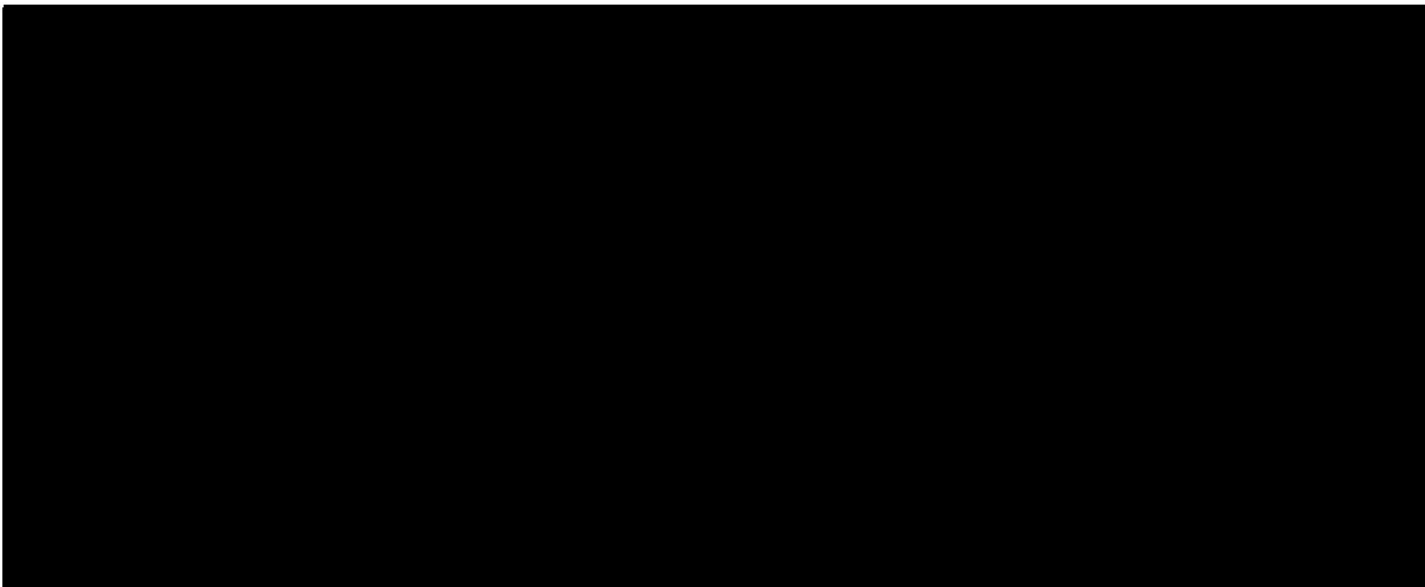
5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation 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
Please write "None" if applicable. Do not leave this space blank. <i>None</i>				

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.



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

Name:

Katherine Hooker

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

QUGCS

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 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

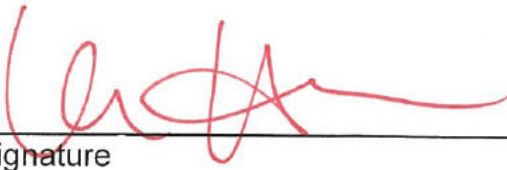
If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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
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				

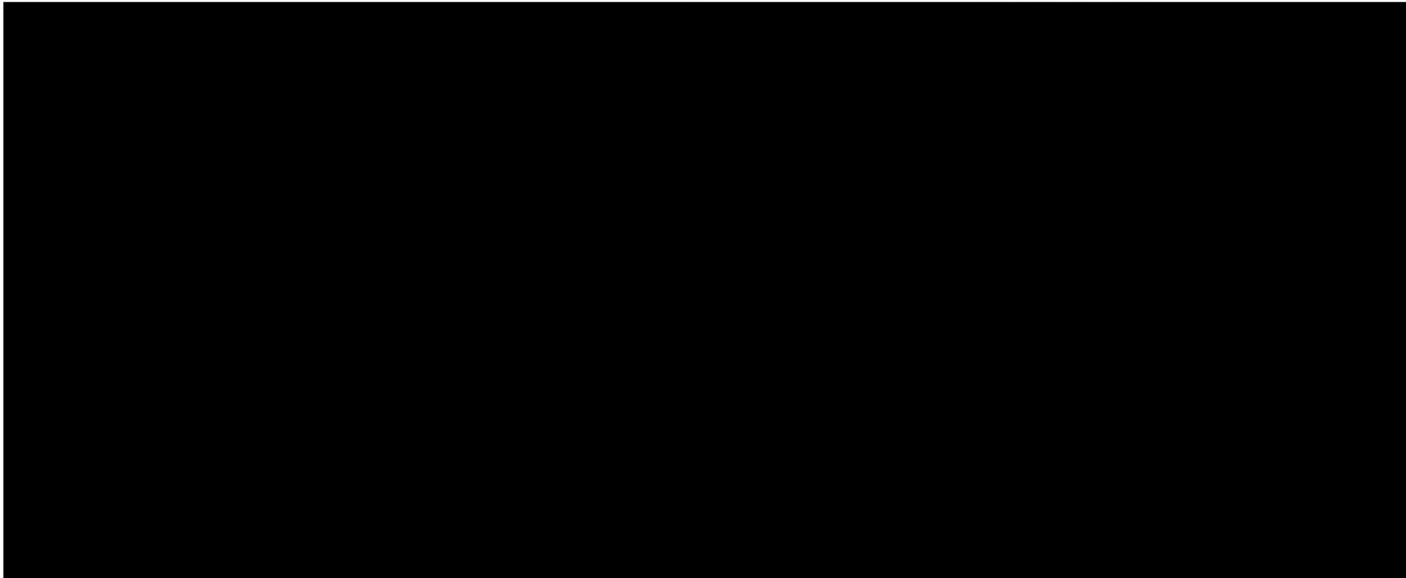


Signature

6/18/19

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:

Anne Levonen

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

Growing Up Green Charter School, Queens, NY

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

Trustee

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			

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				

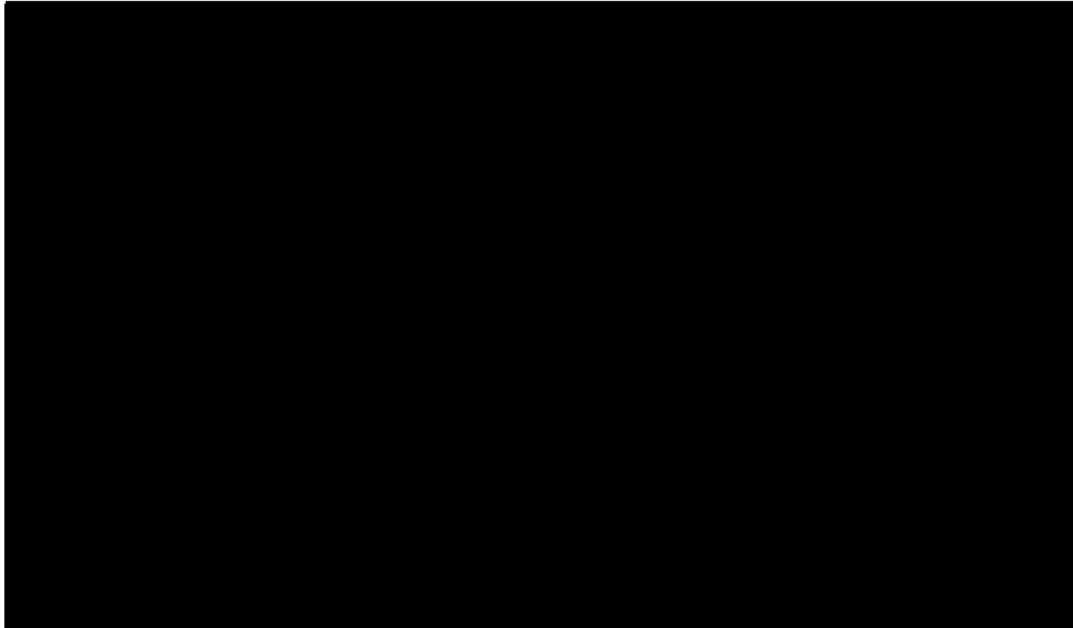
Cam Leno

6/18/19

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: Ira R. Greenberg

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

Growing Up Green Charter School

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

None

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**

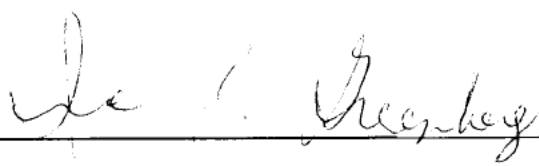
If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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.

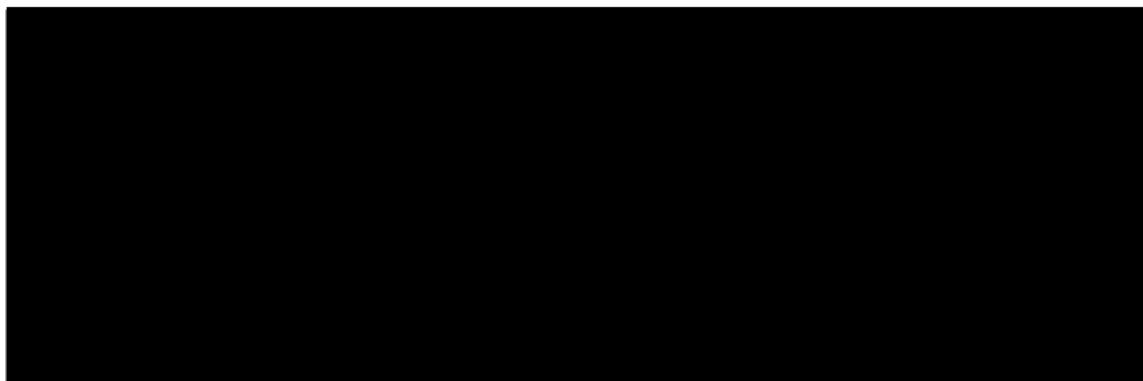
Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
NONE	<i>None.</i>		

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				
<i>Please write "None" if applicable. Do not leave this space blank.</i>				


 July 26, 2019
 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.





Entry 8 BOT Table

Created: 06/26/2019 • Last updated: 07/25/2019

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

1. Current 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 2018 19
1	Jeff Mueller [REDACTED]	Chair	Finance Committee, Executive Committee	Yes	4	07/01/2018	06/30/2020	5 or less
2	Kathryn Klingenstein [REDACTED]	Vice Chair	Finance Committee, Executive Committee	Yes	2	07/01/2017	06/30/2019	9
3	Reid Chase [REDACTED]	Treasurer	Finance Committee, Executive Committee	Yes	4	07/01/2018	06/30/2020	5 or less
4	Kate Hooker [REDACTED]	Secretary	None	Yes	6	07/01/2018	06/30/2020	8
5	Anne Levonen [REDACTED]	Trustee/Member	None	Yes	1	06/01/2018	06/30/2020	10
	Ira							

6	Greenberg [REDACTED]	Trustee/Member	None	Yes	1	09/01/2017	11/19/2018	5 or less
7								
8								
9								

1a. Are there more than 9 members of the Board of Trustees? No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2019	5
b.Total Number of Members Added During 2018 19	0
c. Total Number of Members who Departed during 2018 19	1
d.Total Number of members in 2018 19, as set by in Bylaws, Resolution or Minutes	6

3. Number of Board meetings held during 2018-19 10

4. Number of Board meetings scheduled for 2019-20 12

Thank you.



Entry 9 - Board Meeting Minutes

Last updated: 07/23/2019

Instructions for submitting minutes of the BOT monthly meetings

Regents, NYCDOE, and Buffalo BOE authorized schools must either provide a link to a complete set of minutes that are posted on the charter school website, or upload a complete set of board meeting minutes from July 2018 June 2019, which should match the number of meetings held during the 2018 19 school year.

GROWING UP GREEN CHARTER SCHOOL

Are all monthly BOT meeting minutes posted, which should match the number of meetings held during 2018-19 school year, on the charter school's website?

Yes

A. Provide if posted on the charter school's website a URL link to the Monthly Board Meeting Minutes, which should match the number of meetings held during the 2018-19 school year.

https://www.gugcs.org/apps/pages/index.jsp?dir=GUG%20I%20Minutes/Current%20School%20Year%20Board%20Meeting%20Minutes&type=d&uREC_ID=209358



Entry 10 Enrollment and Retention of Special Populations

Created: 07/24/2019 • Last updated: 07/26/2019

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

Describe the efforts the charter school has made in 2018 19 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 2019 20.

GROWING UP GREEN CHARTER SCHOOLSection Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2018 19	Describe Recruitment Plans in 2019 20
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. For students with special needs, the school website and recruitment materials clearly describe the school’s inclusion 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. Few highlights: Three recruitment events at Queens bridge and Revenswood public housing as well as targeted school tours for parents in that community.	We are moving our enrollment season up to October where we will have our application is multiple languages, lead open houses, and present in public housing community centers.
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 as well participate weekly school tours for potential families. Translated our application into Arabic and had Arabic lead tours.	Continue to translate our application into multiple languages as well as target recruitment events to ELL families.
Students with Disabilities	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 as well participate weekly school tours for potential families.	Continue to advertise all of our services to our new and incoming families. This includes increasing our ICT classrooms per grade.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2018 19	Describe Retention Plans in 2019 20
Economically Disadvantaged	Growing Up Green has a diverse background of students from many economic backgrounds. We provide subsidized after school programming, extra support services through our Special Education department, small classroom sizes to provide extra attention to students in need as well as monthly workshops for families on math, literacy and behavioral model 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.
Students with Disabilities	Regarding retention, GUGCS has a track record of strong student 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.	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 11 Classroom Teacher and Administrator Attrition

Last updated: 07/23/2019

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the tables titled 2018-2019 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing during the 2018-2019 school year. Please provide the full time equivalent (FTE) of staff on June 30, 2018; the FTE for any departed staff from July 1, 2018 through June 30, 2019; the FTE for added staff from July 1, 2018 through June 30, 2019; and the FTE of staff added in newly created positions from July 1, 2018 through June 30, 2019 using the tables provided.

1. Classroom Teacher Attrition Table

	FTE Classroom Teachers on 6/30/18	FTE Classroom Teachers Departed 7/1/18 6/30/19	FTE Classroom Teachers Filling Vacant Positions 7/1/18 6/30/19	FTE Classroom Teachers Added in New Positions 7/1/18 6/30/19	FTE of Classroom Teachers on 6/30/19
	83	28	26	1	82

2. Administrator Position Attrition Table

	FTE Administrative Positions on 6/30/18	FTE Administrators Departed 7/1/18 6/30/19	FTE Administrators Filling Vacant Positions 7/1/18 6/30/19	FTE Administrators Added in New Positions 7/1/18 6/30/19	FTE Administrative Positions on 6/30/19
	10	1		1	10

3. Tell your school's story

Charter schools may provide additional information in this section of the Annual Report about their respective teacher and administrator attrition rates as some teacher or administrator departures do not reflect advancement or movement within the charter school networks. Schools may provide additional detail to reflect a teacher’s advancement up the ladder to a leadership position within the network or an administrator’s movement to lead a new network charter school.

(No response)

4. Charter schools must ensure that all prospective employees receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. 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.

Have all employees have been cleared through the NYSED TEACH system?

Yes

5. For perspective or current employees whose clearance has been denied, have you terminated their employment and removed them from the TEACH system?

	Yes
--	-----

Thank you



Entry 12 Uncertified Teachers

Created: 07/23/2019 • Last updated: 07/24/2019

Instructions for Reporting Percent of Uncertified Teachers

The table below is reflective of the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. 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 column applies to a particular teacher, please select one column for the FTE count. Please do not include paraprofessionals, such as teacher assistants.

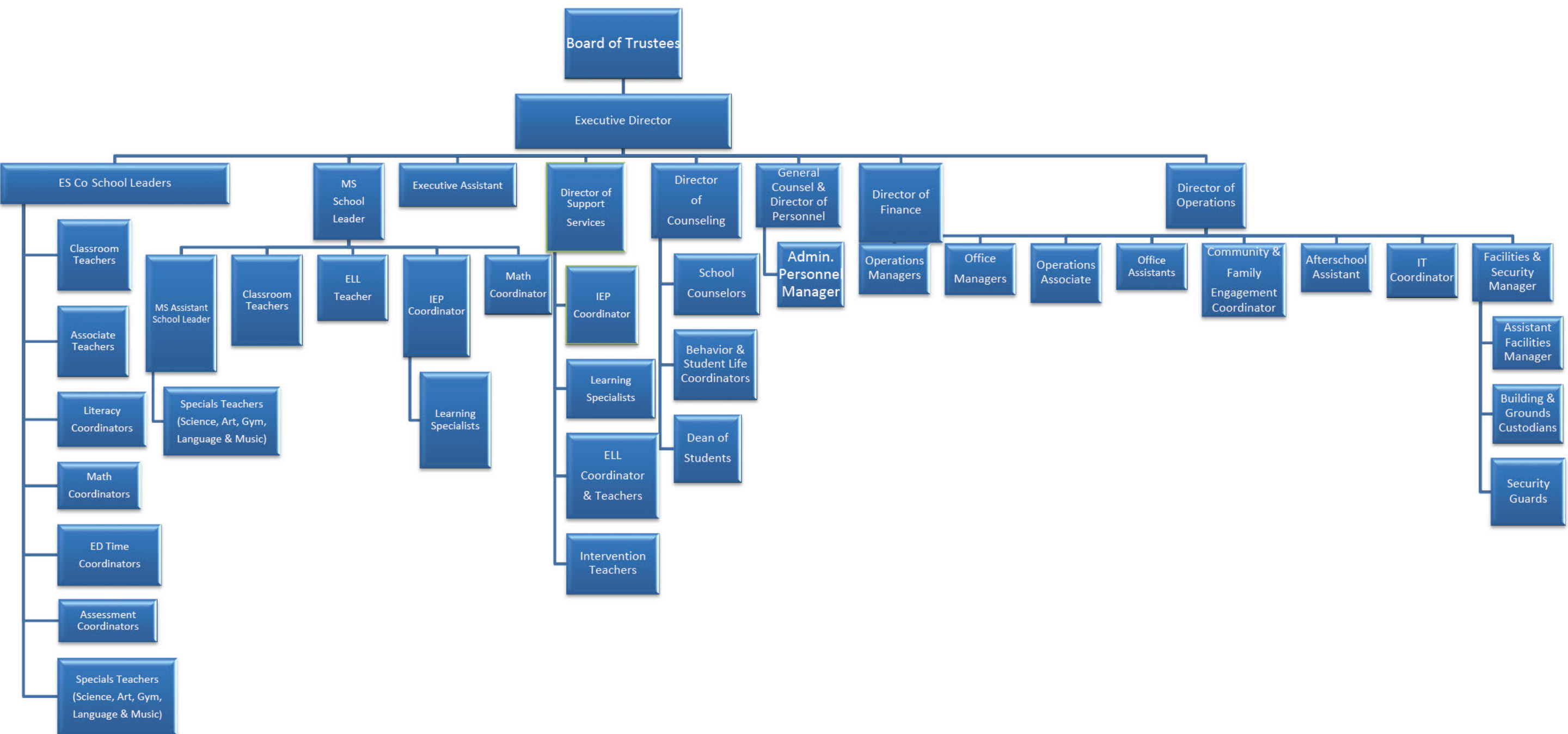
FTE count of uncertified teachers on 6/30/18, and each uncertified teacher should be counted only once.

	FTE Count
1. Total FTE count of uncertified teachers (6 30 19)	29
2. FTE count of uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience (6 30 19)	20
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6 30 19)	0
4. FTE count of uncertified teachers with two years of Teach for America experience (6 30 19)	0
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6 30 19)	1
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6 30 19)	8

FTE Count of All Uncertified Teachers as of 6/30/19 29

FTE Count of All Certified Teachers as of 6/30/19 53

Thank you.



GUG Elementary & Middle School Calendar

2019-2020

August 2019							September 2019							October 2019							
S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa	
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5	
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	
25	26	27	28	29	30	31	29	30						27	28	29	30	31			
19 th - 28 th Summer PD (all staff) 28 th 6 th Grade Orientation 9-11:30am 28 th Kindergarten Orientation 12-2pm 29 th First Day of School 1pm Dismissal 30 th 1pm Dismissal							2 nd Labor Day 3 rd 1pm Dismissal 4 th Busing begins for K-6 1pm Dismissal 5 th Full Day 16 th MS Family Curriculum Night 23 rd ES Family Curriculum Night 30 th Rosh Hashanah							1 st Rosh Hashanah 9 th Yom Kippur 14 th Columbus Day 17 th & 18 th MS Family Conferences							
November 2019							December 2019							January 2020							
S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa	
					1	2	1	2	3	4	5	6	7				1	2	3	4	
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30	31		
5 th Election Day (Staff PD Day) 11 th Veterans Day Observed 25 th & 26 th ES Family Conferences 27 th - 29 th Thanksgiving Break							20 th Winter Carnival 1pm Dismissal 23 rd – 31 st Winter Recess							1 st - 3 rd Winter Recess 20 th MLK Day 30 th & 31 st MS Family Conferences							
February 2020							March 2020							April 2020							
S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa	
						1	1	2	3	4	5	6	7				1	2	3	4	
2	3	4	5	6	7	8	8	9	10	11	12	13	14	5	6	7	8	9	10	11	
9	10	11	12	13	14	15	15	16	17	18	19	20	21	12	13	14	15	16	17	18	
16	17	18	19	20	21	22	22	23	24	25	26	27	28	19	20	21	22	23	24	25	
23	24	25	26	27	28	29	29	30	31					26	27	28	29	30			
17 th – 21 st Midwinter Recess 24 th ^ - Midwinter Recess for students/PD for staff							12 th & 13 th ES Family Conferences 25 th – 27 th ELA State Tests (3 rd – 8 th)							9 th – 17 th Spring Recess 21 st - 23 rd Math State Testing (3 rd – 8 th) 30 th MS Family Conferences							
May 2020							June 2020							July 2020							
S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa	
					1	2		1	2	3	4	5	6				1	2	3	4	
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30			
31																					
1 st MS Family Conferences 18 th – 29 th Science Performance State Testing (4 th) 22 nd & 25 th Memorial Day							1 st Science Written State Testing (4 th) 24 th 1pm Dismissal 25 th 8 th Grade Graduation 1pm Dismissal 26 th Last Day of School 1pm Dismissal														
Key		No School for Students					1pm Dismissal					Elementary Conferences 1pm dismissal Middle School Conferences 1pm dismissal									