



# Entry 1 School Information

Created: 07/06/2017 • Last updated: 08/01/2017

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 task, please ensure that you select the correct authorizer **(as of June 30, 2017)** or you may not be assigned the correct tasks.

**a. SCHOOL NAME AND BEDS#** GROWING UP GREEN CS II (REGENTS)

(Select name from the drop down menu)

**b. CHARTER AUTHORIZER** Regents-Authorized Charter School

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

**c. DISTRICT / CSD OF LOCATION** NYC CSD 28

## d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	84-35 152nd Street Jamaica, NY 11432	347-642-4306	347-642-4310	<a href="mailto:greenberg@gugcs.org">greenberg@gugcs.org</a>

## d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Matthew Greenberg
Title	Executive Director
Emergency Phone Number (###-###-####)	646-263-4931

**e. SCHOOL WEB ADDRESS (URL)** <http://www.gugcs.org>

**f. DATE OF INITIAL CHARTER** 12/2015

**g. DATE FIRST OPENED FOR INSTRUCTION** 09/2016

**h1. 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 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.

**h2. KEY DESIGN ELEMENTS (Regents, NYCDOE, and Buffalo BOE authorized schools only)**

KEY DESIGN ELEMENTS (Brief description of Key design elements 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	Dedication to Academic Rigor: Our curricular team works to ensure that teachers are delivering both the direct instruction and collaborative components of our academic program with specific intention and rigor based on both Common Core State Standards and student data stemming from internal and external assessments. Our mathematical model incorporates direct instruction supported by enVision Math and TERC Investigations, enhanced by the constructive problem-solving strategies developed through Math in the City’s inquiry-based program. In Literacy, students are involved in a specific mini-lesson followed by individualized strategy groups, guided reading groups, as well as differentiated rotations composed of word study and independent practice. Intervention teachers and co-teachers support classroom teachers in each core academic subject, providing rigorous differentiation for both students who are struggling with content as well as students in need of more challenging enrichment opportunities. Science instruction is provided twice weekly by classroom teachers, giving students the opportunity for hands-on experiments. Our Social Studies curriculum is guided by New York State Standards and incorporates elements from all other core academic areas to amplify the rigor level within each unit and lesson.
Variable 2	Expansive Support Services: At Growing Up Green, the Support Services Department works closely as a collaborative team to provide specialized support and instruction for at-risk students, English Language Learners, as well as students receiving special education services.

Integrated Co-Teaching (ICT) and Special Education Teacher Support Services (SETSS): Growing Up Green provides at least one Integrated Co-Teaching (ICT) class per grade, in which the general education teacher and special education teacher use a variety of co-teaching models in order to best provide instruction to a wide range of learners in a highly inclusive environment. Additionally we have 1 learning specialist within the department who is able to support students within the ICT classrooms, as well as provide push-in and pull-out Special Education Teacher Support Services (SETSS) for students mandated for small group academic support. Regular opportunities are provided for learning specialists and classroom teachers to meet, observe one another, and discuss strategies for curriculum differentiation.

Intervention: We have 1 intervention teacher at Growing Up Green who provides both in and out of the classroom support for at-risk, struggling students identified by data or teacher referral. We implement the Response to Intervention (RtI) model through the use of our “Successful Students Committee” (SSC), a team comprised of our Learning Specialist, Intervention Teacher, School Counselor, ELL Specialist, Dean of Academics, School Leader, and the IEP Coordinator who meet on a weekly basis. Using a case-study approach, SSC serves as a forum for teachers and staff members to collaborate, share strategies for differentiation, and/or design a targeted intervention plan. Intervention services run on 6-week cycles, ensuring that student progress is regularly monitored and that students who require more intensive support are quickly identified. This also allows for an intervention to be redesigned, if necessary, to best support a student’s particular learning needs. The primary goal of SSC is to ensure that a variety of strategies and consistent supports have been set in place prior to a student referral for special education services.

ELL: Growing Up Green employs the Sheltered Instruction Observation Protocol (SIOP) Model, in support of ELL students in the classroom or in small group instruction outside of the classroom. The SIOP Model is a research-based and validated instructional model for lesson design and delivery. We have an ELL teacher who is an expert in English as a Second Language and provides in and out of classroom support to ELL students at various levels of proficiency to develop their literacy skills.

Counseling: At Growing Up Green, we believe in providing high quality academic instruction as well as providing support for our students' social, emotional, and behavioral needs. One of the ways we support social and emotional growth in our students is by providing counseling services. We

	<p>have one school counselor on staff who is available to provide individual and group counseling services. Our school counselor is also available to create and implement classroom workshops around relevant social and emotional topics. Additionally, students are encouraged to reach out to our school counselor if they are experiencing challenges or stressors that are impacting them in a negative way. Our school counselor provides emotional guidance to students, help students process emotions that may be inhibiting their academic focus, encourage students to implement healthy coping strategies into their daily lives, and provide behavioral management strategies. We provide a nurturing and supportive environment for our students and we value the social and emotional growth of our students equally as much as we value their academic learning.</p>
Variable 3	<p>Actionable Assessment System: Growing Up Green uses internally developed “Looking Forward, Looking Back” assessments to guide curriculum development and instructional planning, evaluate programs, focus professional development and hold teachers accountable. Aligned to Common Core State Standards and administered every six weeks, these assessments provide actionable data that teachers use to refine their lessons and identify student’s needs as well as content areas needing support. These assessments have been effective predictors of student performance on state tests, allowing school leaders and faculty to identify areas for growth and make progress towards meeting our goals and achieving our mission.</p>
Variable 4	<p>Green Education: Green principles inform the curriculum, instruction and culture of our schools. Green principles are those guided by creating a lifestyle or sustainable community that does not exceed usage of anything for which we cannot be responsible. Green lessons infuse our meals, code of conduct, instructional materials, recycling practices, and facility design and choices. Green topics are integrated throughout the curriculum. In addition, a segment of each day at GUGCS is known as Explore and Discover (ED) Time, where many of our green themes emerge as students work on interdisciplinary social studies projects that incorporate skills from all other subjects. This thematic approach engages students and develops a more complex understanding of skills and concepts. In addition, our Dean of Academics, along with grade-level teams, designs projects that meet NYS and Common Core State Standards while still incorporating themes of sustainability in classrooms.</p>
Variable 5	<p>Deliberate School Culture: At Growing Up Green, sustainability refers not only to resources, but to relationships as well. We have built a collaborative school culture that sustains students, staff and families alike. As a result, there has been limited faculty and staff turnover and virtually no leadership turnover. Since inception, we have</p>

	used the Responsive Classroom approach school-wide to build social skills and foster a positive learning environment, which has resulted in a positive school culture.
Variable 6	Professional Environment: Growing Up Green expects teachers to be active learners and models of lifelong learning for students. Formal training opportunities occur during the summer and throughout the school year. Our School Leader and Dean of Academics at GUGCS collaborate with classroom teachers to address the questions “What does it mean to be green?”, “How can we, as a staff, implement principles of sustainability into our classrooms?” and "How does our cultural competence and understanding of child development impact our school community?" Growing Up Green has a robust team of academic leaders, including a School Leader, a Dean of Academics, and an IEP Coordinator, all of whom collectively support teachers from planning to classroom observations and feedback.
Variable 7	(No response)
Variable 8	(No response)
Variable 9	(No response)
Variable 10	(No response)

**i. TOTAL ENROLLMENT ON JUNE 30, 2017** 181

**j. GRADES SERVED IN SCHOOL YEAR 2016-17**

Check all that apply

Grades Served	K, 1, 2
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**k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?** No

**l1. FACILITIES**

Does the school maintain or operate multiple sites?

	No, just one site.
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## 12. SCHOOL SITES

Please list the sites where the school will operate for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	84-35 152 St. Jamaica, NY 11432	347-642-4306	CSD 28	K-3rd	No	Rent/Lease
Site 2						
Site 3						

### 12a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Matthew Greenberg	347-642-4306		<a href="mailto:greenberg@gugcs.org">greenberg@gugcs.org</a>
Operational Leader	Massomeh Spahr	347-642-4306		<a href="mailto:spahr@gugcs.org">spahr@gugcs.org</a>
Compliance Contact	Nancy Wong	347-642-4306		<a href="mailto:wong@gugcs.org">wong@gugcs.org</a>
Complaint Contact	Roseanne Baker	347-642-4306		<a href="mailto:baker@gugcs.org">baker@gugcs.org</a>

**m1. Is the school or are the school sites co-located?** No

**n1. Were there any revisions to the school's charter during the 2016-17 school year? (Please include approved or pending material and non-material charter revisions).** Yes

## n2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in Grade Level Configuration	School was initially proposed to serve Kindergarten and 1st grade students in its first instructional year. A revision was made to include 2nd grade students in the school's founding year.	08/16/2016	
2	Change District or CSD of Location	School was initially proposed to be located in CSD 30. A revision was made to change the school's location to CSD 28.	02/05/2016	08/30/2016
3				
4				
5				

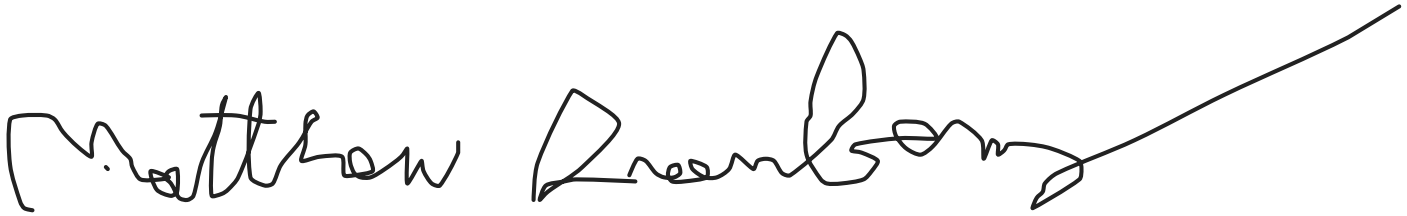
**o. Name and Position of Individual(s) Who Completed the 2016-17 Annual Report.**

Nancy Wong, School Leader; Aris Demato, Dean of Academics; Gina Palma, Director of Finance & Personnel; Roseanne Baker, Assessment Coordinator

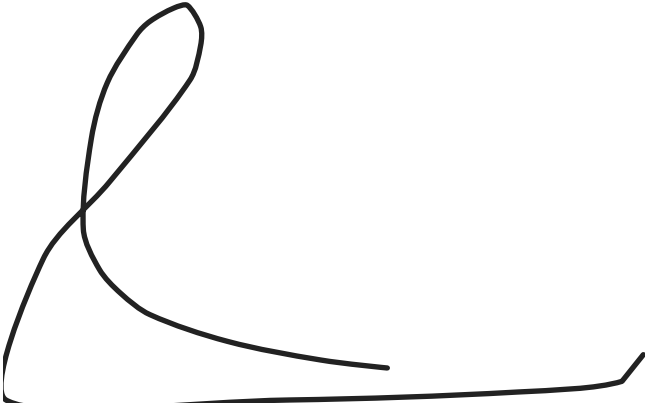
**p. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in 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 stylist on your mobile device to sign your name).**

Yes

**Signature, Head of Charter School**

A handwritten signature in black ink that reads "Matthew Zumbach". The signature is fluid and cursive, with a long, sweeping line extending from the end of the name.

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

A handwritten signature in black ink. It features a large, stylized loop at the beginning, followed by a series of connected, somewhat horizontal strokes that end in a small upward flick.

**Date**

2017/07/31

**Thank you.**





# Entry 2 NYS School Report Card Link

Last updated: 07/06/2017

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## 1. NEW YORK STATE REPORT CARD

URL is not available

**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).



# Entry 3 Progress Toward Goals

Created: 07/06/2017 • Last updated: 11/01/2017

## PROGRESS TOWARD CHARTER GOALS

The following tables reflect formatting in the online portal required for Board of Regents-authorized charter schools and NYCDOE-authorized charter schools only. Schools should list Progress Toward Charter Goals by August 1, 2017. If the goals are based on student performance data that the school will not have access to before August 1, 2017 (e.g., the NYS Assessment results), please state this in the last column. The information can be updated when available. Please complete and submit no later than November 1, 2017.

## 1. ACADEMIC STUDENT PERFORMANCE GOALS

### 2016-17 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
Academic Goal 1	GUGCS will meet the indicators for Benchmark 1: Student Performance in the Board of Regents Charter School Performance Framework, including growth and attainment for all tested subjects.			Not applicable because do not have students in testing grades at this time.
Academic Goal 2	Each year, 75% of all students (Grades 1--5) who were enrolled at GUGCS for at least two consecutive BEDS dates, will perform at or above grade level on the NWEA MAP Reading test.			This is a two-year measure that we are not reporting at this time since we have not enrolled any students for two consecutive BEDS dates.
Academ	Each year, 75% of all tested students (Grades K--5) who have been enrolled in GUGCS for at least two consecutive			This is a two-year measure that we are not reporting at this time since we have

ic Goal 3	BEDS dates will perform at or above grade level on the Fountas and Pinnell Benchmark Assessment System.			not enrolled any students for two consecutive BEDS dates.
Academic Goal 4	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 & Pinnell Benchmark Assessment System between September and June of each school year.	For the 2016-2017 school year, Kindergarten students grew an average of 4.5 reading levels on the Fountas & Pinnell Benchmark Assessment System between September and June. Within the same period, first grade students grew an average of 5.2 reading levels while second grade students grew an average of 3.5 reading levels.	Met	For the upcoming school year, GUGCS II will continue its efforts to support reading growth by focusing on modifying classroom schedules to allow more time for guided reading, small group work, and independent centers. GUGCS II will also revisit its scope and sequence to find meaningful ways of integrating literacy with other content areas.
Academic Goal 5	Each year, the school will make Adequate Yearly Progress (AYP) in Math, ELA and Science and will be deemed in "Good Standing" on its NYSED Report Card.			GUGCS II completed year one during the 2016-2017 school year. A NYSED Report Card is not available at this time.
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				

**2. Do have more academic goals to add?** No

**3. Do have more academic goals to add?** No

**4. ORGANIZATIONAL GOALS**

**2016-17 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 attendance rate of at least 93%.	Our school documents daily attendance using a school management program (OnCourse). On average, our daily student attendance included 204 students (out of 219 students) for an average attendance rate of 93.1%	Met	
Org Goal 2	Each year, 95% of all students enrolled on the last day of the school year will return the following school year.	<p>On the last day of the 2016-2017 school year, our enrollment included 211 students (PK-2). Of these students, 203 will return for the following school year for a return rate of 96.2%.</p> <p>For students enrolled only in K-2, our enrollment on the last day of school included 181 students, of which 175 will return for a return rate of 96.7%.</p>	Met	
	Each year, the			

Org Goal 3	<p>school will comply with 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.</p>	<p>GUGCS II complies with all applicable laws, rules, regulations and contract terms as noted in our Employee Handbook, our Family Handbook. and our Board policies.</p>	Met	
Org Goal 4	<p>Per the 2010 amendment to the Charter Schools Act, the school shall demonstrate good faith efforts to attract, retain, and meet or exceed enrollment and retention targets for</p>	<p>GUGCS II utilizes a variety of strategies to attract, retain, meet, or exceed enrollment and retention targets. We begin with a mass mailing to all families residing within District 28. This mailing includes information about our program, our community, and our application process via lottery. In addition to this mailing, GUGCS II host weekly school tours open to all families interested in GUGCS II. We post application information to our school website as well as to our Facebook page to reach additional members of our community. Our</p>	Met	

	<p>students with disabilities, English language learners, and students who are eligible for the free and reduced price lunch program.</p>	<p>team makes an effort to reach out to families that had not applied for free and reduced price lunch and encourage them to do so. We also follow up with families who did not receive free or reduced price lunch due to missing information on their application. We encourage them to reapply so that they can benefit from the program. For families who felt that paying full price was an error, we encourage them to complete a new application with updated financial information.</p>		
Org Goal 5	<p>Each year student enrollment will be at or within 15% below full enrollment as delineated in the charter. This will be measured each year by an analysis of student enrollment figures in ATS.</p>	<p>At the start of the 2016-2017 school year, GUGCS II enrolled 219 students (33 for PK, 186 for K-2), meeting its enrollment goals as delineated in the charter. At the end of the 2016-2017 school year on June 30, 2017, GUGCS II enrolled 211 students (30 for PK, 181 for K-2), achieving 96.3% of its enrollment goal.</p>	Met	

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

Yes

**2016-17 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 6	Each year, parents will express satisfaction with the school's program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more of the parents participate in the survey.			This is not applicable as this is no longer a measure used by the NY Department of Education.
Org Goal 7	Each year, teachers will express satisfaction with school leadership and professional development opportunities as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of			This is not applicable as this is no longer a measure used by

	7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more of the teachers participate in the survey.			the NY Department of Education.
Org Goal 8	Each year, 85% of teachers whose contract was renewed at the end of the previous school year will return to teach at GUGCS II.	100% of teachers whose contracts were renewed at the end of the 2016-2017 school year will return to teach at GUGCS II.	Met	
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				

## 6. FINANCIAL GOALS



## 2016-17 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 undergo an independent financial audit that will result in an unqualified opinion and no major findings.	Independent Financial Audit Findings  Interim Audit Year Ending June 30, 2017 was completed with results that showed an unqualified opinion and no major findings.	Met	
Financial Goal 2	Each year, the School will operate on a balanced budget and maintain a stable cash flow.	Monthly and weekly financial statements are prepared, analyzed by the Director of Finance & Personnel and then distributed to the school admin and board of directors  The school maintained a positive operating and cash surplus throughout the year and kept within the limits of the budget of operating expenses throughout the school year.	Met	
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				



# Entry 4 Expenditures per Child

Created: 07/07/2017 • Last updated: 07/28/2017

## 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 2016-17 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: <http://www.p12.nysed.gov/psc/AuditGuide.html>

Line 1: Total Expenditures	4546788
Line 2: Year End FTE student enrollment	184
Line 3: Divide Line 1 by Line 2	24766

## 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 2016-17 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)	194017
Line 2: Management and General Cost (Column)	291409
Line 3: Sum of Line 1 and Line 2	485426
Line 5: Divide Line 3 by the Year End FTE student enrollment	2644

***Thank you.***

# **Growing Up Green Charter School II**

## **Financial Statements**

**June 30, 2017**

## **Independent Auditors' Report**

### **Board of Trustees Growing Up Green Charter School II**

We have audited the accompanying financial statements of Growing Up Green Charter School II (the "School"), which comprise the statement of financial position as of June 30, 2017, and the related statements of activities, functional expenses, and cash flows for the period from December 15, 2015 (inception) to June 30, 2017, 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 audit. We conducted our audit 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 auditor's 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 School'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 School'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, 2017, and the changes in its net assets and its cash flows for the period from December 15, 2015 (inception) to June 30, 2017 in accordance with accounting principles generally accepted in the United States of America.

**Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated October 30, 2017, 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.

*PKF O'Connor Davies, LLP*

Harrison, New York  
October 30, 2017

## Growing Up Green Charter School II

### Statement of Financial Position June 30, 2017

#### **ASSETS**

##### Current Assets

Cash and cash equivalents	\$ 659,448
Grants and contracts receivable	172,930
Prepaid expenses and other current assets	<u>61,514</u>
Total Current Assets	893,892

Property and equipment, net	935,837
Restricted cash	25,020
Security deposits	<u>74,780</u>

\$ 1,929,529

#### **LIABILITIES AND NET ASSETS**

##### Current Liabilities

Accounts payable and accrued expenses	\$ 110,355
Accrued payroll and payroll taxes	239,948
Refundable advances	29,178
Due to related party	369,423
Line of credit	<u>284,490</u>
Total Current Liabilities	1,033,394

Deferred rent	<u>671,100</u>
Total Liabilities	1,704,494

Net assets, unrestricted	<u>225,035</u>
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\$ 1,929,529

## Growing Up Green Charter School II

### Statement of Activities

Period from December 15, 2015 (Inception) to June 30, 2017

#### REVENUE AND SUPPORT

State and local per pupil operating revenue	\$ 3,183,529
Universal pre-kindergarten	421,550
State and local per pupil facilities funding	360,000
Federal grants	645,842
State and city grants	228,086
Contributions and private grants	11,969
Interest and other income	<u>26,306</u>
Total Revenue and Support	<u>4,877,282</u>

#### EXPENSES

Program Services	
Regular education	2,469,503
Special education	1,437,859
After school	<u>86,912</u>
Total Program Services	3,994,274
Supporting Services	
Management and general	653,691
Fundraising	<u>4,282</u>
Total Expenses	<u>4,652,247</u>
Change in Net Assets	225,035

#### NET ASSETS, UNRESTRICTED

Beginning of period	<u>-</u>
End of period	<u><u>\$ 225,035</u></u>



# **Growing Up Green Charter School II**

## Statement of Functional Expenses Period from December 15, 2015 (Inception) to June 30, 2017

	No. of Positions	Program Services				Management and General	Fundraising	Total
		Regular Education	Special Education	After School	Total			
Personnel services costs:								
Administrative staff personnel	10	\$ 252,619	\$ 159,758	\$ -	\$ 412,377	\$ 179,752	\$ 1,238	\$ 593,367
Instructional personnel	28	870,188	539,992	44,880	1,455,060	-	-	1,455,060
Total salaries and staff	38	1,122,807	699,750	44,880	1,867,437	179,752	1,238	2,048,427
Fringe benefits and payroll taxes		229,461	143,004	9,172	381,637	36,733	253	418,623
Retirement		19,140	11,929	765	31,834	3,065	21	34,920
Legal fees		46,695	29,101	1,866	77,662	7,476	51	85,189
Audit and accounting fees		-	-	-	-	170,182	-	170,182
Other purchased and professional services		125,787	46,112	1,264	173,163	137,362	1,921	312,446
Building and land rent and lease		565,178	352,227	22,591	939,996	90,481	623	1,031,100
Repairs and maintenance		25,329	15,785	1,012	42,126	4,055	28	46,209
Insurance		13,454	8,385	538	22,377	2,154	15	24,546
Utilities		19,024	11,856	760	31,640	3,046	21	34,707
Supplies and materials		132,730	40,325	362	173,417	1,450	10	174,877
Equipment and furnishings		29,757	10,362	235	40,354	944	6	41,304
Staff and professional development		10,946	3,070	-	14,016	-	-	14,016
Marketing and recruitment		40,045	15,121	454	55,620	1,818	13	57,451
Technology		25,619	15,966	1,024	42,609	4,102	28	46,739
Food services		7,873	2,207	-	10,080	-	-	10,080
Student services		1,723	483	-	2,206	-	-	2,206
Office expense		20,334	12,672	813	33,819	3,256	22	37,097
Depreciation		26,617	16,588	1,064	44,269	4,261	29	48,559
Other		6,984	2,916	112	10,012	3,554	3	13,569
Total Expenses		\$ 2,469,503	\$ 1,437,859	\$ 86,912	\$ 3,994,274	\$ 653,691	\$ 4,282	\$ 4,652,247

## Growing Up Green Charter School II

### Statement of Cash Flows

Period from December 15, 2015 (Inception) to June 30, 2017

#### **CASH FLOWS FROM OPERATING ACTIVITIES**

Change in net assets	\$ 225,035
Adjustments to reconcile change in net assets to net cash from operating activities	
Depreciation and amortization	48,559
Deferred rent	671,100
Changes in operating assets and liabilities	
Grants and contracts receivable	(172,930)
Prepaid expenses and other current assets	(61,514)
Security deposits	(74,780)
Accounts payable and accrued expenses	110,355
Accrued payroll and payroll taxes	239,948
Refundable advances	29,178
Due to related party	<u>369,423</u>
Net Cash from Operating Activities	1,384,374

#### **CASH FLOWS FROM INVESTING ACTIVITIES**

Purchases of property and equipment	(984,396)
Proceeds from line of credit	284,490
Restricted cash	<u>(25,020)</u>
Net Cash from Investing Activities	<u>(724,926)</u>
Net Change in Cash and Cash Equivalents	659,448

#### **CASH AND CASH EQUIVALENTS**

Beginning of period	<u>-</u>
End of period	<u>\$ 659,448</u>

## **Growing Up Green Charter School II**

### **Notes to Financial Statements**

June 30, 2017

#### **1. Organization and Tax Status**

Growing Up Green Charter School II (the "School") is a New York State, not-for-profit educational corporation that was incorporated on December 15, 2015 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 15, 2015 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 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 Jamaica, New York, on September 8, 2016 and the School provided education to approximately 216 students in grades pre-kindergarten through second during the 2016-2017 academic year. The School's 2017-2018 operating budget reflects student population growth to approximately 245. Management believes that such population growth will provide the School with the liquidity to meet its obligations as they become due.

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.

## **Growing Up Green Charter School II**

### **Notes to Financial Statements**

June 30, 2017

## **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:

*Unrestricted* - consist of resources available for the general support of the School's operations. Unrestricted net assets may be used at the discretion of the School's management and Board of Trustees.

*Temporarily Restricted* - represent amounts restricted by donors for specific activities of the School or to be used at some future date. The School records contributions as temporarily restricted 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, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions. However, when restrictions on donor-restricted contributions are met in the same accounting period in which they are received, such amounts are reported as unrestricted net assets.

*Permanently Restricted* - consist of net assets that are subject to donor imposed restrictions that require the School to maintain them permanently, including funds that are subject to restrictions of gift instruments requiring that the principal be invested in perpetuity and the income be used for specific or general purposes. Income and gains earned on endowment fund investments are available to be used in the unrestricted or temporarily restricted net asset classes based upon stipulations by the donors.

The School had no temporarily or permanently restricted net assets at June 30, 2017.

### ***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.

## **Growing Up Green Charter School II**

### **Notes to Financial Statements**

June 30, 2017

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

##### ***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, whereby such assets are expensed as incurred.

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

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 the fair value. There were no asset impairments for the years ended June 30, 2017 and 2016.

##### ***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 temporarily restricted support 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 unrestricted revenue. Contributions of assets other than cash are recorded at their estimated fair value at the date of donation.

## Growing Up Green Charter School II

### Notes to Financial Statements

June 30, 2017

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

##### ***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.

##### ***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. All Forms 990 filed by the School are subject to examination.

##### ***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 30, 2017.

#### 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, 2017:

Equipment	\$	106,333
Furniture and fixtures		61,855
Software		3,126
Leasehold improvements		466,715
Construction in progress		<u>346,367</u>
		984,396
Accumulated depreciation and amortization		<u>(48,559)</u>
	\$	<u><u>935,837</u></u>

Construction in progress at June 30, 2017 consists of various improvements including architectural and engineering consultation work associated with the facilities at 84-35 152nd street, Jamaica, New York (see Note 10).

## **Growing Up Green Charter School II**

### **Notes to Financial Statements**

June 30, 2017

#### **5. Employee Benefit Plan**

The School maintains a pension plan qualified under Internal Revenue Code 403(b), for the benefit of its eligible employees. Under the plan, the School provided matching contributions up to 5% of the participant's annual compensation. Total employer match for the period from December 15, 2015 (inception) to June 30, 2017 amounted to \$29,425.

#### **6. 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, 2017, approximately \$430,000 of cash was maintained with an institution in excess of FDIC limits.

#### **7. 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 period from December 15, 2015 (inception) to June 30, 2017, the School received approximately 81% of 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.

#### **8. 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. During the period from December 15, 2015 (inception) to June 30, 2017, there were no material transactions between Friends of GUG and the School.

##### ***Growing Up Green Charter School***

The School is an affiliate of Growing Up Green Charter School ("GUG"), 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 statement with GUG as the School does not have an economic interest in the net assets of GUG. During the period from December 15, 2015 (inception) to June 30, 2017, GUG charged \$112,654 of operating expenses to the School. In addition, the School entered into four interest free loan agreements between February 2016 and January 2017, totaling \$346,000 with GUG. These loans are due by June 30, 2018 and were used for startup costs for the School. Balance due to GUG at June 30, 2017 was \$369,423. Subsequent to June 30, 2017, the School paid the first quarterly principal payment of \$86,500 to GUG.

## Growing Up Green Charter School II

### Notes to Financial Statements

June 30, 2017

#### 8. Related Party Transactions *(continued) (not disclosed elsewhere)*

##### ***Growing Up Green Charter School (continued)***

On March 21, 2017, GUG co-signed a \$750,000 commercial line of credit with a financial institution along with the School. GUG assigned and granted the lender a security interest in one of its deposit accounts with the financial institution. At June 30, 2017, the balance of the pledged deposit account was \$752,378. The liability for the line of credit is reflected on the School's financial statements (see Note 9).

#### 9. Line of Credit

On March 21, 2017, the School co-signed for a \$750,000 commercial line of credit with a financial institution along with GUG. The line of credit matures on March 21, 2018 and monthly payments consist of the greater of 2% of the outstanding principal balance on the last day of the billing period, or \$100, plus accrued interest. The interest rate is 0.500 percentage points over the greater of the Prime Rate or the Minimum Interest Rate. At June 30, 2017, the interest rate was 4.75% and the balance of \$284,490 under this line of credit is reflected on the School's statement of financial position. GUG assigned and granted the lender a security interest in one of its deposit account.

#### 10. Commitments

The School is obligated under a non-cancelable operating lease for office and classroom space at 84-35 152<sup>nd</sup> Street, Jamaica, New York, expiring on June 30, 2036, with a renewal option for an additional ten years and subsequently a renewal option for an additional five years. The lease provides for rent escalations and the School is responsible for utilities, real estate taxes and other operating expenses.

The future minimum lease payments for the lease, not inclusive of renewal options, are as follows:

Year ending June 30, 2018	\$ 540,000
2019	720,000
2020	900,000
2021	918,000
2022	993,673
Thereafter	<u>16,190,324</u>
	<u>\$ 20,261,997</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 period from December 15, 2015 (inception) to June 30, 2017 amounted to \$1,031,100.



## **Growing Up Green Charter School II**

Notes to Financial Statements  
June 30, 2017

### **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 reimbursements. 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.

\*\*\*\*\*

**Independent Auditors' Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards**

**Board of Trustees  
Growing Up Green Charter School II**

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 II (the "School"), which comprise the statement of financial position as of June 30, 2017, and the related statements of activities, functional expenses and cash flows for the period from December 15, 2015 (inception) to June 30, 2017, and the related notes to the financial statements, and have issued our report thereon dated October 30, 2017.

***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.

*PKF O'Connor Davies, LLP*

Harrison, New York  
October 30, 2017

## **Growing Up Green Charter School II**

Independent Auditors' Report on Communication of  
Internal Control Matters

June 30, 2017

**Independent Auditors Communication on  
Internal Control Matters**

**The Board of Trustees  
Growing Up Green Charter School II**

In planning and performing our audit of the financial statements of Growing Up Green Charter School II (the "School") as of and for the period from December 15, 2015 (inception) to June 30, 2017, 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 material weaknesses. 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.

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, board of Trustees, The State Education Department of the State University of New York, and others within the School, and is not intended to be and should not 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 the Personnel of the School during the course of our audit.

*PKF O'Connor Davies, LLP*

October 30, 2017

PKF O'CONNOR DAVIES, LLP  
500 Mamaroneck Avenue, Harrison, NY 10528 | Tel: 914.381.8900 | Fax: 914.381.8910 | [www.pkfod.com](http://www.pkfod.com)

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October 30, 2017

To the Board of Trustees  
Growing Up Green Charter School II

Re: Auditors' Communication with Those Charged with Governance

We have audited the financial statements of Growing Up Green Charter School II (the "School") as of and for the year ended June 30, 2017, and have issued our report thereon dated October 30, 2017. Professional standards require that we provide you with information about our responsibilities under auditing standards generally accepted in the United States of America and Government Auditing Standards, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our engagement letter to you dated March 31, 2017. This letter provides additional required communications related to our audit.

### **Our responsibility under professional standards**

Our responsibility is to form and express an opinion about whether the financial statements, which are the responsibility of management, are presented fairly, in all material respects, in conformity with accounting principles generally accepted in the United States of America ("US GAAP"). Those individuals charged with governance of the School are responsible for the oversight of the financial reporting process, and our audit does not relieve management and those charged with governance of their respective responsibilities.

In connection with our audit we performed tests of the School's compliance with certain provisions of laws, regulations, contracts, and grants. However, the objective of our tests was not to provide an opinion on compliance with such provisions.

### **Qualitative aspects of significant accounting practices**

#### *Significant accounting policies*

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the School are described in Note 2 to the financial statements. There have been no initial selection of accounting policies and no changes in significant accounting policies or their application during the reporting period that had a significant impact on the financial statements. No matters have come to our attention that would require us to inform you about (1) the methods used to account for significant unusual transactions, and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

## **Qualitative aspects of significant accounting practices (continued)**

### *Significant accounting estimates*

Accounting estimates made by management are an integral part of the financial statements and are based on management's knowledge and experience about past and current events and assumptions about future events. Actual results could differ from those estimates.

Certain accounting estimates are particularly sensitive because of their significance to financial statements and their susceptibility to change, such as collectability of grants receivable, useful lives of fixed assets, and functional allocation of expenses. Management believes that the estimates used and assumptions made are adequate based on the information currently available. We evaluated the key factors and assumptions used to develop the estimates in determining that they are reasonable in relation to the financial statements as a whole.

### *Financial statement disclosures*

The financial statement disclosures are consistent and clear.

## **Significant difficulties encountered during the audit**

We encountered no significant difficulties in dealing with management relating to the performance of the audit.

## **Uncorrected and corrected misstatements**

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management.

We are required to communicate to you misstatements that remain uncorrected, including any related to prior periods, and the effect, if any, that they may have on the opinion in our report, and request their correction. There are no such financial statement misstatements that remain uncorrected.

In addition, we are required to communicate to you all material, corrected misstatements that were brought to the attention of management as a result of our audit procedures. Our audit did not identify misstatements that were corrected by management.

## **Disagreements with management**

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

## **Management's consultations with other accountants**

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

**Other matters discussed with management**

We generally discuss with management a variety of matters, including the application of accounting principles and auditing standards, business conditions affecting the School, and business plans and strategies that may affect the risks of material misstatement. None of the matters discussed and our responses thereto were a condition to our retention as auditors.

**Auditor independence**

We affirm that PKF O'Connor Davies, LLP is independent with respect to the School in accordance with the AICPA's *Code of Professional Conduct*.

This communication is intended solely for the information and use of the Board of Trustees and management of the School and is not intended to be and should not be used by anyone other than these specified parties.

Yours sincerely,

A handwritten signature in black ink that reads "PKF O'Connor Davies, LLP". The signature is written in a cursive, flowing style.

**PKF O'Connor Davies, LLP**





## Annual Financial Statement Audit Report

School Name:	Growing Up Green Charter School II
Date (Report is due Nov. 1):	November 1, 2017
School Fiscal Contact Name:	Matthew Greenberg
School Fiscal Contact Email:	<a href="mailto:greenberg@gugcs.org">greenberg@gugcs.org</a>
School Fiscal Contact Phone:	347-642-4306
School Audit Firm Name:	PKF O'Connor Davies
School Audit Contact Name:	Gus Saliba
School Audit Contact Email:	<a href="mailto:gsaliba@pkfod.com">gsaliba@pkfod.com</a>
School Audit Contact Phone:	914-381-8900
Audit Period:	2016-17
Prior Year:	-

**The following items are required to be included:**

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

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

Item	If not included, state the reason(s) below (if not applicable fill in N/A):
Management Letter	
Management Letter Response	
Form 990	Extension filed
Federal Single Audit (A-133)	N/A
Corrective Action Plan	N/A

**Growing Up Green Charter School II**  
**Statement of Financial Position**  
**as of June 30 2017**

	<u>2017</u>	<u>-</u>
<b><u>CURRENT ASSETS</u></b>		
Cash and cash equivalents	\$ 659,448	\$ -
Grants and contracts receivable	172,930	-
Accounts receivables	-	-
Prepaid Expenses	61,514	-
Contributions and other receivables	-	-
Other current assets	-	-
<b>TOTAL CURRENT ASSETS</b>	893,892	-
<b><u>NON-CURRENT ASSETS</u></b>		
Property, Building and Equipment, net	\$ 935,837	\$ -
Restricted Cash	25,020	-
Security Deposits	74,780	-
Other Non-Current Assets	-	-
<b>TOTAL NON-CURRENT</b>	1,035,637	-
<b>TOTAL ASSETS</b>	<u><u>1,929,529</u></u>	<u><u>-</u></u>
<b><u>CURRENT LIABILITIES</u></b>		
Accounts payable and accrued expenses	\$ 110,355	\$ -
Accrued payroll, payroll taxes and benefits	239,948	-
Current Portion of Loan Payable	-	-
Due to Related Parties	369,423	-
Refundable Advances	29,178	-
Deferred Revenue	-	-
Other Current Liabilities	284,490	-
<b>TOTAL CURRENT</b>	1,033,394	-
<b><u>LONG-TERM LIABILITIES</u></b>		
Loan Payable; Due in More than One Year	\$ -	\$ -
Deferred Rent	671,100	-
Due to Related Party	-	-
Other Long-Term Liabilities	-	-
<b>TOTAL LONG-TERM</b>	671,100	-
<b>TOTAL LIABILITIES</b>	<u>1,704,494</u>	-

**NET ASSETS**

Unrestricted

\$ 225,035

\$ -

Temporarily restricted

-

-

Permanently restricted

-

-

**TOTAL NET ASSETS**225,035

-

**TOTAL LIABILITIES AND NET ASSETS**1,929,529-

**Growing Up Green Charter School II**  
**Statement of Activities**  
**as of June 30 2017**

	2017			-
	Unrestricted	Temporarily Restricted	Total	Total
<b>OPERATING REVENUE</b>				
State and Local Per Pupil Revenue - Reg. Ed	\$ 2,653,592	\$ -	\$ 2,653,592	\$ -
State and Local Per Pupil Revenue - SPED	529,937	-	529,937	-
State and Local Per Pupil Facilities Revenue	360,000	-	360,000	-
Federal Grants	645,842	-	645,842	-
State and City Grants	228,086	-	228,086	-
Other Operating Income	421,550	-	421,550	-
Food Service/Child Nutrition Program	-	-	-	-
<b>TOTAL OPERATING REVENUE</b>	<b>4,839,007</b>	<b>-</b>	<b>4,839,007</b>	<b>-</b>
<b>EXPENSES</b>				
Program Services				
Regular Education	\$ 2,469,503	\$ -	\$ 2,469,503	\$ -
Special Education	1,437,859	-	1,437,859	-
Other Programs	86,912	-	86,912	-
Total Program Services	3,994,274	-	3,994,274	-
Management and general	653,691	-	653,691	-
Fundraising	4,282	-	4,282	-
<b>TOTAL EXPENSES</b>	<b>4,652,247</b>	<b>-</b>	<b>4,652,247</b>	<b>-</b>
<b>SURPLUS / (DEFICIT) FROM OPERATIONS</b>	<b>186,760</b>	<b>-</b>	<b>186,760</b>	<b>-</b>
<b>SUPPORT AND OTHER REVENUE</b>				
Interest and Other Income	\$ 26,306	\$ -	\$ 26,306	\$ -
Contributions and Grants	11,969	-	11,969	-
Fundraising Support	-	-	-	-
Investments	-	-	-	-
Donated Services	-	-	-	-
Other Support and Revenue	-	-	-	-
<b>TOTAL SUPPORT AND OTHER REVENUE</b>	<b>38,275</b>	<b>-</b>	<b>38,275</b>	<b>-</b>
<b>Net Assets Released from Restrictions / Loss on Disposal</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>CHANGE IN NET ASSETS</b>	<b>225,035</b>	<b>-</b>	<b>225,035</b>	<b>-</b>
<b>NET ASSETS - BEGINNING OF YEAR</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>PRIOR YEAR/PERIOD ADJUSTMENTS</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

NET ASSETS - END OF YEAR

\$	225,035	\$	-	\$	225,035	\$	-
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**Growing Up Green Charter School II**  
**Statement of Cash Flows**

**as of June 30 2017**

	<u>2017</u>	<u>-</u>
<b>CASH FLOWS - OPERATING ACTIVITIES</b>		
Increase (decrease) in net assets	\$ 225,035	\$ -
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	48,559	-
Grants Receivable	(172,930)	-
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	(61,514)	-
Accounts Payable	110,355	-
Accrued Expenses	239,948	-
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	29,178	-
Interest payments	-	-
Other	671,100	-
Other	294,643	-
<b>NET CASH PROVIDED FROM OPERATING ACTIVITIES</b>	<b>\$ 1,384,374</b>	<b>\$ -</b>
<b>CASH FLOWS - INVESTING ACTIVITIES</b>	<b>\$</b>	<b>\$</b>
Purchase of equipment	(984,396)	-
Other	259,470	-
<b>NET CASH PROVIDED FROM INVESTING ACTIVITIES</b>	<b>\$ (724,926)</b>	<b>\$ -</b>
<b>CASH FLOWS - FINANCING ACTIVITIES</b>	<b>\$</b>	<b>\$</b>
Principal payments on long-term debt	-	-
Other	-	-
<b>NET CASH PROVIDED FROM FINANCING ACTIVITIES</b>	<b>\$ -</b>	<b>\$ -</b>
<b>NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS</b>	<b>\$ 659,448</b>	<b>\$ -</b>
Cash at beginning of year	-	-
<b>CASH AND CASH EQUIVALENTS AT END OF YEAR</b>	<b>\$ 659,448</b>	<b>\$ -</b>

**Growing Up Green Charter School II**  
**Statement of Functional Expenses**  
**as of June 30 2017**

		2017						
	No. of Positions	Program Services				Supporting Services		
		Regular Education	Special Education	Other Education	Total	Fundraising	Management and General	Total
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$
Administrative Staff Personnel	10.00	252,619	159,758	-	412,377	1,237	179,753	180,990
Instructional Personnel	28.00	870,188	539,992	44,880	1,455,060	-	-	-
Non-Instructional Personnel	-	-	-	-	-	-	-	-
Total Salaries and Staff	38.00	1,122,807	699,750	44,880	1,867,437	1,237	179,753	180,990
Fringe Benefits & Payroll Taxes		229,461	143,004	9,172	381,637	253	36,733	36,986
Retirement		19,140	11,929	765	31,834	21	3,065	3,086
Management Company Fees		-	-	-	-	-	-	-
Legal Service		46,695	29,101	1,866	77,662	51	7,476	7,527
Accounting / Audit Services		-	-	-	-	-	170,182	170,182
Other Purchased / Professional / Consulting Services		125,787	46,112	1,264	173,163	1,921	137,362	139,283
Building and Land Rent / Lease		565,178	352,227	22,591	939,996	623	90,481	91,104
Repairs & Maintenance		25,329	15,785	1,012	42,126	28	4,055	4,083
Insurance		13,454	8,385	538	22,376	15	2,154	2,169
Utilities		19,024	11,856	760	31,641	21	3,046	3,067
Supplies / Materials		132,730	40,325	362	173,417	10	1,450	1,460
Equipment / Furnishings		29,757	10,362	235	40,355	6	944	950
Staff Development		10,946	3,070	-	14,016	-	-	-
Marketing / Recruitment		40,045	15,121	454	55,620	13	1,818	1,830
Technology		25,619	15,966	1,024	42,610	28	4,102	4,130
Food Service		7,872	2,207	-	10,079	-	-	-
Student Services		1,723	483	-	2,206	-	-	-
Office Expense		20,334	12,672	813	33,819	22	3,256	3,278
Depreciation		26,617	16,588	1,064	44,270	29	4,261	4,291
OTHER		6,984	2,916	112	10,011	3	3,552	3,555
<b>Total Expenses</b>		<b>\$ 2,469,504</b>	<b>\$ 1,437,860</b>	<b>\$ 86,913</b>	<b>\$ 3,994,277</b>	<b>\$ 4,283</b>	<b>\$ 653,689</b>	<b>\$ 657,972</b>

		-
	<b>Total</b>	
\$	\$	
593,368	-	
1,455,060	-	
-	-	
2,048,428	-	
418,623	-	
34,920	-	
-	-	
85,190	-	
170,182	-	
312,446	-	
1,031,100	-	
46,209	-	
24,545	-	
34,708	-	
174,877	-	
41,305	-	
14,016	-	
57,450	-	
46,740	-	
10,079	-	
2,206	-	
37,098	-	
48,560	-	
13,567	-	
\$ 4,652,249	\$	-





# Entry 6d Additional Financial Docs

Created: 10/24/2017 • Last updated: 11/01/2017

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.

## 1. Management Letter

<https://nysed-cso-reports.fluidreview.com/resp/11904090/8mMlunnVv3/>

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

## 2. Form 990

(No response)

**Explanation for not uploading the Form 990.** The school is still in the process of completing the form 990. It is not yet due, but will be shared upon completion

## 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.** Since the school did not receive over \$750,000 in federal funds, the school was exempt from the single audit

## 4. CSP Agreed Upon Procedure Report

<https://nysed-cso-reports.fluidreview.com/resp/11904090/dQZm1h8CfC/>

**Explanation for not uploading the procedure report.** (No response)

## 5. Evidence of Required Escrow Account

<https://nysed-cso-reports.fluidreview.com/resp/11904090/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.** The school received a clean audit and there was no corrective action plan.



# Entry 5d Financial Services Contact Information

Created: 07/06/2017 • Last updated: 07/07/2017

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.

## 1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Gina Palma	<a href="mailto:palma@gugcs.org">palma@gugcs.org</a>	347-642-4306

## 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	<a href="mailto:gsaliba@pkfod.com">gsaliba@pkfod.com</a>	914-381-8900	1

## 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	Heather Blumberg	237 West 35th St., Suite 301, New York, NY 10001	<a href="mailto:hblumberg@csbm.com">hblumberg@csbm.com</a>	646-448-8729	1

# New York State Education Department

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

### 2017-18 Budget & Cash Flow Template

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

1	Complete ALL SIX columns in <b>BLUE</b>
2	Enter information into the <b>GRAY</b> cells
3	Cells containing <b>RED</b> 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 <a href="https://stateaid.nysed.gov/charter/">https://stateaid.nysed.gov/charter/</a> . Rows may be inserted in the worksheet to accommodate 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 II

## PROJECTED BUDGET FOR 2017-2018

July 1, 2017 to June 30, 2018

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	4,242,335	867,303	540,000	417	20,121	5,670,175
Total Expenses	4,230,495	743,009	-	9,101	637,571	5,620,175
Net Income	11,840	124,294	540,000	(8,684)	(617,450)	50,000
Actual Student Enrollment	282	42				-
Total Paid Student Enrollment	249	-				249

### PROGRAM SERVICES

### SUPPORT SERVICES

REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
----------------------	----------------------	-------	-------------	-------------------------	-------

### REVENUE

#### REVENUES FROM STATE SOURCES

Per Pupil Revenue

CY Per Pupil Rate

District of Location

\$14,527.00

School District 2 (Enter Name)

School District 3 (Enter Name)

School District 4 (Enter Name)

School District 5 (Enter Name)

3,617,223		540,000	-	-	4,157,223
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
3,617,223	-	540,000	-	-	4,157,223

Special Education Revenue

-	730,786	-	-	-	730,786
---	---------	---	---	---	---------

Grants

Stimulus

Other

-	-	-	-	-	-
-	-	-	-	-	-

Other State Revenue

354,255	61,995	-	-	-	416,250
---------	--------	---	---	---	---------

#### TOTAL REVENUE FROM STATE SOURCES

3,971,478	792,781	540,000	-	-	5,304,259
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#### 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

-	27,000	-	-	-	27,000
49,362	8,638	-	-	-	58,000
5,106	894	-	-	-	6,000
-	-	-	-	-	-

152,081	26,717	-	349	16,853	196,000
-	-	-	-	-	-

#### TOTAL REVENUE FROM FEDERAL SOURCES

206,549	63,249	-	349	16,853	287,000
---------	--------	---	-----	--------	---------

#### 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

36,419	6,386	-	45	2,150	45,000
10,087	1,772	-	23	1,118	13,000
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
17,801	3,115	-	-	-	20,916
-	-	-	-	-	-

#### TOTAL REVENUE FROM LOCAL and OTHER SOURCES

64,307	11,274	-	68	3,267	78,916
--------	--------	---	----	-------	--------

#### TOTAL REVENUE

4,242,335	867,303	540,000	417	20,121	5,670,175
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### EXPENSES

#### ADMINISTRATIVE STAFF PERSONNEL COSTS

No. of Positions

Executive Management

Instructional Management

Deans, Directors & Coordinators

2.25
-
4.00

175,481	27,815	-	5,315	69,537	278,147
-	-	-	-	-	-
319,865	55,976	-	-	-	375,841

# Growing Up Green Charter School II

## PROJECTED BUDGET FOR 2017-2018

July 1, 2017 to June 30, 2018

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	4,242,335	867,303	540,000	417	20,121	5,670,175
Total Expenses	4,230,495	743,009	-	9,101	637,571	5,620,175
Net Income	11,840	124,294	540,000	(8,684)	(617,450)	50,000
Actual Student Enrollment	282	42				-
Total Paid Student Enrollment	249	-				249

### PROGRAM SERVICES

### SUPPORT SERVICES

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	1.00	38,750	7,750	-	31,000	77,500
Administrative Staff	4.00	54,108	12,955	-	122,657	189,720
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>11</b>	<b>588,203</b>	<b>104,496</b>	<b>5,315</b>	<b>223,194</b>	<b>921,208</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>						
Teachers - Regular	8.00	497,419	87,048	-	-	584,467
Teachers - SPED	14.00	767,878	134,379	-	-	902,257
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	2.00	68,085	11,915	-	-	80,000
Specialty Teachers	6.00	317,647	55,588	-	-	373,235
Aides	-	-	-	-	-	-
Therapists & Counselors	1.00	52,631	9,210	-	-	61,841
INSTRUCTIONAL PERSONNEL COSTS Other	-	24,511	4,289	-	-	28,800
<b>TOTAL INSTRUCTIONAL</b>	<b>31</b>	<b>1,728,171</b>	<b>302,430</b>	<b>-</b>	<b>-</b>	<b>2,030,600</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	1.00	-	-	-	33,500	33,500
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>33,500</b>	<b>33,500</b>
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>43</b>	<b>2,316,374</b>	<b>406,926</b>	<b>5,315</b>	<b>256,694</b>	<b>2,985,308</b>
<b>PAYROLL TAXES AND BENEFITS</b>						
Payroll Taxes	-	197,104	34,626	-	21,842	254,024
Fringe / Employee Benefits	-	299,588	52,630	-	33,199	386,105
Retirement / Pension	-	-	-	-	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>-</b>	<b>496,692</b>	<b>87,256</b>	<b>1,140</b>	<b>55,042</b>	<b>640,129</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>-</b>	<b>2,813,066</b>	<b>494,182</b>	<b>6,454</b>	<b>311,736</b>	<b>3,625,437</b>
<b>CONTRACTED SERVICES</b>						
Accounting / Audit	-	-	-	-	24,000	24,000
Legal	7,759	1,363	-	18	860	10,000
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-
Payroll Services	-	-	-	-	6,000	6,000
Special Ed Services	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	56,798	9,945	18	168,860	235,620
<b>TOTAL CONTRACTED SERVICES</b>	<b>-</b>	<b>64,557</b>	<b>11,308</b>	<b>36</b>	<b>199,720</b>	<b>275,620</b>

### SCHOOL OPERATIONS

## Growing Up Green Charter School II

### PROJECTED BUDGET FOR 2017-2018

July 1, 2017 to June 30, 2018

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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Total Revenue	4,242,335	867,303	540,000	417	20,121	5,670,175
Total Expenses	4,230,495	743,009	-	9,101	637,571	5,620,175
Net Income	11,840	124,294	540,000	(8,684)	(617,450)	50,000
Actual Student Enrollment	282	42				-
Total Paid Student Enrollment	249	-				249

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Board Expenses	776	136	-	2	86	1,000
Classroom / Teaching Supplies & Materials	127,234	22,266	-	-	-	149,500
Special Ed Supplies & Materials	-	-	-	-	-	-
Textbooks / Workbooks	17,801	3,115	-	-	-	20,916
Supplies & Materials other	-	-	-	-	-	-
Equipment / Furniture - School Operations	-	-	-	-	-	-
Telephone	12,104	2,126	-	28	1,341	15,600
Technology	47,331	8,315	-	109	5,245	61,000
Student Testing & Assessment	8,511	1,489	-	-	-	10,000
Field Trips	17,021	2,979	-	-	-	20,000
Transportation (student)	-	-	-	-	-	-
Student Services - other	7,660	1,340	-	-	-	9,000
Office Expense	37,324	6,557	-	86	4,136	48,102
Staff Development	29,136	5,109	-	36	1,720	36,000
Staff Recruitment	3,104	545	-	7	344	4,000
Student Recruitment / Marketing	12,766	2,234	-	-	-	15,000
School Meals / Lunch	10,213	1,787	-	-	-	12,000
Travel (Staff)	-	-	-	-	-	-
Fundraising	776	136	-	2	86	1,000
School Operations Other	3,880	682	-	9	430	5,000
<b>TOTAL SCHOOL OPERATIONS</b>	<b>335,635</b>	<b>58,818</b>	<b>-</b>	<b>277</b>	<b>13,388</b>	<b>408,118</b>
<b>FACILITY OPERATION &amp; MAINTENANCE</b>						
Insurance	23,666	4,157	-	54	2,623	30,500
Janitorial	1,862	327	-	4	206	2,400
Building and Land Rent / Lease	800,056	140,549	-	1,836	88,660	1,031,100
Repairs & Maintenance	38,796	6,815	-	89	4,299	50,000
Equipment / Furniture - Facility Operation & Maintenance	10,863	1,908	-	25	1,204	14,000
Security Contract	41,124	7,224	-	94	4,557	53,000
Utilities	29,485	5,180	-	68	3,267	38,000
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>945,852</b>	<b>166,161</b>	<b>-</b>	<b>2,170</b>	<b>104,817</b>	<b>1,219,000</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>	<b>71,385</b>	<b>12,540</b>	<b>-</b>	<b>164</b>	<b>7,911</b>	<b>92,000</b>
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL EXPENSES</b>	<b>4,230,495</b>	<b>743,009</b>	<b>-</b>	<b>9,101</b>	<b>637,571</b>	<b>5,620,175</b>
<b>NET INCOME</b>	<b>11,840</b>	<b>124,294</b>	<b>540,000</b>	<b>(8,684)</b>	<b>(617,450)</b>	<b>50,000</b>

#### ENROLLMENT - \*School Districts Are Linked To Above Entries\*

	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED
District of Location	282	42	282
School District 2 (Enter Name)			-
School District 3 (Enter Name)			-
School District 4 (Enter Name)			-
School District 5 (Enter Name)			-

# Growing Up Green Charter School II

## PROJECTED BUDGET FOR 2017-2018

July 1, 2017 to June 30, 2018

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	282	42				-
Total Paid Student Enrollment	249	-				249

### PROGRAM SERVICES

### SUPPORT SERVICES

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
TOTAL ENROLLMENT	282	42	282			
REVENUE PER PUPIL	15,044	20,650	1,915			
EXPENSES PER PUPIL	15,002	17,691	-			



Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
249 K-3, 33 UPK
8 students 20-60% (10,390), 34 students 60%+ (19,049)
UPK Funding, State Senate Per Pupil Supplement
Year three of CSP grant
NYSTL
<b>List exact titles and staff FTE"s ( Full time equiilivalent)</b>
Executive Director, School Leader and Assitant School Leader
Dean of Students, Dir. of Counseling, Dir. of Support Services, ED Time Coordinator



[illegible]

[illegible]

<b>Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee</b>
---------------------------------------------------------------------------------------------------------------

Trustee Name: Jeff Mueller

---

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

---

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

President

2. Is the trustee 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. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed 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.

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) governed 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 financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 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 yourself

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

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

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

  
Signature

07/20/2017

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.*

**Business Telephone:** 212.401.4070

**Business Address:** 23 W. 73rd Street, Ste 100, NY, NY 10023

**E-mail Address:** jmueller@graniteintelligence.com

**Home Telephone:** 212.579.5699

**Home Address:** 4401 Waldo Ave., Bronx, NY 10471

**Disclosure of Financial Interest by a Current or Proposed Charter School  
Education Corporation Trustee**

Trustee Name:

Katherine (Kate) Hooker

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

GUGCS

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

Secretary

2. Is the trustee 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. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed 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.

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) governed 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 financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 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 yourself

NONE	Please write "None" if applicable. Do not leave this space blank.		
------	-------------------------------------------------------------------	--	--

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed 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.				
NONE				

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.

Business Telephone: 646-300-8385

Business Address: 110 5th Ave. Fl. 3, NY, NY 10011

E-mail Address: khooker@gmail.com

Home Telephone: 917 649 8663

Home Address: 705 4th Ave. #1 Brooklyn NY 11232



<b>Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee</b>
---------------------------------------------------------------------------------------------------------------

Trustee Name:

Kathryn Klingenstein

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Growing Up Green Charter Schools

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative),

member

2. Is the trustee 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. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed 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.

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) governed 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 financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 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 yourself

Please write "None" if applicable. Do not leave this space blank.			
NONE			

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed 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.				
NONE				

Kathryn Klingenstein      7/20/17  
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.

Business Telephone: 917 957 8952

Business Address: 425 Madison #1502, NY, NY 10017

E-mail Address: kathryn.klingenstein@gmail.com

Home Telephone: 212 932 2226

Home Address: 924 West End #48, NY, NY 10025

<b>Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee</b>
---------------------------------------------------------------------------------------------------------------

**Trustee Name:**

Preethi Krishnamurthy

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**Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):**

Growing Up Green Charter School

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1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Parent representative

2. Is the trustee 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. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed 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.

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) governed 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 financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 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 yourself

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

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed 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>			

s/ Preethi Krishnamurthy

July 24, 2017

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.

**Business Telephone:** (212) 336-0116

**Business Address:** Securities & Exchange Commission, 200 Vesey St., NY, NY 10281

**E-mail Address:** preethi\_krishnamurthy@hotmail.com

**Home Telephone:** (917) 680-8969

**Home Address:** 39-61 47th St., Sunnyside, NY 11104

<b>Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee</b>
---------------------------------------------------------------------------------------------------------------

**Trustee Name:**

Reid Chase

**Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):**

Growing Up Green Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).      Treasurer

2. Is the trustee 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. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed 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.

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) governed 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 financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 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 yourself

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

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed 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>				

Reid Chase  
Signature

7/21/17  
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.*

**Business Telephone:** 212-329-2695

**Business Address:** 950 Third Ave New York, NY 10022

**E-mail Address:** reidchase1@gmail.com

**Home Telephone:** 917-678-5090

**Home Address:** 21 Carrington Dr Greenwich, CT 06831

<b>Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee</b>
---------------------------------------------------------------------------------------------------------------

Trustee Name:

Kyla Kupferstein Torres

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Growing Up Green Charter School II

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

Vice Chair

2. Is the trustee 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. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed 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.

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) governed 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 financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 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 yourself

Please write <b>NONE</b> if applicable. Do not leave this space blank.			
------------------------------------------------------------------------	--	--	--

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed 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 <b>NONE</b> if applicable. Do not leave this space blank.				

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.*

**Business Telephone:** \_\_\_\_\_

**Business Address:** \_\_\_\_\_

**E-mail Address:** \_\_\_\_\_

**Home Telephone:** \_\_\_\_\_

**Home Address:** \_\_\_\_\_





# Entry 9 BOT Table

Created: 07/06/2017 • Last updated: 07/31/2017

(tab across or use scroll bar at bottom of table)

## 1. Current Board Member Information

	Trustee Name	Email Addresses	Position on the Board	Committee Affiliations	Voting Member Per By-Laws? (Y/N)	Area of Expertise, and/or Additional Role at School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)	Number of Board Mtgs Attended during 2016-17?
1	Jeffrey Mueller	<a href="mailto:jmueller@graniteintelligencem.com">jmueller@graniteintelligencem.com</a>	Chair/ Board President	Finance Committee, Executive Committee	Yes	Legal, Corporate Governance, Financial Integrity	1 year - Elected June 2016	8
2	Kyla Kupferstein	<a href="mailto:kylakup@hotmail.com">kylakup@hotmail.com</a>	Vice Chair/ Vice President	Finance Committee, Executive Committee	Yes	Education, Assessment, Student and Family Outreach, School - Community Partnerships, Student	1 year - Elected June 2016	5 or less

						Counseling		
3	Reid Chase	<a href="mailto:reidchase1@gmail.com">reidchase1@gmail.com</a>	Treasurer	Finance Committee, Executive Committee	Yes	Finance/Budgeting, Marketing	1 year - Elected June 2016	7
4	Kate Hooker	<a href="mailto:kfhooker@gmail.com">kfhooker@gmail.com</a>	Secretary	Executive Committee	Yes	Legal, Writing	1 year - Elected June 2016	8
5	Kathryn Klingenstein	<a href="mailto:kathryn.klingenstein@gmail.com">kathryn.klingenstein@gmail.com</a>	Trustee/Member	Executive Committee	Yes	Family Counseling, Social Work	1 year - Elected June 2016	8
6	Preethi Krishnamurthy	<a href="mailto:preethi_krishnamurthy@hotmail.com">preethi_krishnamurthy@hotmail.com</a>	Parent Representative	Not Applicable	No	Parent of GUGCS student, Legal, Financial Integrity	1 year - Elected June 2016	6
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								

18								
19								
20								

**2. Total Number of Members on June 30, 2016** 7

**3. Total Number of Members Joining the Board 2016-17 School Year** 0

**4. Total Number of Members Departing the Board during the 2016-17 School Year** 1

**5. Number of Voting Members 2016-17, as set by the by-laws, resolution or minutes** 5

**6. Number of Board Meetings Conducted in the 2016-17 School Year** 8

**7. Number of Board Meetings Scheduled for the [2017-18](#) School Year** 11

**Thank you.**



# Entry 10 - Board Meeting Minutes

Created: 07/07/2017 • Last updated: 07/28/2017

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## [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 2016--June 2017.

**A. Provide a URL link to the** (No response)

**Monthly Board Meeting Minutes**

**which are posted on the School's web page.**

**OR**

**B. Upload All Monthly Board Meeting Minutes**

Combine into one .PDF file

<https://nysed-cso-reports.fluidreview.com/resp/10772189/wNFCVDEEJA/>



# Entry 11 Enrollment and Retention of Special Populations

Created: 07/06/2017 • Last updated: 07/31/2017

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

Describe the efforts the charter school has made in 2016-2017 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2017-2018.

## Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Efforts Toward Meeting Recruitment Targets 2016-17)	Describe Plans Toward Meeting Recruitment Targets 2017-18)
Economically Disadvantaged	The majority of our students are eligible for free and reduced lunch and, having built a positive reputation in the community, word of mouth is particularly effective in attracting these students to our school. We make it clear that our school is free and provides support services and extra-curricular opportunities to all students, regardless of need and income.	We would like to continue to build our relationships with community based organizations around our school. Being new to the neighborhood, the interest in our school is high with close to 3,000 applications for around 100 seats.
English Language 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.	We would like to continue to build our ELL team and translate our mass mailer and open house information in Hindi and Arabic to serve more families in our district.
Students with Disabilities	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.	Continue to advertise all of our services to our new and incoming families. Our Special Education team is doubling this year to better serve our students.

## Retention Efforts Toward Meeting Targets

	Describe Efforts Toward Meeting Retention Targets 2016-17)	Describe Plans Toward Meeting Retention Targets 2017-18)
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	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 have a robust ELL department, hire interpreters for all parent events, and translate our fliers going home in spanish, hindi and arabic.
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 12 Classroom Teacher and Administrator Attrition

Last updated: 07/06/2017

Report changes in teacher and administrator staffing.

## Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the two tables named 2016-2017 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing in 2016-2017. Please provide the full time equivalent (FTE) of staff on June 30, 2016; the FTE for any departed staff from July 1, 2016 through June 30, 2017; the FTE for added staff from July 1, 2016 through June 30, 2017; and the FTE of staff added in newly created positions from July 1, 2016 through June 30, 2017 using the two tables provided.

### Classroom Teacher Attrition Table

	FTE Classroom Teachers on June 30, 2016	FTE Classroom Teachers Departed 7/1/16 - 6/30/17	FTE Classroom Teachers Filling Vacant Positions 7/1/16 - 6/30/17	FTE Classroom Teachers Added in New Positions 7/1/16 - 6/30/17	FTE of Classroom Teachers on June 30, 2017
	0	0	0	17	17

### Administrator Position Attrition Table

	FTE Administrative Positions on June 30, 2016	FTE Administrators Departed 7/1/16 - 6/30/17	FTE Administrators Filling Vacant Positions 7/1/16 - 6/30/17	FTE Administrators Added in New Positions 7/1/16 - 6/30/17	FTE Administrative Positions on June 30, 2017
	0	0	0	4	4

Thank you





# Entry 13 Uncertified Teachers

Last updated: 07/07/2017

## 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.

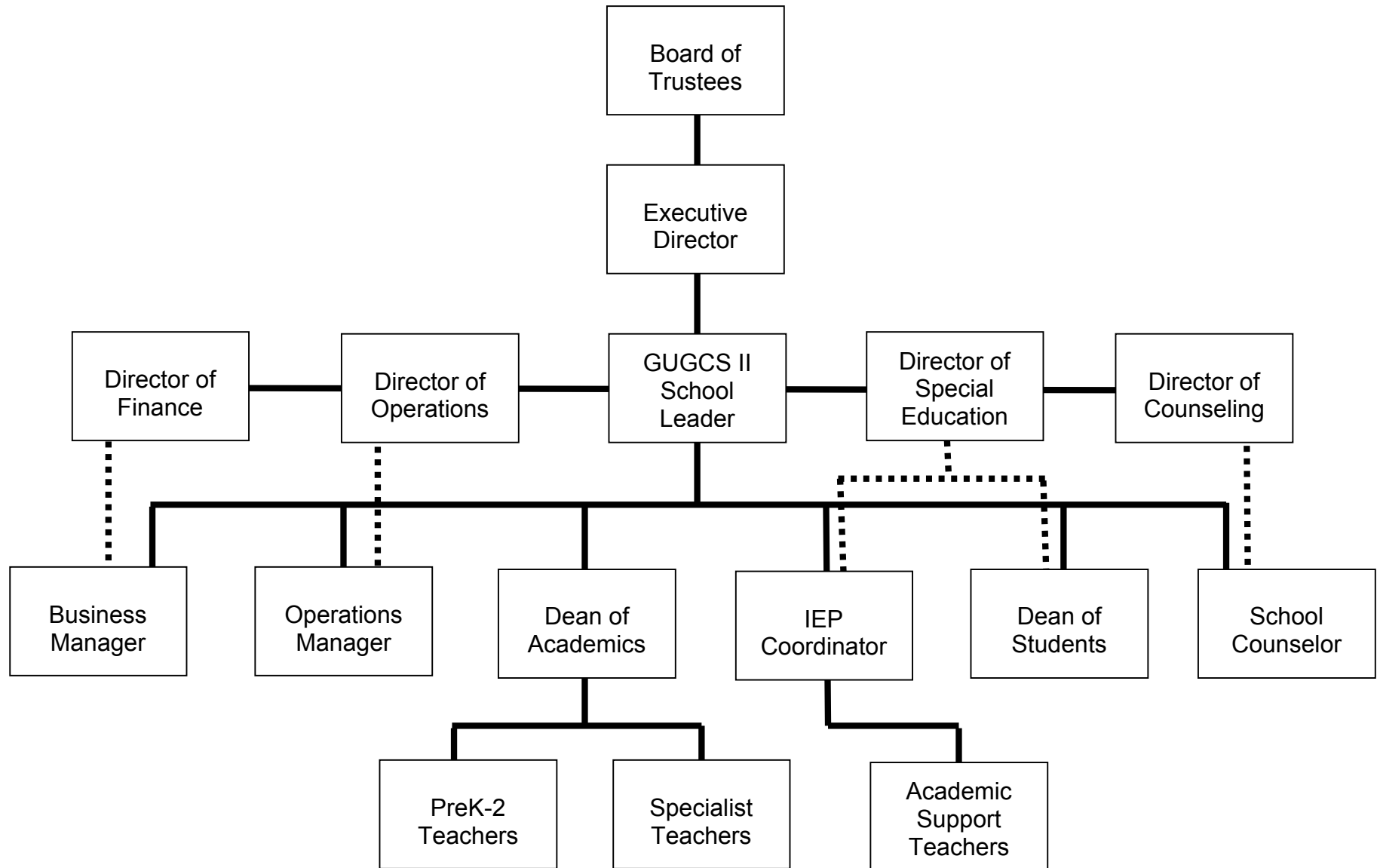
## Staff Qualifications (June 30, 2017)

**Note:** Columns should sum to the FTE count of Teachers on June 30, 2017, and each teacher should be in only one column.

1. Total FTE Count of Uncertified Teachers (6-30-17)	3
2. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (6-30-17)	3
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6-30-17)	0
4. FTE count of uncertified teachers with two years of Teach for America experience (6-30-17)	0
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6-30-17)	0
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6-30-17)	0

**Thank you.**

## Growing Up Green Charter School II Organizational Chart (2016-2017)



# GUGCS II Elementary School Calendar 2017-2018

August 2017							September 2017							October 2017						
S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa
		1	2	3	4	5						1	2	1	2	3	4	5	6	7
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				
16 <sup>th</sup> Opening Meetings (new staff only) 17 <sup>th</sup> – 31 <sup>st</sup> Opening Meetings (all staff)							1 <sup>st</sup> Opening Meetings (all staff) 4 <sup>th</sup> Labor Day 5 <sup>th</sup> First Day of School 5 <sup>th</sup> Busing begins for grades K-3 5 <sup>th</sup> , 6 <sup>th</sup> , 7 <sup>th</sup> – 1pm dismissal 6 <sup>th</sup> NO SCHOOL FOR PreKindergarten 21 <sup>st</sup> & 22 <sup>nd</sup> Rosh Hashanah 26 <sup>th</sup> Family Curriculum Night							9 <sup>th</sup> Columbus Day 10 <sup>th</sup> – 13 <sup>th</sup> Six Week Assessment 27 <sup>th</sup> Picture Day						
November 2017							December 2017							January 2018						
S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa
			1	2	3	4						1	2		1	2	3	4	5	6
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30	31			
							31													
7 <sup>th</sup> Election Day (Staff PD Day) 20 <sup>th</sup> & 21 <sup>st</sup> Family Conferences 22 <sup>nd</sup> – 24 <sup>th</sup> Thanksgiving Break							4 <sup>th</sup> – 8 <sup>th</sup> Six Week Assessment 6 <sup>th</sup> NO SCHOOL FOR PreKindergarten 21 <sup>st</sup> Winter Carnival - 1pm Dismissal 22 <sup>nd</sup> – 29 <sup>th</sup> Winter Recess							1 <sup>st</sup> & 2 <sup>nd</sup> Winter Recess 2 <sup>nd</sup> Staff PD Day 15 <sup>th</sup> Dr. Martin Luther King Jr. Day						
February 2018							March 2018							April 2018						
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	1	2	3	4	5	6	7
4	5	6	7	8	9	10	4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	11	12	13	14	15	16	17	15	16	17	18	19	20	21
18	19	20	21	22	23	24	18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26	27	28				25	26	27	28	29	30	31	29	30					
5 <sup>th</sup> – 9 <sup>th</sup> Six Week Assessment 7 <sup>th</sup> NO SCHOOL FOR PreKindergarten 16 <sup>th</sup> – 23 <sup>rd</sup> Lunar New Year and Mid-Winter Recess							15 <sup>th</sup> & 16 <sup>th</sup> Family Conferences 26 <sup>th</sup> – 29 <sup>th</sup> Six Week Assessment 30 <sup>th</sup> Spring Recess							2 <sup>nd</sup> – 6 <sup>th</sup> Spring Recess 11 <sup>th</sup> –13 <sup>th</sup> ELA State Tests (3 <sup>rd</sup> grade)						
May 2018							June 2018							July 2018						
S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa
		1	2	3	4	5						1	2	1	2	3	4	5	6	7
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				
1 <sup>st</sup> – 3 <sup>rd</sup> Math State Testing (3 <sup>rd</sup> grade) 14 <sup>th</sup> – 18 <sup>th</sup> Fast Bridge Testing 25 <sup>th</sup> & 29 <sup>th</sup> Memorial Day 25 <sup>th</sup> Snow Make-Up Day (if needed)							4 <sup>th</sup> – 8 <sup>th</sup> Six Week Assessment 7 <sup>th</sup> NO SCHOOL FOR PreKindergarten 15 <sup>th</sup> Eid al-Fitr 25 <sup>th</sup> 1pm dismissal 26 <sup>th</sup> Last Day of School – 1pm Dismissal							Start Date: 09/05/2017 End Date: 06/26/2017 Total Instructional Days: 180						
Key		No School for All Students		No School for PreKindergarten only		1pm Dismissal		Parent Conferences 1pm dismissal		Six Week Assessment		Faculty & Staff Only								