



Entry 1 School Information and Cover Page

Created: 06/22/2018 • Last updated: 08/20/2018

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, 2018**) or you may not be assigned the correct tasks.

a. SCHOOL NAME GROWING UP GREEN CS (NYC CHANCELLOR)

(Select name from the drop down menu)

b. CHARTER AUTHORIZER (As of June 30th, 2018) NYCDOE-Authorized Charter School

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

c. DISTRICT / CSD OF LOCATION NYC CSD 30

d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	39-27 28th St. Long Island City, NY 11101	347-642-4306	347-642-4310	greenberg@gugcs.org

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 01/2009

g. DATE FIRST OPENED FOR INSTRUCTION 09/2009

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 a rigorous curriculum and an engaging green culture. Graduates of GUGCS will be prepared to attend high-performing schools where their interdisciplinary academic foundation, knowledge of sustainability, and strong sense of self sets them apart as leaders of the future.

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

KEY DESIGN ELEMENTS (Brief heading followed by a description of each Key Design Elements (KDE). KDEs are those general aspects of the school that are innovative or unique to the school’s mission and goals, are core to the school’s overall design, and are critical to its success. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems.

Variable 1	Responsive Classroom and Developmental Design Principles: Responsive Classroom and its companion social curriculum in the middle school, Developmental Designs, are fundamental and centralizing forces within the school community, and our students and staff are immersed in its tenets during all aspects of the school day. At the core of Responsive Classroom and Developmental Designs are the beliefs that children learn at their best when attention is paid to building their social and emotional competencies. GUGCS’ school-wide Responsive Classroom approach in the elementary school has established the framework for creating an environment that supports our children’s social and emotional growth and empowers them to be active participants in their own learning and the learning of their peers. It accomplishes this by creating a classroom and school-wide environment with routines and universal expectations. Developmental Designs structures recognize the need for young adolescents to have autonomy, feel competent, be connected, have a voice, feel empowered, have fun, build relationships and feel safe. Just as with Responsive Classroom, our Developmental Designs approach in the middle school involves comprehensive classroom and school-wide practices that integrate social and academic learning.
Variable 2	Mornings Meeting and Circle of Power and Respect: The day begins in both our elementary school and middle school with a community-building tool aligned with the Responsive Classroom and Development Design Principles. These practices result in a safe and inclusive environment

	<p>with engaged students where teaching and learning are strengthened. In the elementary school, the day begins with a morning meeting in all classrooms. The four components of morning meeting are a greeting, an activity, a share, and news/announcements. Morning meeting is an excellent tool to build community in classrooms, to informally assess skills in student games and activities, and to gauge the emotional state of the class before the academic day begins.</p> <p>In the middle school, students begin the day by engaging in a Circle of Power and Respect (“CPR”) two days per week in each Advisory. This meeting time sets the tone for the rest of the day for each student and the larger community as well. CPR is time for students to build relationships with their advisor and other students. In this community-building period, the Advisory greets each other, shares news, and allows students and teachers to get to know each other better.</p>
Variable 3	<p>Incorporating Green in the School and Curriculum: Promoting a green culture and an understanding of sustainability are important components of our school’s mission. First and foremost, ‘green’ is a mindset. It is an internalization of a sustainable way of life, one in which community members are responsible for what they consume and the waste produced. It is an awareness of where goods and products come from, with an emphasis on the importance of local, organic production. These principles guide the social curriculum of GUGCS. Morning meeting, Circle of Power and Respect, snack, class meetings, school wide functions, Science, ED Time and Social Studies all embody a ‘green,’ holistic approach to living. There are also physical aspects of GUGCS that are “green.” Teachers are well versed and aware of sustainability principles relevant to class discussions. Read-alouds and writing projects often focus on tenants of responsibility within a community. In classrooms, resources and supplies are shared so that students learn empathy and the value of working in groups. Individual needs are stressed, because in order to be a contributing member of a community, students need to first take care of themselves.</p> <p>Students are individually responsible for homework completion nightly, as well as the maintenance of personal reading logs and journals. Work is paramount at GUGCS and for no reason will students be able to leave assignments incomplete or below standard. Green is certainly an environmental mindset, but it is also a greater understanding of self-awareness and of accountability.</p>
Variable 4	<p>Student-Centered and Data-Driven Instruction: GUGCS’ approach to instruction is both student-centered and data-driven. We expect teachers to be using assessment and data as part of their lesson planning and instructional</p>

	<p>process. In its first charter term, GUGCS successfully created a data-driven culture to support our underlying student-centered instructional philosophy. Teachers know that as a school community we view data as a foundation for talking about students' needs in a rigorous way, and that better instructional planning is the goal of incorporating data in our thinking. Our data-driven approach ensures that our student's learning needs are met and that they will ultimately achieve the school's rigorous performance standards.</p> <p>While in the elementary school, the workshop model is the primary instructional approach used by teachers, middle school teachers use multiple instructional modalities to deliver lessons based on their assessment of the most effective path toward student understanding. The commonality among all methods is that data is informing how instruction is adjusted and delivered in order to maximize learning. The instructional methodologies that are chosen will engage students in their own learning to the greatest degree. Our instructional methods serve to develop active, independent learners and highly critical thinkers by engaging students in the top levels of thinking in Bloom's Taxonomy.</p>
Variable 5	<p>Response to Intervention: Since it opened, GUGCS has had a strong Response to Intervention (RtI) process in place. From the start, there has existed a process for teachers to identify struggling students through data and classroom observations and to present a student case-study to a group of colleagues at the Successful Student Committee (SSC). The GUGCS' RtI process is upheld by a robust support staff in both the elementary and middle school including learning specialists, intervention teachers, school counselors, a behavior coordinator, and ELL specialists. The RtI process will continue to be an important force in the new charter term to respond to the needs of struggling students.</p>
Variable 6	<p>A Robust Special Education Program: GUGCS has had success in recruiting and retaining students with disabilities and is on par with CSD 30. This is due, in part, to our comprehensive special education program which includes at least one Integrated Co-Teaching Classroom (ICT) on each grade, K through 5th, and one or two ICT classes per subject area (ELA, Math, Science, and Social Studies) in grades 6-8. We also have robust special education staffing model which includes a Director of Support Services and Intervention in both the elementary and middle school and a Learning Specialist Coordinator in the elementary school. There are also 4 learning specialists (certified special education teachers) and a speech and language therapist in the elementary school and 2 learning specialists in the middle school. The Support Services team in each school is</p>

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

i. TOTAL ENROLLMENT ON JUNE 30, 2018 794

j. GRADES SERVED IN SCHOOL YEAR 2017-18

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7, 8
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k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION? No

11. FACILITIES

Does the school maintain or operate multiple sites?

	Yes, 2 sites
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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 (K-5, 6-9, etc.)	Receives Rental Assistance	Rental Assistance for Which Grades (write N/A if applicable)
Site 1 (same as primary site)	39-27 28th St. Long Island City, NY 11101	(347)642-4306	NYC CSD 30	K-5	No	N/A
Site 2	36-49 11th St. Long Island City, NY 11101	(347)642-4306	NYC CSD 30	6-8	Yes	6-8
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		greenberg@gugcs.org
Operational Leader	Massomeh Spahr	347-642-4306		spahr@gugcs.org
Compliance Contact	Roseanne Baker	347-642-4306		baker@gugcs.org
Complaint Contact	Lauren Barkan	347-642-4306		barkan@gugcs.org
DASA Coordinator	Kristen Lengyel	347-642-4306		lengyel@gugcs.org

I3. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Matthew Greenberg	347-642-4306		greenberg@gugcs.org
Operational Leader	Massomeh Spahr	347-642-4306		spahr@gugcs.org
Compliance Contact	Roseanne Baker	347-642-4306		baker@gugcs.org
Complaint Contact	Jennifer Slutak	347-642-4306		slutak@gugcs.org
DASA Coordinator	Kristen Lengyel	347-642-4306		lengyel@gugcs.org

m1. Are any sites in co-located space? If yes, please proceed to the next question. No

IF LOCATED IN PRIVATE SPACE IN NYC OR DISTRICTS OUTSIDE NYC

m3. Upload a current Certificate of Occupancy (COO) for each school site that is located in private space in NYC or located outside of NYC. Except for schools in district space (co-location space), school must provide a copy of the annual fire inspection report.

Site 1 Certificate of Occupancy (COO)

<https://nysed-cso-reports.fluidreview.com/resp/17170786/yFPTXS6fVy/>

Site 1 Fire Inspection Report

<https://nysed-cso-reports.fluidreview.com/resp/17170786/nBltmqxAKU/>

Site 2 Certificate of Occupancy

<https://nysed-cso-reports.fluidreview.com/resp/17170786/v5TvJTPScU/>

Site 2 Fire Inspection Report

<https://nysed-cso-reports.fluidreview.com/resp/17170786/PdADm5zTLD/>

Site 3 Certificate of Occupancy

(No response)

Site 3 Fire Inspection Report

(No response)

n1. Were there any revisions to the school's charter during the 2017-18 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 Maximum Approved Enrollment	A material change was made to increase approved enrollment from 774 to 819 students in grades K-8.	11/14/2017	03/12/2018
2	Change in admissions/enrollment policy	A non-material change was made to include a weighted lottery within our current lottery format. The weighted lottery is exclusive to families living in NYCHA communities in District 30, namely Ravenswood Housing, Queens Bridge Housing, Astoria Housing, and Woodside Housing. The goal of the weighted lottery is to improve the chances for children in more impoverished communities who are not receiving admission to Growing Up Green Charter School through the regular lottery.	11/14/2017	01/31/2018
3				
4				
5				

o. Name and Position of Individual(s) Who Completed this Annual Report. Roseanne Baker, Assessment Coordinator and Gina Palma, Director of Finance and Personnel

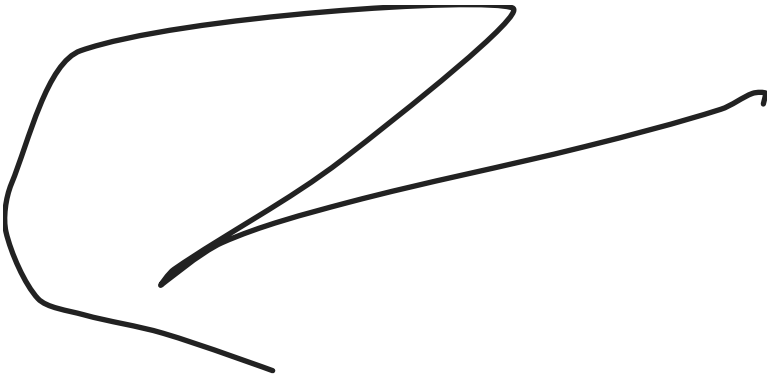
p. Our signatures (Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES** if you agree and then use the mouse on your PC or the stylist on your mobile device to sign your name).

Yes

Signature, Head of Charter School

A handwritten signature in black ink. The first part of the signature is clearly legible as "Matthew". The second part is more stylized and appears to be a surname, possibly "R. [unclear]".

Signature, President of the Board of Trustees

A handwritten signature in black ink. It is a stylized, cursive signature that is difficult to read but appears to be a single name.

Date

2018/07/30

Thank you.

DEPARTMENT OF BUILDINGS

BOROUGH OF

QUEENS

, THE CITY OF NEW YORK

Date 10/27/67

No.

170961

CERTIFICATE OF OCCUPANCY

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

This certificate supersedes C. O. No.

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

39-27 28th Street

Block 398

1,37, Lot 38,39

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

BEGINNING at a point on the North side of 40th Ave and 28th St
 distant 0 feet East from the corner formed by the intersection of
 running thence E 347.35 feet; thence E 150 feet;
 thence S 147.36 feet; thence S 100.11 feet;
 running thence S 200.19 feet; thence W 200.21 feet;

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

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

Alt. No.—

Alt 452/64

Construction classification—

Occupancy classification—

Public

Height 2 & Bsm't stories, 31

Fireproof feet

Date of completion—

11/21/66

Located in M 1-3

Zoning District.

at time of issuance of permit.

This certificate is issued subject to the limitations hereinafter specified and to the following resolutions of the Board of Standards and Appeals: 32 1110-64 Bul #25, Vol. L. (Calendar numbers to be inserted here)

PERMISSIBLE USE AND OCCUPANCY

Off-Street Parking Spaces

Off-Street Loading Berths

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

U. Henry Simon

100-100000

PERMISSIBLE USE AND OCCUPANCY (continued)

STORY	LIVE LOADS Lbs. per Sq. Ft.	PERSONS ACCOMMODATED	USE
1st	100	100	Office
2nd	100	100	Office
3rd	100	100	Office
4th	100	100	Office
5th	100	100	Office
6th	100	100	Office
7th	100	100	Office
8th	100	100	Office
9th	100	100	Office
10th	100	100	Office
11th	100	100	Office
12th	100	100	Office
13th	100	100	Office
14th	100	100	Office
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16th	100	100	Office
17th	100	100	Office
18th	100	100	Office
19th	100	100	Office
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21st	100	100	Office
22nd	100	100	Office
23rd	100	100	Office
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25th	100	100	Office
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27th	100	100	Office
28th	100	100	Office
29th	100	100	Office
30th	100	100	Office
31st	100	100	Office
32nd	100	100	Office
33rd	100	100	Office
34th	100	100	Office
35th	100	100	Office
36th	100	100	Office
37th	100	100	Office
38th	100	100	Office
39th	100	100	Office
40th	100	100	Office
41st	100	100	Office
42nd	100	100	Office
43rd	100	100	Office
44th	100	100	Office
45th	100	100	Office
46th	100	100	Office
47th	100	100	Office
48th	100	100	Office
49th	100	100	Office
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51st	100	100	Office
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53rd	100	100	Office
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100th	100	100	Office

Borough Superintendent



FIRE DEPARTMENT

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

BUREAU OF FIRE PREVENTION

Public Buildings Unit

DATE: 08.20.2018.

PREMISES

Growing Up Green Charter School
39-37 28th Street
Queens NY 11101

Growing Up Green Charter School
39-37 28th Street
Queens NY 11101

To Whom It May Concern:

The New York City Fire Department ("FDNY"), Bureau of Fire Prevention, Public Buildings Unit conducted an inspection of the above-referenced premises on **04.23.2018**.

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

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

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

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

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

Examined by: _____
Tomasz Korbas, Supervising Inspector, PBU

DEPARTMENT OF BUILDINGS

BOROUGH OF

QUEENS

, THE CITY OF NEW YORK

Date 6/29/73

No. Q 185473

CERTIFICATE OF OCCUPANCY

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

This certificate supersedes C. O. No.

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

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

BEGINNING at a point on the Northeast ~~XXXXXX~~ feet from the corner formed by the intersection of
distant 37 Avenue and 11 Street
running thence N. 465.42 feet; thence E. 185.21 feet;
thence S. 365.34 feet; thence S. 1000.6 feet;
running thence W. 50.06 feet; thence W. 135.15 feet;
to the point or place of beginning, conforms substantially to the approved plans and specifications, and to the requirements of the Building Code, the Zoning Resolution and all other laws and ordinances, and of the rules of the Board of Standards and Appeals, applicable to a building of its class and kind at the time the permit was issued; and

CERTIFIES FURTHER that, any provisions of Section 246F of the New York Charter have been complied with as certified by a report of the Fire Commissioner to the Borough Superintendent.

R.D. or Alt. No.—984/71

Construction classification— IIC (new code)

Occupancy classification— G (new Code)

Height 2 stories, feet.

Date of completion— 6/14/73

Located in E1-1 Zoning District.

at time of issuance of permit.

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

PERMISSIBLE USE AND OCCUPANCY

Off-Street Parking Spaces

Off-Street Loading Berths

STORY	LIVE LOADS Lbs. per Sq. Ft.	PERSONS ACCOMMODATED	USE
Cellar	O.G.		Boiler & Storage
1st	O.G. & 120	115	Class Rooms, Offices & Kitchen
2nd	120	132	Class Rooms, Offices
Roof	100		Play Areas & Toy Storage
Note - First floor 95 Children Only Second Floor 115 Children Only No Children Under 2 yrs. of age. Interior Fire Alarm System Installed			
THIS CERTIFICATE OF OCCUPANCY MUST BE POSTED WITHIN THE BUILDING IN ACCORDANCE WITH THE RULES OF THE DEPARTMENT PROMULGATED MARCH 31ST, 1967.			

OFFICE COPY—DEPARTMENT OF BUILDINGS

H. S. [Signature]
Borough Superintendent

PERMISSIBLE USE AND OCCUPANCY (continued)

STORY	LIVE LOADS Lbs. per Sq. Ft.	PERSONS ACCOMMODATED	USE
1st	40	100	Office
2nd	40	100	Office
3rd	40	100	Office
4th	40	100	Office
5th	40	100	Office
6th	40	100	Office
7th	40	100	Office
8th	40	100	Office
9th	40	100	Office
10th	40	100	Office
11th	40	100	Office
12th	40	100	Office
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99th	40	100	Office
100th	40	100	Office

Borough Superintendent



FIRE DEPARTMENT

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

BUREAU OF FIRE PREVENTION

Public Buildings Unit

DATE: 08.20.2018.

PREMISES

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

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

To Whom It May Concern:

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

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

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

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

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

Examined by: _____
Tomasz Korbas, Supervising Inspector, PBU



Entry 2 NYS School Report Card Link

Last updated: 07/23/2018

GROWING UP GREEN CS (NYC CHANCELLOR)

1. CHARTER AUTHORIZER (As of June 30th, 2018)

NYCDOE-Authorized Charter School

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

2. NEW YORK STATE REPORT CARD

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

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

<https://data.nysed.gov/reportcard.php?instid=800000063974&year=2017&createreport=1&allchecked=1&enrollment=1&avgclasssize=1&freelunch=1&attendance=1&suspensions=1&teacherqual=1&teacherturnover=1&staffcounts=1&38ELA=1&38MATH=1&48SCI=1&lep=1&naep=1®ents=1&nyseslat=1&elemELA=1&elemMATH=1&elemSci=1&unweighted=1>



Entry 3 Progress Toward Goals

Created: 06/26/2018 • Last updated: 10/25/2018

PROGRESS TOWARD CHARTER GOALS

Board of Regents-authorized and NYCDOE-authorized charter schools only. Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals by November 1st.

1. ACADEMIC STUDENT PERFORMANCE GOALS

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

2017-18 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
Academic Goal 1	Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 3rd—8th graders', who have been enrolled at the school on BEDS day for at least two consecutive years, performing at or above Level 3 on the New York State ELA examination.	New York State Testing Program Overall, students in Grades 3-8 who had been enrolled at the school on BEDS day for at least two consecutive years achieved 46.60% proficiency on the New York State ELA Exam in 2017 while they achieved 52.34% proficiency on the New York State ELA Exam in 2018, thus demonstrating strong progress towards our goal of achieving 75 percent proficiency.	Met	
Academic Goal	Each year, the school's Aggregate Performance Index on the NYS ELA exam will meet the Annual	New York State Education		Results not available

2	Measurable Objective set forth in the NYS NCLB accountability system.	Department Report Card		by November 1st.
Academic Goal 3	Each year, 75% of all students (Grades 1-8) who were enrolled at GUGCS for at least two consecutive BEDS dates, will perform at or above grade level on the FastBridge Reading test.	<p>FastBridge Learning - aReading assessment</p> <p>In Spring 2018, 55.21% of students in Grades 1-8 who were enrolled in GUGCS for at least two consecutive BEDS dates performed at or above grade level.</p>	Not Met	<p>Orton-Gillingham small group instruction for students with IEPs in K-2.</p> <p>Read 180 at ES for 4th and 5th grade; created classes based on that need so students can be pulled out for 90 minutes.</p> <p>All Read 180 classes taught by veteran teachers at ES and MS.</p> <p>Added 3 learning specialists to MS.</p> <p>All 4 sections of 7th ELA co-taught at MS.</p> <p>Continuing independent reading block at MS so that students can be pulled for intervention without missing instruction.</p>
Academic Goal 4	Each year, 75% of all tested students (Grades K-5) who have been enrolled in GUGCS for at least two consecutive BEDS dates will perform at or above grade level on the Fountas and Pinnell Benchmark Assessment System.	<p>Fountas and Pinnell Benchmark Assessment System</p> <p>Exactly 75% of students (Grades K-5) who have been enrolled in GUGCS for at least two consecutive BEDS dates performed at or above grade level on Fountas and Pinnell Benchmark</p>	Met	

		Assessments.		
Academic Goal 5	Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 3rd—8th graders', who have been enrolled at the school on BEDS day for at least two consecutive years, performing at or above Level 3 on the New York State Mathematics examination.	<p>New York State Testing Program</p> <p>Overall, students in Grades 3-8 who had been enrolled at the school on BEDS day for at least two consecutive years achieved 47.88% proficiency on the New York State Math Exam in 2017 while they achieved 54.24% proficiency on the New York State Math Exam in 2018, thus demonstrating strong progress towards our goal of achieving 75 percent proficiency. Please note that the percent proficient includes 8th grade students who took and passed the Algebra I Regents Exam instead of the New York State Mathematics examination.</p>	Met	
Academic Goal 6	Each year, the school's aggregate Performance Index on the NYS Math exam will meet the Annual Measurable Objective set forth in the NYS NCLB accountability system.	New York State Education Department Report Card		Results not available by November 1st.
				Math 180 implemented for 6th, 7th, 8th graders during Independent Reading block (30 min per day) so students don't miss

Academic Goal 7	Each year, 75% of all students (Grades 1-8) who were enrolled at GUGCS for at least two consecutive BEDS dates, will perform at or above grade level on the FastBridge Math test.	FastBridge Learning - aMath assessment In Spring 2018, 46.08% of students in Grades 1-8 who were enrolled in GUGCS for at least two consecutive BEDS dates performed at or above grade level.	Not Met	instruction. Addition of 3 more learning specialists at MS. Continued professional development surrounding the relationship between data and implementing Common Core State Standards in instruction with teachers at ES. Dreambox implemented to all 6th grade classes to continue to build foundational skills while using a workshop model.
Academic Goal 8	Each year, 50% of all Grade 8 students who took integrated Algebra in Grade 8 and were enrolled in GUGCS for at least two consecutive BEDS dates, will pass the Integrated Algebra I New York State Regents Exam with at least a score of 70%.	New York State Regents Exam - Algebra I 88% of our 8th grade students enrolled for at least two consecutive BEDS dates who took the Algebra I Regents exam passed with a score of at least a 70.	Met	

2. Do have more academic goals to add? Yes

2017-18 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
		4th Grade - New York		

Academic Goal 9	<p>Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 4th and 8th graders', who have been enrolled at the school on BEDS day for at least two consecutive years, performing at or above Level 3 on the New York State Science examination.</p>	<p>State Testing Program</p> <p>87% of our 4th grade students who had been enrolled for at least two consecutive BEDS dates passed the New York State Science examination, performing at a Level 3 or above.</p> <p>8th Grade - New York State Regents Exam - Living Environment</p> <p>All our 8th grade students took the Living Environment Regents instead of the 8th Grade Science Exam. 75% of our 8th grade students who had been enrolled for at least two consecutive BEDS dates passed the Living Environment Regents exam.</p>	Met	
Academic Goal 10	<p>Each year, the percent of all tested students in each grade level, 3rd-8th, who perform at or above Level 3 on the NYS ELA exam will be greater than the percent of all students in CSD 30 in the same tested grade who perform at or above Level 3. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE.</p>	<p>New York State Testing Program</p> <p>The percent of all tested students in Grade 4 who performed at or above Level 3 on the NYS ELA exam was greater than the percent of all students in CSD 30 in the same tested graded level who performed at or above Level 3. In Grade 4, 59.30% of students at our school performed at a Level 3 or above, while 57.40% of CSD</p>	Met	

		30 students performed at a Level 3 or above.		
Academic Goal 11	Each year, the percent of all tested students in each grade level, 3rd-8th, who perform at or above Level 3 on the NYS ELA exam will be greater than the percent of all students in CSD 30 in the same tested grade who perform at or above Level 3. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE.	<p>New York State Testing Program</p> <p>Students in Grade 3 and Grades 5-8 did not meet this goal this year. In Grade 3, 55.68% of students at our school performed at a Level 3 or above, while 56.50% of CSD 30 students performed at or above a Level 3. In Grade 5, 39.77% of students at our school performed at a Level 3 or above, while 45.40% of CSD 30 students performed at or above a Level 3. In Grade 6, 46.88% of students at our school performed at a Level 3 or above, while 60.00% of CSD 30 students performed at or above a Level 3. In Grade 7, 42.22% of students at our school performed at a Level 3 or above, while 53.40% of CSD 30 students performed at or above a Level 3. In Grade 8, 54.43% of students at our school performed at a Level 3 or above, while 59.50% of CSD 30 students performed at or above a Level 3.</p>	Not Met	<p>Orton-Gillingham small group instruction for students with IEPs in K-2.</p> <p>Read 180 at ES for 4th and 5th grade; created classes based on that need so students can be pulled out for 90 minutes.</p> <p>All Read 180 classes taught by veteran teachers at ES and MS.</p> <p>Added 3 learning specialists to MS.</p> <p>All 4 sections of 7th ELA co-taught at MS.</p> <p>Continuing independent reading block at MS so that students can be pulled for intervention without missing instruction.</p>
		New York State Testing Program		

Academic Goal 12	Each year, the percent of all tested students in each grade level, 3rd-8th, who perform at or above Level 3 on the NYS Math exam will be greater than the percent all students in CSD 30 in the same tested grade who perform at or above Level 3. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE.	The percent of all tested students in Grades 3-5 who performed at or above Level 3 on the NYS Math exam was greater than the percent of all students in CSD 30 in the same tested graded level who performed at or above Level 3. In Grade 3, 61.36% of students at our school performed at a Level 3 or above, while 57.40% of CSD 30 students performed at a Level 3 or above. In Grade 4, 58.14% of students at our school performed at a Level 3 or above, while 51.90% of CSD 30 students performed at a Level 3 or above. In Grade 5, 60.92% of students at our school performed at a Level 3 or above, while 44.70% of CSD 30 students performed at a Level 3 or above.	Met	
	Each year, the percent of all tested students in each grade level, 3rd-8th,	New York State Testing Program Students in Grades 6-8 did not meet this goal this year. In Grade 6, 47.92% of students at our school performed at a Level 3 or above, while 52.70% of CSD 30 students performed at or above a Level 3. In		Math 180 implemented for 6th, 7th, 8th graders during Independent

Academic Goal 13	<p>who perform at or above Level 3 on the NYS Math exam will be greater than the percent all students in CSD 30 in the same tested grade who perform at or above Level 3. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE.</p>	<p>Grade 7, 42.22% of students at our school performed at a Level 3 or above, while 49.80% of CSD 30 students performed at or above a Level 3. In Grade 8, 12.96% of students at our school performed at a Level 3 or above, while 48.90% of CSD 30 students performed at or above a Level 3. It is important to note that the Grade 8 data excludes 25 of our students with strongest mathematical ability who took the Algebra I Regents exam instead of the NY State Math Exam.</p>	Not Met	<p>Reading block (30 min per day) so students don't miss instruction.</p> <p>Addition of 3 more learning specialists at MS.</p> <p>Dreambox implemented to all 6th grade classes to continue to build foundational skills while using a workshop model.</p>
Academic Goal 14	<p>Each year, each 3rd through 8th grade-level cohort of students (i.e. students who have been enrolled at the School for at least 2 consecutive BEDS dates) will reduce by one-quarter the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75% at or above Level 3 on the current year's NYS ELA exam. If the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's NYS ELA exam, the grade</p>	<p>New York State Testing Program</p> <p>Students in Grades 4, 6, and 7 met this goal this year. Our 4th grade cohort exceeded the growth goal of 54.89% by achieving 60.26% proficiency on the NYS ELA exam. Our 6th grade cohort exceeded the growth goal of 57.64% by achieving 59.32% proficiency on the NYS ELA exam. Our 7th grade cohort exceeded the growth goal of 37.84% by achieving 45.00% proficiency on the NYS ELA exam.</p>	Met	

	level cohort is expected to demonstrate some growth (above 75 percent) in the current year.	Grade 3 students did not have a growth goal because it was their first year taking the ELA State Exam.		
Academic Goal 15	Each year, each 3rd through 8th grade-level cohort of students (i.e. students who have been enrolled at the School for at least 2 consecutive BEDS dates) will reduce by one-quarter the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75% at or above Level 3 on the current year's NYS ELA exam. If the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's NYS ELA exam, the grade level cohort is expected to demonstrate some growth (above 75 percent) in the current year.	<p>New York State Testing Program</p> <p>Students in Grades 5 and 8 did not meet this goal this year. Our 5th grade cohort had a growth goal of 59.06%, but achieved 44.16% proficiency. Our 8th grade cohort had a growth goal of 54.62%, but fell just short of that and achieved 53.95% proficiency.</p>	Not Met	<p>Orton-Gillingham small group instruction for students with IEPs in K-2.</p> <p>Read 180 at ES for 4th and 5th grade; created classes based on that need so students can be pulled out for 90 minutes.</p> <p>All Read 180 classes taught by veteran teachers at ES and MS.</p> <p>Added 3 learning specialists to MS.</p> <p>All 4 sections of 7th ELA co-taught at MS.</p> <p>Continuing independent reading block at MS so that students can be pulled for intervention without missing instruction.</p>
	Each year, each 3rd through 8th grade-level cohort of students (i.e. students who have been enrolled at the School for at least 2 consecutive BEDS dates) will reduce by one-quarter the gap between the average NCE score on the	<p>FastBridge Learning - aReading assessment</p> <p>All grades (3-8) except 3rd and 6th met this goal.</p> <p>Students in grade 4 had an average NCE of 55.38, surpassing their prior year's average NCE of 53.00. Students in grade 5 had an</p>		

Academic Goal 16	previous year's FastBridge Reading exam and an NCE of 50 for the current year's FastBridge exam by grade. If the average NCE score of a grade level cohort exceeded an NCE of 50 on the previous year's FastBridge Reading exam, the grade level cohort is expected to demonstrate some growth above an average NCE score of 50 in the current year.	average NCE of 56.99, surpassing their prior year's average NCE of 55.94. Students in grade 7 had an average NCE of 52.53, surpassing their growth goal of 48.22. Students in grade 8 had an average NCE of 59.82, surpassing their prior year's average NCE of 50.76. Moreover, the average NCE across grades 3-8 increased from 54.74 in Spring 2017 to 56.39 in Spring 2018.	Met	
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3. Do have more academic goals to add? (No response)

2017-18 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 17	Each year, each 3rd through 8th grade-level cohort of students (i.e. students who have been enrolled at the School for at least 2 consecutive BEDS dates) will reduce by one-quarter the gap between the average NCE score on the previous year's FastBridge Reading exam and an NCE of 50 for the current year's FastBridge exam by grade. If the average NCE score of	<p>FastBridge Learning - aReading assessment</p> <p>Students in grades 3 and 6 did not reach this goal.</p> <p>Grade 3 students had an average NCE above 50, but dropped from an average NCE of 62.30 in Spring 2017 to 55.32 in Spring 2018. Grade 6</p>	Not Met	<p>Continuing to improve instruction in 6th grade and work on the transition to middle school.</p> <p>Grade 3 cohort will be receiving Read 180 instruction in 4th grade this year.</p> <p>All Read 180 classes taught by veteran teachers at ES and MS.</p> <p>Added 3 learning specialists to MS.</p>

	a grade level cohort exceeded an NCE of 50 on the previous year's FastBridge Reading exam, the grade level cohort is expected to demonstrate some growth above an average NCE score of 50 in the current year.	students also had an average NCE above 50, but dropped slightly from an average NCE of 59.83 in Spring 2017 to 58.27 in Spring 2018.		All 4 sections of 7th ELA co-taught at MS. Continuing independent reading block at MS so that students can be pulled for intervention without missing instruction.
Academic Goal 18	Each grade level of students (K-5) who remained in the school for the entire year will show at least 3 levels of growth on the Fountas and Pinnell Benchmark Assessment System between September and June of each school year.	Fountas and Pinnell Benchmark Assessment System 1st and 2nd grade students who remained in the school for the entire year showed an average of at least 3 levels of growth on the Fountas and Pinnell Benchmark Assessment System between September and June. Students in grade 1 grew an average of 5.20 levels, and students in grade 2 grew an average of 3.26 levels.	Met	
Academ	Each grade level of students (K-5) who remained in the school for the entire year will show at least 3 levels of	Fountas and Pinnell Benchmark Assessment System Students in grades K, 3, 4 and 5 did not make an average of at least 3 levels of growth. Students in Kindergarten averaged 2.88 levels		Orton-Gillingham small group instruction for students with IEPs in K-2. Providing professional development for ES teachers administering F&P assessments. Imbedding literacy instruction in social studies content at ES, specifically focusing

ic Goal 19	growth on the Fountas and Pinnell Benchmark Assessment System between September and June of each school year.	of growth and grade 3 students averaged 2.86 levels of growth on the Fountas and Pinnell Benchmark between September and June. Grade 4 students made an average of 2.15 levels of growth, and in grade 5 an average of 2.31 levels of growth was made.	Not Met	on inferencing and nonfiction reading skills. Read 180 at ES for 4th and 5th grade; created classes based on that need so students can be pulled out for 90 minutes. All Read 180 classes taught by veteran teachers at ES and MS.
Academ ic Goal 20	Each year, each 3rd through 8th grade-level cohort of students (i.e. students who have been enrolled at the School for at least 2 consecutive BEDS dates) will reduce by one-quarter the gap between the percent at or above Level 3 on the previous year's State Math exam and 75% at or above Level 3 on the current year's NYS Math exam. If the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's NYS Math exam, the grade level cohort is expected to demonstrate some growth (above 75 percent) in the current year.	New York State Testing Program Students in Grades 4 and 5 met this goal this year. Our 4th grade cohort exceeded the growth goal of 54.89% by achieving 57.69% proficiency on the NYS Math exam. Our 5th grade cohort exceeded the growth goal of 61.88% by achieving 63.16% proficiency on the NYS Math exam. Grade 3 students did not have a growth goal because it was their first year taking the Math State Exam.	Met	
	Each year, each 3rd through 8th grade-level cohort of	New York State Testing Program		

Academic Goal 21	<p>students (i.e. students who have been enrolled at the School for at least 2 consecutive BEDS dates) will reduce by one-quarter the gap between the percent at or above Level 3 on the previous year's State Math exam and 75% at or above Level 3 on the current year's NYS Math exam. If the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's NYS Math exam, the grade level cohort is expected to demonstrate some growth (above 75 percent) in the current year.</p>	<p>Students in Grades 6-8 did not meet this goal this year. Our 6th grade cohort had a growth goal of 69.07%, but achieved 59.32% proficiency. Our 7th grade cohort had a growth goal of 46.02%, but fell just short and achieved 45.00% proficiency. Our 8th grade cohort had a growth goal of 49.82%, but achieved 9.80% proficiency. It is important to note that the Grade 8 data excludes 25 of our students with strongest mathematical ability who took the Algebra I Regents exam instead of the NY State Math Exam.</p>	Not Met	<p>Math 180 implemented for 6th, 7th, 8th graders during Independent Reading block (30 min per day) so students don't miss instruction.</p> <p>Addition of 3 more learning specialists at MS.</p> <p>Dreambox implemented to all 6th grade classes to continue to build foundational skills while using a workshop model.</p>
Academic Goal 22	<p>Each year, each 3rd through 8th grade-level cohort of students (i.e. students who have been enrolled at the School for at least 2 consecutive BEDS dates) will reduce by one-quarter the gap between the average NCE score on the previous year's FastBridge Math exam and an NCE of 50 for the current year's FastBridge exam by grade. If the average NCE score of a grade level cohort exceeded an NCE of 50 on the previous year's FastBridge</p>	<p>FastBridge Learning - aMath assessment</p> <p>Grades 6-8 met or exceeded their growth goal.</p> <p>Students in grade 6 had an average NCE of 52.31, surpassing their prior year's average NCE of 51.36. Students in grade 7 had an average NCE of 52.41, surpassing their growth goal of 47.29. Students in grade 8 had an average NCE of</p>	Met	

	Math exam, the grade level cohort is expected to demonstrate some growth above an average NCE score of 50 in the current year.	59.19, surpassing their prior year's average NCE of 55.54.		
Academic Goal 23	Each year, each 3rd through 8th grade-level cohort of students (i.e. students who have been enrolled at the School for at least 2 consecutive BEDS dates) will reduce by one-quarter the gap between the average NCE score on the previous year's FastBridge Math exam and an NCE of 50 for the current year's FastBridge exam by grade. If the average NCE score of a grade level cohort exceeded an NCE of 50 on the previous year's FastBridge Math exam, the grade level cohort is expected to demonstrate some growth above an average NCE score of 50 in the current year.	<p>FastBridge Learning - aMath assessment</p> <p>Students in grades 3-5 did not reach this goal.</p> <p>Grade 3 students dropped from an average NCE of 52.62 in Spring 2017 to 38.68 in Spring 2018. Grade 4 students dropped slightly from an average NCE of 41.70 in Spring 2017 to 40.92 in Spring 2018. Grade 5 students dropped from an average NCE of 45.00 in Spring 2017 to 39.15 in Spring 2018.</p>	Not Met	<p>Educating students about the purpose of different types of testing to ensure an optimal testing environment and reduce testing fatigue.</p> <p>Continued professional development surrounding the relationship between data and implementing Common Core State Standards in instruction with teachers at ES.</p>
Academic Goal 24	Each year, the school will make AYP in Math, ELA and Science and will be deemed in "Good Standing" on its NYSED Report Card.	New York State Education Department Report Card		Results not available by November 1st.
Academic Goal 25				
Academ				

ic Goal 26				
Academ ic Goal 27				
Academ ic Goal 28				
Academ ic Goal 29				
Academ ic Goal 30				
Academ ic Goal 31				
Academ ic Goal 32				
Academ ic Goal 33				
Academ ic Goal 34				
Academ ic Goal 35				
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ic Goal 40				
Academ ic Goal 41				
Academ ic Goal 42				
Academ ic Goal 43				
Academ ic Goal 44				
Academ ic Goal 45				

4. ORGANIZATIONAL GOALS

2017-18 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 95%.	<p>This will be measured by the school and reported data from an attendance tracking system such as ATS. The figure will be calculated by: sum of the total number of days absent for each child in the school total number of possible school days times (total number of students).</p> <p>Average attendance for the 2017-2018 school</p>	Met	

		year was 95%.		
Org Goal 2	Each year, 95% of all students enrolled on the last day of the school year will return the following September.	Enrollment Information	Met	
Org Goal 3	Each year, the school will comply 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.	Board Policies and Meetings	Met	
Org Goal 4	Per the 2010 amendment to the Charter Schools Act, the school shall demonstrate good faith efforts to attract, retain, and meet or exceeded enrollment and retention targets as prescribed by the Board of Regents through the State Education of students with disabilities, English language learners, and students who are	Enrollment and Retention Marketing	Met	

	eligible applicants for the free and reduced price lunch program.			
Org Goal 5	Per the charter agreement, each year, student enrollment will be at or within 15% below full enrollment as delineated in the approved renewal application. This will be measured each year by an analysis of student enrollment figures in ATS.	Enrollment Information	Met	

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

2017-18 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, the School will make progress towards meeting or surpassing the New York City averages in positive student, parent, and teacher responses in all areas of the survey including rigorous instruction, supportive environment, collaborative teachers, effective school leadership, strong family-community ties, and trust.	NYC School Survey	Met	
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				

6. FINANCIAL GOALS

2017-18 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
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Financial Goal 1	Each year, the School will undergo an independent financial audit that will result in an unqualified opinion and no major findings. A finding is “major” if it indicates a deliberate act of wrongdoing, reckless conduct or causes a loss of confidence in the abilities or integrity of the school or seriously jeopardizes the continued operation of the school.	<p>Independent Financial Audit Findings</p> <p>PKF O'Connor Davies, LLP conducted our Interim Audit for 2017-2018. It was a clean interim Audit which resulted in an unqualified opinion with no major findings. The final part of the Audit will take place end of August 2018 and we fully expect our goal to be met.</p>	Met	
Financial Goal 2	Each year, the School will operate on a balanced budget and maintain a stable cash flow. A budget will be considered “balanced” if revenues equal or exceed expenditures.	<p>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.</p> <p>Financials are all posted on our GUGCS website and indicate that our Goal for 2017-2018 was met.</p>	Met	
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				



Entry 4 Expenditures per Child

Created: 06/22/2018 • Last updated: 07/23/2018

GROWING UP GREEN CS (NYC CHANCELLOR)Section Heading

Financial Information

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

1. Total Expenditures Per Child

To calculate **'Total Expenditures per Child'** take total expenditures (from the unaudited 2017-18 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	14108734
Line 2: Year End FTE student enrollment	795
Line 3: Divide Line 1 by Line 2	17746

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 2017-18 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)	1288707
Line 2: Management and General Cost (Column)	767823
Line 3: Sum of Line 1 and Line 2	2056530
Line 5: Divide Line 3 by the Year End FTE student enrollment	2587

Thank you.

Growing Up Green Charter School

Financial Statements

June 30, 2018 and 2017

Independent Auditors' Report

Board of Trustees Growing Up Green Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Growing Up Green Charter School (the "School"), which comprise the statements of financial position as of June 30, 2018 and 2017, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2018 and 2017, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the School's 2017 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 30, 2017. In our opinion, the summarized comparative statement of functional expenses presented herein for the year ended June 30, 2017 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 5, 2018, 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 5, 2018

Growing Up Green Charter School

Statements of Financial Position

	June 30,	
	2018	2017
ASSETS		
Current Assets		
Cash and cash equivalents	\$ 1,896,611	\$ 1,208,828
Grants and contracts receivable	429,014	397,807
Prepaid expenses and other current assets	179,945	185,348
Due from related party	<u>530,785</u>	<u>369,423</u>
Total Current Assets	3,036,355	2,161,406
Property and equipment, net	1,256,332	1,459,231
Restricted cash - line of credit	755,215	752,378
Restricted cash - escrow	71,374	71,177
Security deposits	<u>65,000</u>	<u>65,000</u>
	<u>\$ 5,184,276</u>	<u>\$ 4,509,192</u>
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable and accrued expenses	\$ 49,226	\$ 65,531
Accrued payroll and payroll taxes	727,089	668,882
Refundable advances	<u>6,537</u>	<u>8,619</u>
Total Current Liabilities	782,852	743,032
Deferred rent	<u>234,329</u>	<u>262,924</u>
Total Liabilities	1,017,181	1,005,956
Net assets, unrestricted	<u>4,167,095</u>	<u>3,503,236</u>
	<u>\$ 5,184,276</u>	<u>\$ 4,509,192</u>

See notes to financial statements

Growing Up Green Charter School

Statements of Activities

	Year Ended June 30,	
	2018	2017
OPERATING REVENUE		
Public School District		
Regular student enrollment	\$ 11,846,560	\$ 11,299,592
Students with disabilities	1,840,939	1,505,551
Facilities funding	410,038	374,929
Grants and Contracts		
Federal - E-Rate, IDEA, and Titles	482,702	266,579
State and local	45,563	61,593
Total Operating Revenue	<u>14,625,802</u>	<u>13,508,244</u>
EXPENSES		
Program Services		
Regular education	8,932,774	9,036,691
Special education	3,452,820	2,870,786
Other education - after school	268,886	-
Total Program Services	<u>12,654,480</u>	<u>11,907,477</u>
Supporting Services		
Management and general	1,382,111	1,214,075
Fundraising	73,631	79,750
Total Expenses	<u>14,110,222</u>	<u>13,201,302</u>
Surplus from Operations	<u>515,580</u>	<u>306,942</u>
SUPPORT AND OTHER REVENUE		
Contributions	145,236	148,029
Other income	3,043	1,087
Total Support and Other Revenue	<u>148,279</u>	<u>149,116</u>
Change in Net Assets	663,859	456,058
NET ASSETS, UNRESTRICTED		
Beginning of year	<u>3,503,236</u>	<u>3,047,178</u>
End of year	<u>\$ 4,167,095</u>	<u>\$ 3,503,236</u>

See notes to financial statements

Growing Up Green Charter School

Statement of Functional Expenses Year Ended June 30, 2018 (with summarized totals for the year ended June 30, 2017)

	No. of Positions	2018				2017		
		Program Services			Total	Management and General		Total
		Regular Education	Special Education	After School		Fundraising	Total	
Personnel Services Costs								
Administrative staff personnel	17	\$ 727,430	\$ 305,733	\$ -	\$ 1,033,163	\$ 512,853	\$ 43,808	\$ 1,589,824
Instructional personnel	97	4,485,631	1,764,823	161,893	6,412,347	1,213	-	6,413,560
Non-Instructional personnel	11	166,068	64,679	-	230,747	271,195	2,680	504,622
Total Salaries and Staff	125	5,379,129	2,135,235	161,893	7,676,257	785,261	46,488	8,508,006
Fringe benefits and payroll taxes		1,256,395	498,724	37,813	1,792,932	183,413	10,858	1,987,203
Retirement		94,464	37,497	2,843	134,804	13,791	816	149,411
Legal fees		16,817	6,676	506	23,999	2,456	145	26,600
Accounting and audit services		-	-	-	-	54,250	-	54,250
Other purchased services		204,719	62,344	1,869	268,932	133,583	611	403,126
Rent expense		723,684	287,265	21,780	1,032,729	105,646	6,254	1,144,629
Repairs and maintenance		60,664	24,081	1,826	86,571	8,856	524	95,951
Insurance		48,152	19,114	1,449	68,715	7,030	416	76,161
Utilities		103,880	41,235	3,126	148,241	15,165	898	164,304
Supplies and materials		227,656	62,862	21,759	312,277	2,965	176	315,418
Equipment and furnishings		25,535	7,712	218	33,465	1,060	63	34,588
Staff and professional development		54,118	14,303	-	68,421	1,211	-	69,632
Marketing and recruiting		57,083	17,500	548	75,131	2,655	2,576	80,362
Technology		78,841	31,296	2,373	112,510	11,509	681	124,700
Food services		8,431	2,228	-	10,659	-	-	10,659
Student services		226,058	59,745	-	285,803	-	-	285,803
Office expense		104,112	41,327	3,133	148,572	15,198	900	164,670
Depreciation and amortization		241,377	95,814	7,265	344,456	35,237	2,086	381,779
Other		21,659	7,862	485	30,006	2,825	139	32,970
Total Expenses		\$ 8,932,774	\$ 3,452,820	\$ 268,886	\$ 12,654,480	\$ 1,382,111	\$ 73,631	\$ 14,110,222
								\$ 13,201,302

Growing Up Green Charter School

Statements of Cash Flows

	Year Ended June 30,	
	2018	2017
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	\$ 663,859	\$ 456,058
Adjustments to reconcile change in net assets to net cash from operating activities		
Depreciation and amortization	381,779	368,790
Deferred rent	(28,595)	3,027
Changes in operating assets and liabilities		
Grants and contracts receivable	(31,207)	(174,715)
Prepaid expenses and other current assets	5,403	(51,115)
Due from related party	(161,362)	(38,722)
Accounts payable and accrued expenses	(16,305)	18,809
Accrued payroll and payroll taxes	58,207	114,163
Refundable advances	(2,082)	(3,250)
Net Cash from Operating Activities	<u>869,697</u>	<u>693,045</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of property and equipment	(178,880)	(434,940)
Restricted cash	(3,034)	(752,556)
Net Cash from Investing Activities	<u>(181,914)</u>	<u>(1,187,496)</u>
 Net Change in Cash and Cash Equivalents	 687,783	 (494,451)
CASH AND CASH EQUIVALENTS		
Beginning of year	<u>1,208,828</u>	<u>1,703,279</u>
 End of year	 <u>\$ 1,896,611</u>	 <u>\$ 1,208,828</u>

Growing Up Green Charter School

Notes to Financial Statements

June 30, 2018 and 2017

1. Organization and Tax Status

Growing Up Green Charter School (the "School") is a New York State, not-for-profit educational corporation that was incorporated on December 16, 2008 to operate a Charter School pursuant to Article 56 of the Education Law of the State of New York. The School was granted a provisional charter on December 16, 2008 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York. The Board of Regents approved and issued several renewals to the School's charter expiring on June 30, 2022. The School's mission is to empower children to be conscious, contributing members of their community through a rigorous curriculum and an engaging green culture. Graduates of the School will be prepared to attend high performing schools where their interdisciplinary academic foundations, knowledge of sustainability, and strong sense of self sets them apart as leaders of the future. Classes commenced in Long Island City, New York, on September 9, 2009 and the School provided education to approximately 796 students in grades kindergarten through eighth during the 2017-2018 academic year.

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

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

2. Summary of Significant Accounting Policies

Basis of Presentation and Use of Estimates

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

Growing Up Green Charter School

Notes to Financial Statements
June 30, 2018 and 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 statements 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, 2018 and 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.

Under a line of credit agreement, the School granted the lender a security interest in one of its deposit accounts to secure the indebtedness of Growing Up Green II (see note 8). At June 30, 2018, there was no balance payable on the line of credit.

Growing Up Green Charter School

Notes to Financial Statements
June 30, 2018 and 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, in which case it is 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 fixture	7 years
Software	3 years
Website development	5 years

Property and equipment are reviewed for impairment if the use of the asset significantly changes or another indicator of possible impairment is identified. If the carrying amount for the asset is not recoverable, the asset is written down to its fair value. There were no asset impairments for the years ended June 30, 2018 and 2017.

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

Notes to Financial Statements
June 30, 2018 and 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. The School is no longer subject to examinations by the applicable taxing jurisdictions for years prior to June 30, 2015.

Prior Year Summarized Comparative Financial Information

The statement of functional expenses includes prior-year summarized comparative information in total but not by function. Such information does not include sufficient detail to constitute a presentation in conformity with U.S. GAAP. Accordingly, such information should be read in conjunction with the School's statement of functional expenses for the year ended June 30, 2017, from which the summarized information was derived.

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 5, 2018.

Reclassification

Certain accounts in the 2017 financial statements have been reclassified to conform to the 2018 financial statement presentation.

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.

Growing Up Green Charter School

Notes to Financial Statements June 30, 2018 and 2017

4. Property and Equipment

Property and equipment consists of the following at June 30:

	2018	2017
Equipment	\$ 966,579	\$ 892,478
Furniture and fixtures	507,012	495,490
Software and website development	19,133	19,133
Leasehold improvements	<u>1,382,953</u>	<u>1,289,696</u>
	2,875,677	2,696,797
Accumulated depreciation and amortization	<u>(1,619,345)</u>	<u>(1,237,566)</u>
	<u>\$ 1,256,332</u>	<u>\$ 1,459,231</u>

5. Employee Benefit Plan

The School maintains a pension plan qualified under Internal Revenue Code 401(k), for the benefit of its eligible employees. Under the plan, the School provided matching contributions up to 5% of the participant's annual compensation. Employer match for the years ended June 30, 2018 and 2017 amounted to \$149,411 and \$131,887.

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, 2018 and 2017, approximately \$2,470,000 and \$1,780,000 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 years ended June 30, 2018 and 2017, the School received approximately 95% and 97% of its total revenue and support from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

Growing Up Green Charter School

Notes to Financial Statements
June 30, 2018 and 2017

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. There were no material transactions between Friends of GUG and the School for the years ended June 30, 2018 and 2017.

Growing Up Green Charter School II

The School is an affiliate of Growing Up Green Charter School II ("GUG II"), a New York State not-for-profit education corporation who both share common management and board members. The School was not required to consolidate financial statements with GUG II as the School does not have an economic interest in the net assets of GUG II. During the years ended June 30, 2018 and 2017, the School charged \$247,872 and \$81,953 of operating expenses to GUG II.

In addition, the School entered into four interest free loan agreements between February 2016 and January 2017, totaling \$346,000 with GUG II. These loans were used for the school's startup costs and were due by June 30, 2018. During the year ended June 30, 2018, these loans were extended through June 30, 2019. The outstanding balance of these loans due from GUG II at June 30, 2018 and 2017 was \$259,500 and \$346,000.

On March 21, 2017, the School co-signed a \$750,000 commercial line of credit with a financial institution along with GUG II. The School assigned and granted the lender a security interest in one of its deposit accounts with the financial institution. The line of credit was paid in full by GUG II as of June 30, 2018 but remains open. At June 30, 2018 and 2017, the pledged amount was \$755,215 and \$752,378.

The balance due from GUG II at June 30, 2018 and 2017 was \$530,785 and \$369,423.

9. Commitments

Facility Leases

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

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

Growing Up Green Charter School

Notes to Financial Statements June 30, 2018 and 2017

9. Commitments (*continued*)

Facility Leases (continued)

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

2019	\$ 1,183,936
2020	546,608
2021	430,239
2022	445,298
2023	454,204
Thereafter	463,288
	<u>\$ 3,523,573</u>

The School recognizes rent expense on a straight-line basis over the term of the lease. Rent expense in excess of payments is recorded as deferred rent in the accompanying statements of financial position. Rent expense for the years ended June 30, 2018 and 2017 amounted to \$1,144,629 and \$1,146,231.

Equipment Leases

The School leases various copiers under non-cancelable operating leases expiring at various dates through June 2020. The future minimum lease payments under the copier leases are as follows for the years ending June 30:

2019	\$ 38,809
2020	21,000
	<u>\$ 59,809</u>

Equipment leasing expense for the years ended June 30, 2018 and 2017 amounted to \$44,238 and \$35,374.

10. Contingency

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

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

Independent Auditors' Report

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

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Growing Up Green Charter School (the "School"), which comprise the statement of financial position as of June 30, 2018, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 5, 2018.

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 5, 2018



Entry 5c Additional Financial Docs

Created: 10/22/2018 • Last updated: 10/25/2018

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

Section Heading

1. Management Letter

<https://nysed-cso-reports.fluidreview.com/resp/19918425/8mMlunnVv3/>

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

(No response)

Explanation for not uploading the procedure report. Since the school did not receive CSP funding, the school did not have to complete the CSP AUP.

5. Evidence of Required Escrow Account

<https://nysed-cso-reports.fluidreview.com/resp/19918425/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.

Growing Up Green Charter School

Independent Auditors' Report on Communication of Internal Control Matters

June 30, 2018

**Independent Auditors' Communication on
Internal Control Matters**

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

In planning and performing our audit of the financial statements of Growing Up Green Charter School (the "School") as of and for the year ended June 30, 2018, 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 combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis.

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

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

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

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

PKF O'Connor Davies, LLP

Harrison, New York
October 5, 2018

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

001/R1/04F000

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CITIBANK, N. A.
Account
9953678727
Statement Period
Jun 1 - Jun 30, 2018
Relationship Manager
Citibusiness Service Center
(877) 528-0990

Page 1 of 2

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

CitiBusiness® ACCOUNT AS OF JUNE 30, 2018

Relationship Summary:

Checking	-----
Savings	\$71,373.55
Checking Plus	-----

SERVICE CHARGE SUMMARY FROM MAY 1, 2018 THRU MAY 31, 2018

Type of Charge	No./Units	Price/Unit	Amount
CITIBUSINESS IMMA # 9953678727			
Average Daily Collected Balance			\$71,332.49
Total Charges for Services			\$0.00
Net Service Charge			\$0.00

SAVINGS ACTIVITY

CitiBusiness IMMA

9953678727		Beginning Balance:		\$71,353.02
		Ending Balance:		\$71,373.55
Date	Description	Debits	Credits	Balance
06/29	INTEREST EARNED		20.53	71,373.55

Interest earned year to date \$107.18

Your CitiBusiness IMMA Account Rates								
For	\$0	\$25,000	\$50,000	\$100,000	\$500,000	\$1,000,000	\$5,000,000	\$10,000,000
Balances	to	to	to	to	to	to	to	
of:	\$24,999	\$49,999	\$99,999	\$499,999	\$999,999	\$4,999,999	\$9,999,999	and over
6/01 - 6/30	0.200%	0.350%	0.350%	0.450%	0.450%	0.450%	0.350%	0.350%

CUSTOMER SERVICE INFORMATION

IF YOU HAVE QUESTIONS ON:

Insured Money Market

YOU CAN CALL:

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

YOU CAN WRITE:

CitiBusiness
100 Citibank Drive
San Antonio, TX 78245-9966

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

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Entry 5d Financial Services Contact Information

Last updated: 10/18/2018

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

GROWING UP GREEN CS (NYC CHANCELLOR)Section Heading

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Gina Palma	palma@gugcs.org	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	gsaliba@pkfod.com	914-381-8900	9

3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years with Firm
	Charter School Business Management	Kamilah OBrien	237 West 35th St., Suite 301, New York, NY 10001	KOBrien@csbm.com	917-776-3275	9

New York State Education Department

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

2018-19 Budget & Cash Flow Template

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

1	Complete ALL SIX columns in BLUE
2	Enter information into the GRAY cells
3	Cells containing RED triangles in the upper right corner in columns B through G contain guidance on that particular item
4	School district per-pupil tuition information is located on the State Aid website at https://stateaid.nysed.gov/charter/ . Rows may be inserted in the worksheet to 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

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

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	11,680,717	2,282,416	-	-	1,894,923	15,858,056
Total Expenses	10,648,705	2,601,734	-	-	2,407,617	15,658,056
Net Income	1,032,012	(319,318)	-	-	(512,694)	200,000
Actual Student Enrollment	819	164				-
Total Paid Student Enrollment	-	-				-

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

\$15,307.00

School District 2 (Enter Name)

School District 3 (Enter Name)

School District 4 (Enter Name)

School District 5 (Enter Name)

10,655,968	-	-	-	1,880,465	12,536,433
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
10,655,968	-	-	-	1,880,465	12,536,433

Special Education Revenue

-	1,896,225	-	-	-	1,896,225
---	-----------	---	---	---	-----------

Grants

Stimulus

Other

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

Other State Revenue

636,607	159,395	-	-	-	796,002
---------	---------	---	---	---	---------

TOTAL REVENUE FROM STATE SOURCES

11,292,575	2,055,620	-	-	1,880,465	15,228,660
------------	-----------	---	---	-----------	------------

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

-	130,000	-	-	-	130,000
119,963	30,037	-	-	-	150,000
79,976	20,024	-	-	-	100,000
-	-	-	-	-	-

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

TOTAL REVENUE FROM FEDERAL SOURCES

199,939	180,061	-	-	-	380,000
---------	---------	---	---	---	---------

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

99,000	24,617	-	-	6,383	130,000
33,778	8,243	-	-	7,979	50,000
405	99	-	-	96	600
-	-	-	-	-	-
-	-	-	-	-	-
55,020	13,776	-	-	-	68,796
-	-	-	-	-	-

TOTAL REVENUE FROM LOCAL and OTHER SOURCES

188,203	46,735	-	-	14,458	249,396
---------	--------	---	---	--------	---------

TOTAL REVENUE

11,680,717	2,282,416	-	-	1,894,923	15,858,056
------------	-----------	---	---	-----------	------------

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

No. of Positions

Executive Management

Instructional Management

Deans, Directors & Coordinators

0.70
4.00
19.70

133,000	20,462	-	-	51,154	204,615
372,776	65,534	-	-	110,770	549,080
1,109,357	277,763	-	-	169,695	1,556,815

Growing Up Green Charter School

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

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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Net Income	1,032,012	(319,318)	-	-	(512,694)	200,000
Actual Student Enrollment	819	164				-
Total Paid Student Enrollment	-	-				-

PROGRAM SERVICES

SUPPORT SERVICES

		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
CFO / Director of Finance	1.00	-	-	-	-	114,500	114,500
Operation / Business Manager	3.00	-	-	-	-	238,407	238,407
Administrative Staff	11.40	32,583	8,158	-	-	580,117	620,858
TOTAL ADMINISTRATIVE STAFF	40	1,647,716	371,916	-	-	1,264,643	3,284,275
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	47.00	2,584,868	647,203	-	-	-	3,232,071
Teachers - SPED	-	-	-	-	-	-	-
Substitute Teachers	1.00	29,697	7,435	-	-	-	37,132
Teaching Assistants	5.00	232,655	58,253	-	-	-	290,908
Specialty Teachers	27.00	1,470,551	368,199	-	-	-	1,838,750
Aides	-	-	-	-	-	-	-
Therapists & Counselors	5.00	324,043	81,134	-	-	-	405,177
INSTRUCTIONAL PERSONNEL COSTS Other	-	131,960	33,040	-	-	5,000	170,000
TOTAL INSTRUCTIONAL	85	4,773,773	1,195,265	-	-	5,000	5,974,038
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	4.00	-	-	-	-	122,400	122,400
Security	2.00	-	-	-	-	68,500	68,500
Non-Instructional Other	0.70	-	-	-	-	56,350	56,350
TOTAL NON-INSTRUCTIONAL	7	-	-	-	-	247,250	247,250
SUBTOTAL PERSONNEL SERVICE COSTS	132	6,421,489	1,567,182	-	-	1,516,893	9,505,563
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		536,814	131,011	-	-	126,807	794,632
Fringe / Employee Benefits		1,197,278	292,199	-	-	282,823	1,772,299
Retirement / Pension		-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		1,734,092	423,210	-	-	409,629	2,566,931
TOTAL PERSONNEL SERVICE COSTS		8,155,580	1,990,391	-	-	1,926,522	12,072,494
CONTRACTED SERVICES							
Accounting / Audit		16,213	3,957	-	-	3,830	24,000
Legal		14,862	3,627	-	-	3,511	22,000
Management Company Fee		-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-
Payroll Services		17,024	4,155	-	-	4,021	25,200
Special Ed Services		-	-	-	-	-	-
Titlment Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		247,705	60,493	-	-	57,002	365,200
TOTAL CONTRACTED SERVICES		295,804	72,232	-	-	68,364	436,400

SCHOOL OPERATIONS

Growing Up Green Charter School

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

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

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
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Net Income	1,032,012	(319,318)	-	-	(512,694)	200,000
Actual Student Enrollment	819	164				-
Total Paid Student Enrollment	-	-				-

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Board Expenses	676	165	-	-	160	1,000
Classroom / Teaching Supplies & Materials	253,523	63,477	-	-	-	317,000
Special Ed Supplies & Materials	-	-	-	-	-	-
Textbooks / Workbooks	55,020	13,776	-	-	-	68,796
Supplies & Materials other	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-
Telephone	16,213	3,957	-	-	3,830	24,000
Technology	82,958	20,246	-	-	19,596	122,800
Student Testing & Assessment	26,392	6,608	-	-	-	33,000
Field Trips	47,985	12,015	-	-	-	60,000
Transportation (student)	43,235	10,552	-	-	10,213	64,000
Student Services - other	47,186	11,814	-	-	-	59,000
Office Expense	109,591	26,746	-	-	25,888	162,224
Staff Development	65,528	15,992	-	-	15,479	97,000
Staff Recruitment	16,889	4,122	-	-	3,989	25,000
Student Recruitment / Marketing	11,996	3,004	-	-	-	15,000
School Meals / Lunch	7,998	2,002	-	-	-	10,000
Travel (Staff)	-	-	-	-	-	-
Fundraising	1,689	412	-	-	399	2,500
School Operations Other	23,644	5,770	-	-	5,585	35,000
TOTAL SCHOOL OPERATIONS	810,522	200,659	-	-	85,140	1,096,320
FACILITY OPERATION & MAINTENANCE						
Insurance	56,544	13,800	-	-	13,357	83,700
Janitorial	8,107	1,978	-	-	1,915	12,000
Building and Land Rent / Lease	775,290	189,212	-	-	183,140	1,147,642
Repairs & Maintenance	77,688	18,960	-	-	18,352	115,000
Equipment / Furniture - Facility Operation & Maintenance	13,511	3,297	-	-	3,192	20,000
Security Contract	59,786	14,591	-	-	14,123	88,500
Utilities	91,875	22,422	-	-	21,703	136,000
TOTAL FACILITY OPERATION & MAINTENANCE	1,082,801	264,260	-	-	255,781	1,602,842
DEPRECIATION & AMORTIZATION	303,998	74,191	-	-	71,811	450,000
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-
TOTAL EXPENSES	10,648,705	2,601,734	-	-	2,407,617	15,658,056
NET INCOME	1,032,012	(319,318)	-	-	(512,694)	200,000

ENROLLMENT - *School Districts Are Linked To Above Entries*

	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED
District of Location	819	164	819
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

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

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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Net Income	1,032,012	(319,318)	-	-	(512,694)	200,000
Actual Student Enrollment	819	164				-
Total Paid Student Enrollment	-	-				-

PROGRAM SERVICES

SUPPORT SERVICES

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
TOTAL ENROLLMENT	819	164	819			
REVENUE PER PUPIL	14,262	13,917	-			
EXPENSES PER PUPIL	13,002	15,864	-			

[illegible]

[illegible]

[illegible]

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

Trustee Name:

Jeff Mueller

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). 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				

Jeffrey Mueller July 25, 2018
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: 212.401.4070

Business Address: 23 West 73rd Street, NY, NY 10023

E-mail Address: jmueller@graniteintelligence.com

Home Telephone: 212.401.4070

Home Address: 4401 Waldo Avenue, Bronx, NY 10471

<p align="center">Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee</p>

Trustee Name:

Katherine Hooker

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

Growing Up Green

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

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.

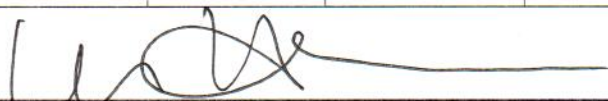
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the 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

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				


7/17/18
 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: 646-300-8583
 Business Address: ~~110 5th Ave~~ 110 5th Ave. 3d. Fl. NY NY 10011
 E-mail Address: K.fhooker@gmail.com
 Home Telephone: 914-649-8663
 Home Address: 705 4th Ave #1 Brooklyn NY 11232

<p align="center">Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee</p>

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 x No

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

3. 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 x No

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<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


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: 917-678-5090

Business Address: 950 Third Ave, NYC, NY 10022

E-mail Address: reidchase1@gmail.com

Home Telephone: 917-678-5090

Home Address: 21 Carrington Dr, Greenwich, CT 06831

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

Trustee Name:

Ira R. Greenberg

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). Board 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
<u>NONE</u>			

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				


 R. Greenberg
 7/16/2018
 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: (718) 729-0986

Business Address: 45-29 47th St Woodside, NY 11377

E-mail Address: IRAGREENBERG@GMAIL.COM

Home Telephone: (718) 482-0683

Home Address: 39-19 47th St Sunnyside, NY 11104

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

Trustee Name:

Kathryn B. Klingenstein

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). 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				

Signature Kathryn Kluge Date 7/17/18

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: 917 951 8952

Business Address: 924 West End Ave #45, NY NY 10025

E-mail Address: Kathryn.Kluge@nyed.org

Home Telephone: 917 951 8952

Home Address: 924 West End Ave #45, NY NY 10025

<p align="center">Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee</p>

Trustee Name:

Anne Levonen

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

Growing Up Green Charter School I and II

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

None

2. Is the trustee an employee of any school operated by the Education Corporation?
 ____ **Yes** ____ **x** **No**

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

3. 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** ____ **x** **No**

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

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.

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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>			

Signature



Date June 12, 2018

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: 212-325-4944

Business Address: Credit Suisse, 11 Madison Avenue, New York, NY 10010

E-mail Address: levonenanne@outlook.com

Home Telephone: 201-253-0715

Home Address: 2-14th Street, Apt. 624, Hoboken, NJ 07030



Entry 8 BOT Table

Created: 06/22/2018 • Last updated: 09/28/2018

1. Current Board Member Information (Enter info for each BOT member)

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2017-18
1	Jeff Mueller - jmueller@graniteintelligence.com	Chair	Finance Committee, Executive Committee	Yes	4	07/01/2018	06/30/2020	9
2	Kathryn Klingenstein - kathryn.klingenstein@gmail.com	Vice Chair	Finance Committee, Executive Committee	Yes	2	07/01/2017	06/30/2019	9
3	Reid Chase - reidchase1@gmail.com	Treasurer	Finance Committee, Executive Committee	Yes	4	07/01/2018	06/30/2020	5 or less
4	Kate Hooker - kfhooker@gmail.com	Secretary	None	Yes	6	07/01/2018	06/30/2020	9
5	Ira Greenberg - Iragreenberg@gmail.com	Trustee/Member	None	Yes	1	09/01/2017	06/30/2019	9
6	Preethi Krishnamurthi - preethi.krishnamurthi@gmail.com	Parent Rep	None	No	2	07/01/2017	06/30/2018	9

	rthy@hotmail.com							
7	Anne Levonen - levonenaanne@outlook.com	Trustee/Member	None	Yes	1	06/01/2018	06/30/2020	5 or less
8				No				5 or less
9				No				5 or less

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

2. Total number of members on June 30, 2018 7

3. Total number of members joining the Board during the 2017-18 school year 2

4. Total number of members departing the Board during the 2017-18 school year 0

5. Number of voting members in 2017-18, as set by the by-laws, resolution or minutes 6

6. Number of Board meetings conducted during the 2017-18 School Year 10

7. Number of Board meetings scheduled for the coming 2018-19 school year 12

Thank you.



Entry 9 - Board Meeting Minutes

Created: 06/22/2018 • Last updated: 06/26/2018

[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 2017--June 2018, which should match the number of meetings held during the 2017-18 school year.

GROWING UP GREEN CS (NYC CHANCELLOR)

Are all monthly BOT meeting minutes posted, which should match the number of meetings held during 2017-18 school year, on the charter school's website?

the charter school's website.

A. Provide if posted on the charter school's website a URL link to the Monthly Board Meeting Minutes, which should match the number of meetings held during the 2017-18 school year.

Yes

http://www.gugcs.org/apps/pages/index.jsp?dir=GUG%20I%20Minutes&type=d&uREC_ID=209358



Entry 10 Enrollment and Retention of Special Populations

Last updated: 06/25/2018

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

Describe the efforts the charter school has made in 2017-18 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 2018-19.

GROWING UP GREEN CS (NYC CHANCELLOR)Section Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2017-18	Describe Recruitment Plans in 2018-19)
Economically Disadvantaged	<p>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.</p>	<p>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 4,000 applications for around 150 open seats. We will also focus on recruitment efforts in public housing complexes in our district.</p>
English Language Learners	<p>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.</p>	<p>We would like to continue to build our ELL team and translate our mass mailer and open house information in Bengali and Arabic to serve more families in our district.</p>
Students with Disabilities	<p>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.</p>	<p>Continue to advertise all of our services to our new and incoming families. This includes increasing our ICT classrooms per grade.</p>

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2017-18	Describe Retention Plans in 2018-19)
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, Bengali 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 11 Classroom Teacher and Administrator Attrition

Last updated: 06/22/2018

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the tables titled 2017-2018 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing during the 2017-2018 school year. Please provide the full time equivalent (FTE) of staff on June 30, 2017; the FTE for any departed staff from July 1, 2017 through June 30, 2018; the FTE for added staff from July 1, 2017 through June 30, 2018; and the FTE of staff added in newly created positions from July 1, 2017 through June 30, 2018 using the tables provided.

1. Classroom Teacher Attrition Table

	FTE Classroom Teachers on 6/30/17	FTE Classroom Teachers Departed 7/1/17 - 6/30/18	FTE Classroom Teachers Filling Vacant Positions 7/1/17 - 6/30/18	FTE Classroom Teachers Added in New Positions 7/1/17 - 6/30/18	FTE of Classroom Teachers on 6/30/18
	80	22	22	3	83

2. Administrator Position Attrition Table

	FTE Administrative Positions on 6/30/17	FTE Administrators Departed 7/1/17 - 6/30/18	FTE Administrators Filling Vacant Positions 7/1/17 - 6/30/18	FTE Administrators Added in New Positions 7/1/17 - 6/30/18	FTE Administrative Positions on 6/30/18
	9	0	0	1	10

3. Tell your school's story

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

(No response)

4. Charter schools must ensure that all prospective employees receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

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

Yes

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

Thank you



Entry 12 Uncertified Teachers

Created: 06/22/2018 • Last updated: 07/31/2018

FTE Count of All Teachers 83
(Certified and Uncertified) as of
6/30/18

FTE Count of All Certified 61
Teachers as of 6/30/18

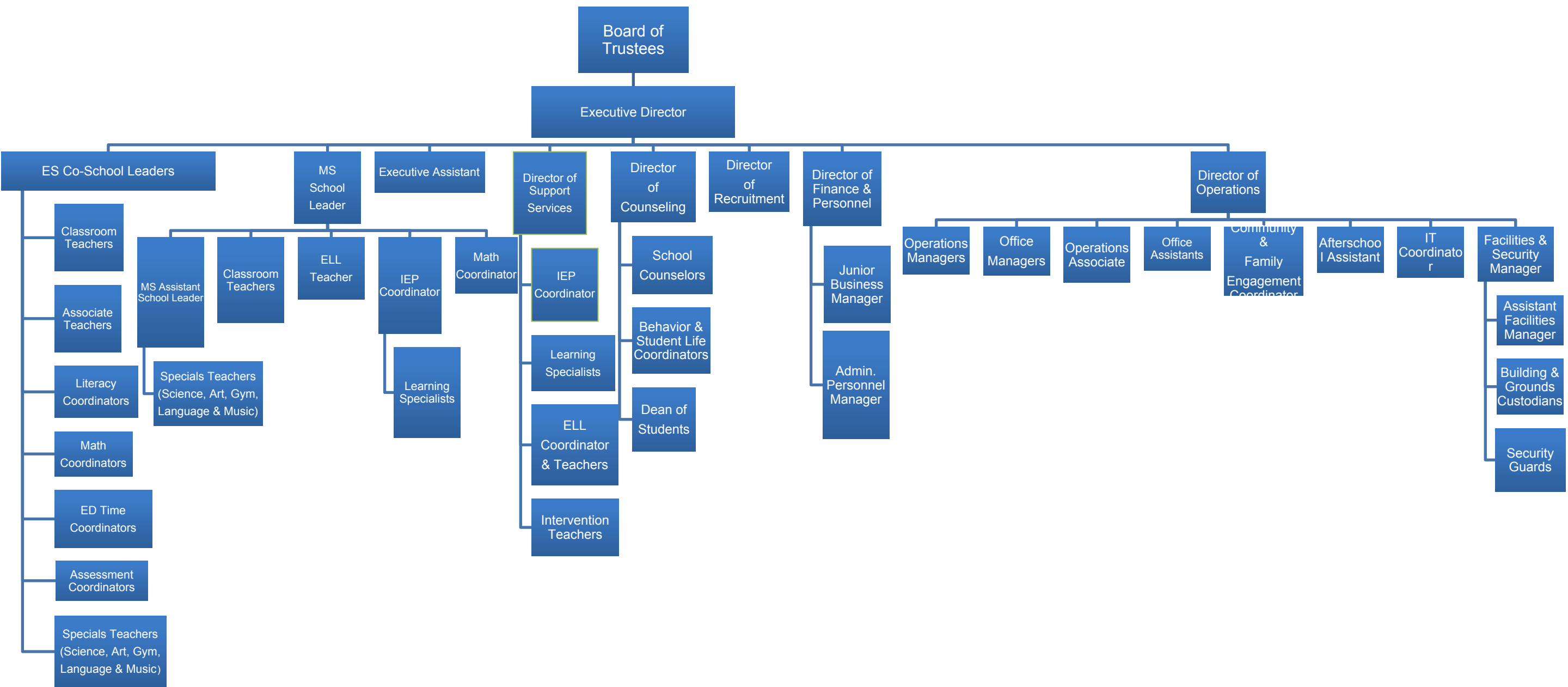
Instructions for Reporting Percent of Uncertified Teachers

The table below is reflective of the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Enter the relevant full time equivalent (FTE) count of teachers in each column. For example, a school with 20 full time teachers and 5 half time teachers would have an FTE count of 22.5. If more than one column applies to a particular teacher, please select one column for the FTE count. Please do not include paraprofessionals, such as teacher assistants.

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

	FTE Count
1. Total FTE count of uncertified teachers (6-30-18)	22
2. FTE count of uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience (6-30-18)	22
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6-30-18)	
4. FTE count of uncertified teachers with two years of Teach for America experience (6-30-18)	
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6-30-18)	
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6-30-18)	

Thank you.



GUG Elementary & Middle School Calendar 2018-2019

August 2018							September 2018							October 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		1	2	3	4	5	6
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			
							30													
20 th - 29 th Summer PD (all staff) 29 th 6 th Grade Orientation 9-11:30am 30 th First Day of School 1pm Dismissal 31 st 1pm Dismissal							3 rd Labor Day 4 th Busing begins for K-6 1pm Dismissal 5 th Full Day 10 th & 11 th Rosh Hashanah 17 th MS Family Curriculum Night 19 th Yom Kippur 24 th ES Family Curriculum Night							8 th Columbus Day 9 th - 12 th Six Week Assessment 18 th & 19 th MS Family Conferences						
November 2018							December 2018							January 2019						
S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa
				1	2	3							1			1	2 ^A	3	4	5
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30	31		
							30	31												
6 th Election Day (Staff PD Day) 12 th Veterans Day Observed 19 th & 20 th ES Family Conferences 21 st – 23 rd Thanksgiving Break							3 rd - 7 th Six Week Assessment 21 st Winter Carnival 1pm Dismissal 24 th – 31 st Winter Recess							1 st Winter Recess 2 nd Winter Recess for Students/Staff PD ^A 21 st MLK Day 24 th & 25 th MS Family Conferences 30 th & 31 st Picture Day						
February 2019							March 2019							April 2019						
S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa
					1	2						1	2		1	2	3	4	5	6
3	4	5	6	7	8	9	3	4	5	6	7	8	9	7	8	9	10	11	12	13
10	11	12	13	14	15	16	10	11	12	13	14	15	16	14	15	16	17	18	19	20
17	18	19	20	21	22	23	17	18	19	20	21	22	23	21	22	23	24	25	26	27
24	25	26	27	28			24	25	26	27	28	29	30	28	29	30				
							31													
4 th - 8 th Six Week Assessment 5 th Lunar New Year 18 th – 22 nd Midwinter Recess							14 th & 15 th ES Family Conferences 25 th - 29 th Six Week Assessment (K-2)							2 nd - 4 th ELA State Tests (3 rd – 8 th) 17 th & 18 th MS Family Conferences 19 th - 26 th Spring Recess						
May 2019							June 2019							July 2019						
S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa
			1	2	3	4							1		1	2	3	4	5	6
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			
							30													
1 st - 3 rd Math State Testing (3 rd – 8 th) 13 th - 17 th Fast Bridge Testing 22 nd - 31 st Science Performance State Testing (4 th & 8 th) 24 th & 27 th Memorial Day							3 rd Science Written State Testing (4 th & 8 th) 4 th Eid al Fitr 25 th 8 th Grade Graduation 1pm Dismissal 26 th Last Day of School 1pm Dismissal													
Key		No School for Students					1pm Dismissal					Elementary Conferences - 1pm dismissal Middle School Conferences - 1pm dismissal								

