



Entry 1 School Information

Created: 06/29/2017 • Last updated: 08/01/2017

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer (**as of June 30, 2017**) or you may not be assigned the correct tasks.

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

(Select name from the drop down menu)

b. CHARTER AUTHORIZER 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 description of Key design elements are those general aspects of the school that are innovative or unique to the school’s mission and goals, are core to the school’s overall design, and are critical to its success. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems.

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

with engaged students where teaching and learning are strengthened. In the elementary school, the day begins with a morning meeting in all classrooms. The four components of morning meeting are a greeting, an activity, a share, and news/announcements. Morning meeting is an excellent tool to build community in classrooms, to informally assess skills in student games and activities, and to gauge the emotional state of the class before the academic day begins.

In the middle school, students begin the day by engaging in a Circle of Power and Respect (“CPR”) two days per week in each Advisory. This meeting time sets the tone for the rest of the day for each student and the larger community as well. CPR is time for students to build relationships with their advisor and other students. In this community-building period, the Advisory greets each other, shares news, and allows students and teachers to get to know each other better.

Variable 3

Incorporating Green in the School and Curriculum: Promoting a green culture and an understanding of sustainability are important components of our school’s mission. First and foremost, ‘green’ is a mindset. It is an internalization of a sustainable way of life, one in which community members are responsible for what they consume and the waste produced. It is an awareness of where goods and products come from, with an emphasis on the importance of local, organic production. These principles guide the social curriculum of GUGCS. Morning meeting, Circle of Power and Respect, snack, class meetings, school wide functions, Science, ED Time and Social Studies all embody a ‘green,’ holistic approach to living. There are also physical aspects of GUGCS that are “green.” Teachers are well versed and aware of sustainability principles relevant to class discussions. Read-alouds and writing projects often focus on tenants of responsibility within a community. In classrooms, resources and supplies are shared so that students learn empathy and the value of working in groups. Individual needs are stressed, because in order to be a contributing member of a community, students need to first take care of themselves.

Students are individually responsible for homework completion nightly, as well as the maintenance of personal reading logs and journals. Work is paramount at GUGCS and for no reason will students be able to leave assignments incomplete or below standard. Green is certainly an environmental mindset, but it is also a greater understanding of self-awareness and of accountability.

Variable 4

Student-Centered and Data-Driven Instruction: GUGCS’ approach to instruction is both student-centered and data-driven. We expect teachers to be using assessment and

data as part of their lesson planning and instructional process. In its first charter term, GUGCS successfully created a data-driven culture to support our underlying student-centered instructional philosophy. Teachers know that as a school community we view data as a foundation for talking about students' needs in a rigorous way, and that better instructional planning is the goal of incorporating data in our thinking. Our data-driven approach ensures that our student's learning needs are met and that they will ultimately achieve the school's rigorous performance standards.

While in the elementary school, the workshop model is the primary instructional approach used by teachers, middle school teachers use multiple instructional modalities to deliver lessons based on their assessment of the most effective path toward student understanding. The commonality among all methods is that data is informing how instruction is adjusted and delivered in order to maximize learning. The instructional methodologies that are chosen will engage students in their own learning to the greatest degree. Our instructional methods serve to develop active, independent learners and highly critical thinkers by engaging students in the top levels of thinking in Bloom's Taxonomy.

Variable 5

Response to Intervention:
Since it opened, GUGCS has had a strong Response to Intervention (RtI) process in place. From the start, there has existed a process for teachers to identify struggling students through data and classroom observations and to present a student case-study to a group of colleagues at the Successful Student Committee (SSC). The GUGCS' RtI process is upheld by a robust support staff in both the elementary and middle school including learning specialists, intervention teachers, school counselors, a behavior coordinator, and ELL specialists. The RtI process will continue to be an important force in the new charter term to respond to the needs of struggling students.

Variable 6

A Robust Special Education Program:
GUGCS has had success in recruiting and retaining students with disabilities and is on par with CSD 30. This is due, in part, to our comprehensive special education program which includes at least one Integrated Co-Teaching Classroom (ICT) on each grade, K through 5th, and one or two ICT classes per subject area (ELA, Math, Science, and Social Studies) in grades 6-8. We also have robust special education staffing model which includes a Director of Support Services and Intervention in both the elementary and middle school and a Learning Specialist Coordinator in the elementary school. There are also 4 learning specialists (certified special education teachers) and a speech and language therapist in the elementary school and 2 learning specialists in the

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

i. TOTAL ENROLLMENT ON JUNE 30, 2017 779

j. GRADES SERVED IN SCHOOL YEAR 2016-17

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

I1. FACILITIES

Does the school maintain or operate multiple sites?

	Yes, 2 sites
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I2. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	39-27 28th St. Long Island City, NY 11101	(347)642-4306	CSD 30	K-5th	Yes	Rent/Lease
Site 2	36-49 11th St. Long Island City, NY 11101	(347)642-4306	CSD 30	6th-8th	Yes	Rent/Lease
Site 3						

I2a. 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

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

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

n1. Were there any revisions to the school’s charter during the 2016-17 school year? (Please include approved or pending material and non-material charter revisions). No

o. Name and Position of Individual(s) Who Completed the 2016-17 Annual Report. Roseanne Baker, Assessment Coordinator and Gina Palma, Director of Finance and Personnel

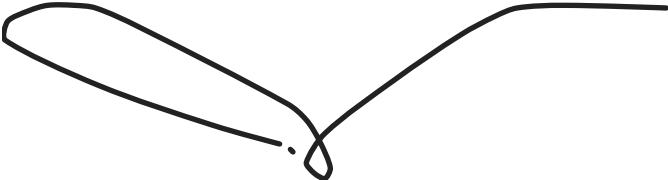
p. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any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

Yes

Signature, Head of Charter School

A handwritten signature in black ink that reads "Matthew Swenberg". The signature is written in a cursive style and extends across the width of the page, ending with a long, thin horizontal stroke that extends to the right edge.

Signature, President of the Board of Trustees

A handwritten signature in black ink, consisting of a large, stylized loop on the left side that tapers to a point, followed by a horizontal line extending to the right.

Date

2017/07/31

Thank you.



Entry 2 NYS School Report Card Link

Last updated: 07/03/2017

1. 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=2016&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&naep=1&elemELA=1&elemMATH=1&elemSci=1&unweighted=1>



Entry 3 Progress Toward Goals

Created: 07/05/2017 • Last updated: 11/01/2017

PROGRESS TOWARD CHARTER GOALS

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

1. ACADEMIC STUDENT PERFORMANCE GOALS

2016-17 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
	Throughout the	<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 49.17% proficiency on the New York State ELA Exam in 2016 while they achieved 46.60% proficiency on the New York State ELA Exam in 2017.</p> <p>While this goal was not met, the number of students enrolled for at least 2 BEDS dates scoring at or above a Level 3 did increase in Grades 4, 5, and 7. In Grade 4, 50.00% of our students scored at or</p>		<p>Analyze the data from ELA State Exams to determine what standards have trends that show students are not mastering them.</p> <p>Revise unit plans in Humanities/ELA classes/blocks based on what worked well last year and what needs improvement in order to better</p>

<p>Academic Goal 1</p>	<p>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.</p>	<p>above a Level 3 on the NYS ELA Exam in 2016 while 53.75% scored at or above a Level 3 in 2017. In Grade 5, 49.40% of our students scored at or above a Level 3 on the NYS ELA Exam in 2016 while 51.85% scored at or above a Level 3 in 2017. In Grade 7, 43.37% of our students scored at or above a Level 3 on the NYS ELA Exam in 2016 while 47.83% scored at or above a Level 3 in 2017.</p> <p>In Grade 3, 53.85% of our students scored at or above a Level 3 on the NYS ELA Exam in 2016 while 48.19% scored at or above a Level 3 in 2017. In Grade 6, 49.23% of our students scored at or above a Level 3 on the NYS ELA Exam in 2016 while 25.45% scored at or above a Level 3 in 2017.</p> <p>There is no year-to-year Grade 8 comparison available because it was the first year our school had an 8th grade cohort.</p>	<p>Not Met</p>	<p>meet needs of all learners.</p> <p>Add into teachers schedules designated guided reading blocks of time (Elementary School).</p> <p>Build in more phonics and small group instruction (Elementary School).</p> <p>Emphasize student based learning through small group and center work (Elementary School).</p> <p>Move IR (Independent Reading block) to morning time and increase time to 25 minutes in order to increase daily reading time for all students (Middle School).</p>
<p>Academic Goal 2</p>	<p>Each year, the school’s Aggregate Performance Index on the NYS ELA exam will meet the Annual Measurable Objective set forth in the NYS NCLB accountability system.</p>	<p>New York State Education Department Report Card</p>		<p>Results not available by November 1st.</p>

<p>Academic Goal 3</p>	<p>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>	<p>FastBridge Learning - aReading assessment</p> <p>In Spring 2017, 56.39% of students in Grades 1-8 who were enrolled in GUGCS for at least two consecutive BEDS dates performed at or above grade level. However, we did make progress towards reaching this goal this year. In Spring 2016, 51.29% met this benchmark.</p>	<p>Not Met</p>	<p>Analyze the data to determine what standards have trends that show students are not mastering them.</p> <p>Revise unit plans in Humanities/ELA classes/blocks based on what worked well last year and what needs improvement in order to better meet needs of all learners.</p> <p>Add into teachers schedules designated guided reading blocks of time (Elementary School).</p> <p>Build in more phonics and small group instruction (Elementary School).</p> <p>Emphasize student based learning through small group and center work (Elementary School).</p> <p>Move IR (Independent Reading block) to morning time and increase time to 25 minutes in order to increase daily reading time for all students (Middle School).</p>
<p>Academ</p>	<p>Each year, 75% of all tested students (Grades K-5) who have been enrolled in GUGCS for at least two consecutive</p>	<p>Fountas and Pinnell Benchmark Assessment System</p> <p>59% of students (Grades K-5) who have been enrolled in</p>		<p>Add into teachers schedules designated guided reading blocks of time.</p> <p>Build in more phonics and small group</p>

ic Goal 4	BEDS dates will perform at or above grade level on the Fountas and Pinnell Benchmark Assessment System.	GUGCS for at least two consecutive BEDS dates performed at or above grade level on Fountas and Pinnell Benchmark Assessments.	Not Met	instruction (Elementary School). Emphasize student based learning through small group and center work (Elementary School).
Academ ic Goal	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	<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 54.90% proficiency on the New York State Math Exam in 2016 while they achieved 47.88% proficiency on the New York State Math Exam in 2017. Please note that the 2017 percent proficient includes 8th grade students who took and passed the Algebra I Regents Exam instead of the New York State Mathematics examination.</p> <p>While this goal was not met, the number of students enrolled for at least 2 BEDS dates scoring at or above a Level 3 did increase in Grades 5 and 7. In Grade 5, 60.71% of our 2 year cohort students scored at or above a Level 3 on the NYS Math Exam in 2016 while 67.09% scored at or above a Level 3</p>	Not Met	<p>Analyze State Test data to determine what standards have trends that show students are not mastering them.</p> <p>Revise unit plans in Math classes based on what worked well last year and what needs improvement in order to better</p>

5	<p>for at least two consecutive years, performing at or above Level 3 on the New York State Mathematics examination.</p>	<p>in 2017. In Grade 7, 31.33% of our 2 year cohort students scored at or above a Level 3 on the NYS Math Exam in 2016 while 41.43% scored at or above a Level 3 in 2017.</p> <p>In Grade 3, 61.54% of our 2 year cohort students scored at or above a Level 3 on the NYS Math Exam in 2016 while 48.19% scored at or above a Level 3 in 2017. In Grade 4, 64.00% of our 2 year cohort students scored at or above a Level 3 on the NYS Math Exam in 2016 while 57.50% scored at or above a Level 3 in 2017. In Grade 6, 56.92% of our 2 year cohort students scored at or above a Level 3 on the NYS Math Exam in 2016 while 36.36% scored at or above a Level 3 in 2017.</p> <p>There is no year-to-year Grade 8 comparison available because it was the first year our school had an 8th grade cohort.</p>		<p>meet needs of all learners.</p> <p>Provide math intervention and reteaching in small groups (during IR time) based on LFLB 6 Week Assessment data (Middle School).</p>
Academic Goal 6	<p>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</p>	<p>New York State Education Department Report Card</p>		<p>Results not available by November 1st.</p>

system.

<p>Academic Goal 7</p>	<p>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.</p>	<p>FastBridge Learning - aMath assessment</p> <p>In Spring 2017, 51.93% of students in Grades 1-8 who were enrolled in GUGCS for at least two consecutive BEDS dates performed at or above grade level. However, we did make progress towards reaching this goal this year. In Spring 2016, 39.70% of students met this benchmark.</p>	<p>Not Met</p>	<p>Analyze the data to determine what standards have trends that show students are not mastering them.</p> <p>Revise unit plans in Math classes based on what worked well last year and what needs improvement in order to better meet needs of all learners.</p> <p>Provide math intervention and reteaching in small groups (during IR time) based on LFLB 6 Week Assessment data (Middle School).</p>
<p>Academic Goal 8</p>	<p>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%.</p>	<p>New York State Regents Exam - Algebra I</p> <p>95.65% 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 70%.</p>	<p>Met</p>	

2. Do have more academic goals to add? Yes

2016-17 Progress Toward Attainment of Academic Goals

Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
	4th Grade - New York State Testing		

<p>Academic Goal 9</p>	<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>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.</p> <p>79.01% of our 8th grade students who had been enrolled for at least two consecutive BEDS dates passed the Living Environment Regents exam.</p>	<p>Met</p>	
<p>Academic Goal 10</p>	<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</p>	<p>New York State Testing Program</p> <p>The percent of all tested students in Grades 3-5 who performed at or above Level 3 on the NYS ELA exam was greater than the percent of all students in CSD 30 in the same tested graded level who performed at or above Level 3. In Grade 3, 49.43% of students at our school performed at a Level 3 or above, while 47.20% of CSD 30 students</p>	<p>Met</p>	

	<p>or above Level 3. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE.</p>	<p>performed at or above a Level 3. In Grade 4, 51.76% of students at our school performed at a Level 3 or above, while 45.30% of CSD 30 students performed at or above a Level 3. In Grade 5, 50.00% of students at our school performed at a Level 3 or above, while 42.30% of CSD 30 students performed at or above a Level 3.</p>		
<p>Academic Goal 11</p>	<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>Students in Grades 6-8 did not meet this goal this year. In Grade 6, 25.56% of students at our school performed at a Level 3 or above, while 42.30% of CSD 30 students performed at or above a Level 3. In Grade 7, 42.68% of students at our school performed at a Level 3 or above, while 50.80% of CSD 30 students performed at or above a Level 3. In Grade 8, 51.85% of students at our school performed at a Level 3 or above, while 57.40% of CSD 30 students performed at or above a Level 3.</p>	<p>Not Met</p>	<p>Analyze the data from ELA State Exams to determine what standards have trends that show students are not mastering them.</p> <p>Revise unit plans in Humanities/ELA classes/blocks based on what worked well last year and what needs improvement in order to better meet needs of all learners.</p> <p>Move IR (Independent Reading block) to morning time and increase time to 25 minutes in order to increase daily reading time for all students at our Middle School.</p>
		<p>New York State Testing Program</p> <p>The percent of all</p>		

<p>Academic Goal 12</p>	<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 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>tested students in Grades 4 and 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 4, 55.81% of students at our school performed at a Level 3 or above, while 43.60% of CSD 30 students performed at or above a Level 3. In Grade 5, 64.29% of students at our school performed at a Level 3 or above, while 47.20% of CSD 30 students performed at or above a Level 3.</p>	<p>Met</p>	
<p>Academic Goal</p>	<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 Math exam will be greater than the percent all students in CSD 30 in the</p>	<p>New York State Testing Program</p> <p>Students in Grades 3, 6, 7, and 8 did not meet this goal this year. In Grade 3, 48.28% of students at our school performed at a Level 3 or above, while 49.40% of CSD 30 students performed at or above a Level 3. In Grade 6, 34.44% of students at our school performed at a Level 3 or above, while 48.40% of CSD 30 students performed at or above a Level 3. In Grade 7, 35.71% of students at our</p>	<p>Not Met</p>	<p>Analyze State Test data to determine what standards have trends that show students are not mastering them.</p> <p>Revise unit plans in Math classes based on what worked well last year and what needs improvement</p>

13	<p>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>school performed at a Level 3 or above, while 43.50% of CSD 30 students performed at or above a Level 3. In Grade 8, 10.71% of students at our school performed at a Level 3 or above, while 36.80% of CSD 30 students performed at or above a Level 3. It is important to note that the Grade 8 data excludes 24 of our students with strongest mathematical ability who took the Algebra I Regents exam instead of the NY State Math Exam.</p>		<p>in order to better meet needs of all learners.</p> <p>Provide math intervention and reteaching in small groups (during IR time) based on LFLB 6 Week Assessment data (Middle School).</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 level cohort is expected to</p>	<p>New York State Testing Program</p> <p>Our 8th grade cohort exceeded the growth goal of 51.28% by achieving 52.50% proficiency on the NYS ELA exam.</p> <p>Grade 3 students did not have a growth goal because it was their first year taking the ELA State Exam.</p>	Met	

	demonstrate some growth (above 75 percent) in the current year.			
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 4-7 did not meet this goal this year. Our 4th grade cohort had a growth goal of 59.14%, but achieved 53.75% proficiency. Our 5th grade cohort grew from 50.00% to 51.85%, but did not reach their growth goal of 56.25% proficiency. Our 6th grade cohort had a growth goal of 55.80%, but achieved 25.45% proficiency. Our 7th grade cohort had a growth goal of 55.92%, but achieved 47.83% proficiency.</p>	Not Met	<p>Analyze the data from ELA State Exams to determine what standards have trends that show students are not mastering them.</p> <p>Revise unit plans in Humanities/ELA classes/blocks based on what worked well last year and what needs improvement in order to better meet needs of all learners.</p> <p>Move IR (Independent Reading block) to morning time and increase time to 25 minutes in order to increase daily reading time for all students at our Middle School.</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	<p>FastBridge Learning - aReading assessment</p> <p>All grades (3-8) except Grade 4 met or exceeded their growth goal.</p> <p>Students in grade 3 had an average NCE of 53.00, surpassing their growth goal of 49.82. Students in grade 5 had an average NCE of</p>		

Academic Goal 16	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.	59.83, surpassing their prior year's average NCE of 53.40. Students in grade 6 had an average NCE of 47.62, surpassing their growth goal of 44.90. Students in grade 7 had an average NCE of 50.76, surpassing their growth goal of 48.98. Students in grade 8 had an average NCE of 61.28, surpassing their prior year's average NCE of 54.94.	Met	
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3. Do have more academic goals to add? Yes

2016-17 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 a grade level cohort	FastBridge Learning - aReading assessment Grade 4 students still exceeded an NCE of 50, and only dropped in average NCE by 0.07.	Not Met	Analyze the data to determine what standards have trends that show students are not mastering them. Modify our curriculum to meet those needs. Add into teachers schedules designated guided reading blocks of time (Elementary School). Build in more phonics and small group

	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.			instruction (Elementary School). Emphasize student based learning through small group and center work (Elementary School).
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.	<p>Fountas and Pinnell Benchmark Assessment System</p> <p>Each grade level of students K-3 who remained in the school for the entire year showed at least 3 levels of growth on the Fountas and Pinnell Benchmark Assessment System between September and June.</p> <p>Students in Kindergarten grew an average of 3.05 levels. Students in grade 1 grew an average of 4.96 levels. Students in grade 2 grew an average of 3.86 levels, and students in grade 3 grew an average of 3.61 levels.</p>	Met	
		<p>Fountas and Pinnell Benchmark Assessment System</p> <p>Students in grade 4 and 5 did not make an average of at least 3 levels of growth.</p> <p>Students in grade 4</p>		

<p>Academic Goal 19</p>	<p>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.</p>	<p>averaged 2.39 levels of growth and students and grade 5 averaged 2.51 levels of growth on the Fountas and Pinnell Benchmark Assessment System between September and June.</p> <p>This is not met (yearly) because the growth that is expected of student in grades 4 and 5 spans fewer reading levels than in K-3. In order to have this number show all growing 3 levels, we would need to cap the level that we test students on prior to joining 4th and 5th grade. Students who are above level and don't show 3 levels of growth do not show a deficiency.</p>	<p>Not Met</p>	<p>Add into teachers schedules designated guided reading blocks of time (Elementary School).</p> <p>Build in more phonics and small group instruction (Elementary School).</p> <p>Emphasize student based learning through small group and center work (Elementary School).</p>
<p>Academic Goal 20</p>	<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 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</p>	<p>New York State Testing Program</p> <p>Our 5th grade cohort exceeded the growth goal of 66.75% by achieving 67.09% proficiency on the NYS Math exam.</p> <p>Grade 3 students did not have a growth goal because it was their first year taking</p>	<p>Met</p>	

	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.	the Math State Exam.		
Academic Goal 21	Each year, each 3rd through 8th grade-level cohort of students (i.e. students who have been enrolled at the School for at least 2 consecutive BEDS dates) will reduce by one-quarter the gap between the percent at or above Level 3 on the previous year's State Math exam and 75% at or above Level 3 on the current year's NYS Math exam. If the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's NYS Math exam, the grade level cohort is expected to demonstrate some growth (above 75 percent) in the current year.	<p>New York State Testing Program</p> <p>Grades 4, 6, 7, and 8 did not meet this goal. Our 4th grade cohort had a growth goal of 64.91%, but achieved 57.50% proficiency. Our 6th grade cohort had a growth goal of 64.28%, but achieved 36.36% proficiency. Our 7th grade cohort had a growth goal of 61.44%, but achieved 41.43% proficiency. Our 8th grade cohort had a growth goal of 42.25%, but achieved 10.71% proficiency. It is important to note that the Grade 8 data excludes 24 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>Analyze the data to determine what standards have trends that show students are not mastering them.</p> <p>Revise unit plans in Math classes based on what worked well last year and what needs improvement in order to better meet needs of all learners.</p> <p>Provide math intervention and reteaching in small groups (during IR time) based on LFLB 6 Week Assessment data (Middle School).</p>
	Each year, each 3rd through 8th grade-level cohort of students (i.e. students who have been enrolled at the	FastBridge Learning - aMath assessment		

<p>Academic Goal 22</p>	<p>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>	<p>Grades 3 and 4 did not meet their growth goal.</p> <p>Students in Grade 3 grew from an average NCE of 40.53 in Spring 2016 to an average NCE of 41.70 in Spring 2017, but did not reach their growth goal of 42.90.</p> <p>Students in Grade 4 had an average NCE of 51.26 in Spring 2016, and an average NCE of 45.00 in Spring 2017.</p>	<p>Not Met</p>	<p>Analyze the data to determine what standards have trends that show students are not mastering them.</p> <p>Revise unit plans in Math classes based on what worked well last year and what needs improvement in order to better meet needs of all learners.</p>
<p>Academic Goal 23</p>	<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 Math exam, the grade level cohort is expected to demonstrate some</p>	<p>FastBridge Learning - aMath assessment</p> <p>Grades 5-8 met or exceeded their growth goal. Grade 5 students had a growth goal of 39.16, and had an actual average NCE of 51.36. Grade 6 students had a growth goal of 37.03, and had an actual average NCE of 46.38. Grade 7 students had a growth goal of 48.15, and had an actual average NCE of 55.54. Grade 8 students had a growth goal of 42.82, and had an actual average NCE of</p>	<p>Met</p>	

	growth above an average NCE score of 50 in the current year.	54.30.		
Academic Goal 24	Each year, the school will make AYP in Math, ELA and Science and will be deemed in "Good Standing" on its NYSED Report Card.	New York State Education Department Report Card		Results not available by November 1st.
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				

4. ORGANIZATIONAL GOALS

2016-17 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
		This will be measured by the school and reported data from an attendance tracking system such as ATS. The figure will		

Org Goal 1	Each year, the school will have an average daily student attendance rate of at least 95%.	<p>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>This year our average daily attendance rate was 97.1%.</p>	Met	
Org Goal 2	Each year, 95% of all students enrolled on the last day of the school year will return the following September.	<p>Enrollment Information</p> <p>Even with the ES to MS transition 95.5% of our students are returning in August.</p>	Met	
Org Goal 3	Each year, the school will comply will all applicable laws, rules, regulations and contract terms including but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the Individuals with Disabilities Education Act and the Family Educational Rights and Privacy Act.	Board Policies and Meetings	Met	
				We have established partnerships with

<p>Org Goal 4</p>	<p>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</p>	<p>Enrollment and Retention Marketing</p> <p>Our percentage of students eligible for free or reduced price lunch was below the district average this year.</p>	<p>Not Met</p>	<p>a variety of local community-based organizations, religious institutions, and community centers all located steps from the Queensbridge, Ravenswood, and Astoria Houses.</p> <p>In the coming year, we plan to make the following pre-lottery outreach efforts at these organizations and centers to increase our enrollment of free and reduced price lunch eligible students:</p> <ul style="list-style-type: none"> -Attend community events and fairs to recruit students to apply for our school. -Distribute flyers and applications in the lobby/reception areas at each location. -Make in-person connections between school leadership and directors at each organization. <p>Growing Up Green has led open-house multilingual recruitment events in many of these locations, providing detailed information on the</p>
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	<p>eligible applicants for the free and reduced price lunch program.</p>			<p>school and explain steps involved in the application process.</p> <p>Moving forward, GUGCS is requesting a change in its enrollment policy to allow lottery weighting for low income students living within District 30. In the New York City Housing Authority's Queensbridge Houses alone, this additional application weight would provide a greater chance for access to our school for nearly 7,000 low-income residents. Similarly, in NYCHA's Ravenswood, Astoria, and Woodside Houses combined, an additional 10,000 low-income resident families would be eligible for weighted applications in the school's lottery.</p>
<p>Org Goal 5</p>	<p>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</p>	<p>Enrollment Information</p>	<p>Met</p>	

each year by an analysis of student enrollment figures in ATS.			
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5. Do you have more organizational goals to add?

Yes

2016-17 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 6	Each year, 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

2016-17 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Financial Goal 1	Each year, the School will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	<p>Independent Financial Audit Findings</p> <p>Interim Audit Year Ending June 30, 2017 was completed with results that showed an unqualified opinion and no major findings.</p>	Met	
Financial Goal 2	Each year, the School will operate on a balanced budget and maintain a stable cash flow.	<p>Monthly and weekly financial statements are prepared, analyzed by the Director of Finance & Personnel and then distributed to the school administration and board of directors</p> <p>The school maintained a positive operating and cash surplus throughout the year and kept within the limits of the budget of operating expenses throughout the school year.</p>	Met	
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				



Entry 4 Expenditures per Child

Created: 07/06/2017 • Last updated: 07/28/2017

Financial Information

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

1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2016-17 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

Note: The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: <http://www.p12.nysed.gov/psc/AuditGuide.html>

Line 1: Total Expenditures	12975312
Line 2: Year End FTE student enrollment	781
Line 3: Divide Line 1 by Line 2	16607

2. Administrative Expenditures per Child

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

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2016-17 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year-end FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

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

Notes:

The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:

<http://www.p12.nysed.gov/psc/AuditGuide.html>.

Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: Relevant Personnel Services Cost (Row)	951654
Line 2: Management and General Cost (Column)	242501
Line 3: Sum of Line 1 and Line 2	1194155
Line 5: Divide Line 3 by the Year End FTE student enrollment	1528

Thank you.

Growing Up Green Charter School

Financial Statements

June 30, 2017 and 2016

Independent Auditors' Report

Board of Trustees Growing Up Green Charter School

We have audited the accompanying financial statements of Growing Up Green Charter School (the "School"), which comprise the statement of financial position as of June 30, 2017, and the related statements of activities, functional expenses, and cash flows for the year 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 audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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

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

Opinion

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

Prior Period Financial Statements

The summarized comparative financial statements as of June 30, 2016 and for the year then ended, were audited by other auditors who ceased operations. Those auditors expressed an unmodified opinion on those financial statements in their report dated September 27, 2016.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 30, 2017, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

PKF O'Connor Davies, LLP

Harrison, New York
October 30, 2017

Growing Up Green Charter School

Statement of Financial Position
June 30, 2017
(with comparative amounts at June 30, 2016)

	2017	2016
ASSETS		
Current Assets		
Cash and cash equivalents	\$ 1,208,828	\$ 1,703,279
Grants and contracts receivable	397,807	223,092
Prepaid expenses and other current assets	185,348	134,233
Due from related party	369,423	330,701
Total Current Assets	2,161,406	2,391,305
Property and equipment, net	1,459,231	1,393,081
Restricted cash - line of credit	752,378	-
Restricted cash - escrow	71,177	70,999
Security deposits	65,000	65,000
	\$ 4,509,192	\$ 3,920,385
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable and accrued expenses	\$ 65,531	\$ 46,722
Accrued payroll and payroll taxes	668,882	554,719
Refundable advances	8,619	11,869
Total Current Liabilities	743,032	613,310
Deferred rent	262,924	259,897
Total Liabilities	1,005,956	873,207
Net Assets		
Unrestricted	3,503,236	3,022,178
Temporarily restricted	-	25,000
Total Net Assets	3,503,236	3,047,178
	\$ 4,509,192	\$ 3,920,385

Growing Up Green Charter School

Statement of Activities
Year Ended June 30, 2017
(with summarized totals for the year ended June 30, 2016)

	2017			2016
	Unrestricted	Temporarily Restricted	Total	Total
REVENUE AND SUPPORT				
State and local per pupil operating revenue	\$ 12,805,143	\$ -	\$ 12,805,143	\$ 11,185,882
State and local per pupil facilities funding	374,929	-	374,929	362,249
Federal grants	266,579	-	266,579	292,925
State and city grants	61,593	-	61,593	51,303
Contributions and private grants	29,589	-	29,589	63,308
Donated services	-	-	-	2,700
Interest and other income	119,527	-	119,527	214,876
Net assets released from restrictions	<u>25,000</u>	<u>(25,000)</u>	<u>-</u>	<u>-</u>
Total Revenue and Support	<u>13,682,360</u>	<u>(25,000)</u>	<u>13,657,360</u>	<u>12,173,243</u>
EXPENSES				
Program Services				
Regular education	9,036,691	-	9,036,691	8,182,673
Special education	<u>2,870,786</u>	<u>-</u>	<u>2,870,786</u>	<u>2,549,787</u>
Total Program Services	11,907,477	-	11,907,477	10,732,460
Supporting Services				
Management and general	1,214,075	-	1,214,075	983,804
Fundraising	<u>79,750</u>	<u>-</u>	<u>79,750</u>	<u>67,656</u>
Total Expenses	<u>13,201,302</u>	<u>-</u>	<u>13,201,302</u>	<u>11,783,920</u>
Change in Net Assets	481,058	(25,000)	456,058	389,323
NET ASSETS				
Beginning of year	<u>3,022,178</u>	<u>25,000</u>	<u>3,047,178</u>	<u>2,657,855</u>
End of year	<u>\$ 3,503,236</u>	<u>\$ -</u>	<u>\$ 3,503,236</u>	<u>\$ 3,047,178</u>

Growing Up Green Charter School

Statement of Functional Expenses

Year Ended June 30, 2017

(with summarized totals for the year ended June 30, 2016)

	2017					2016	
	Program Services			Management and General	Fundraising	Total	Total
	Regular Education	Special Education	Total				
Salaries	\$ 5,438,855	\$ 1,743,078	\$ 7,181,933	\$ 725,039	\$ 49,993	\$ 7,956,965	\$ 6,742,432
Payroll taxes and employee benefits	1,250,704	400,834	1,651,538	166,730	11,496	1,829,764	1,559,897
Professional development	97,970	25,747	123,717	4,569	315	128,601	209,887
Audit and accounting fees	-	-	-	20,250	-	20,250	20,250
Legal fees	17,418	5,582	23,000	2,322	160	25,482	16,467
Financial management fees	-	-	-	35,000	-	35,000	35,000
Security services	74,678	23,933	98,611	9,956	686	109,253	113,210
Consulting fees	19,361	4,706	24,067	12,432	1,368	37,867	68,890
Other professional fees	173,664	47,715	221,379	34,113	773	256,265	266,833
Staff and student recruitment	24,409	7,012	31,421	2,036	140	33,597	37,202
Student meals	25,274	5,858	31,132	-	-	31,132	16,611
Curriculum and classroom materials	432,381	131,366	563,747	3,616	249	567,612	495,613
Rent expense	783,487	251,097	1,034,584	104,445	7,202	1,146,231	1,160,393
Utilities	84,699	27,145	111,844	11,289	779	123,912	127,358
Maintenance and repairs	64,077	20,536	84,613	8,540	589	93,742	59,535
Office supplies	111,832	35,841	147,673	14,907	1,028	163,608	192,861
Postage and delivery	6,386	2,047	8,433	851	59	9,343	5,698
Telephone and internet services	21,794	6,985	28,779	2,905	200	31,884	57,396
Information technology	66,701	21,377	88,078	8,891	613	97,582	166,228
Insurance	50,159	16,075	66,234	6,687	461	73,382	72,390
Dues and subscriptions	16,583	5,315	21,898	2,211	152	24,261	25,096
Equipment leasing	24,179	7,749	31,928	3,224	222	35,374	29,190
Depreciation and amortization	252,080	80,788	332,868	33,605	2,317	368,790	299,112
Loss on disposition of property and equipment	-	-	-	-	-	-	5,183
General fundraising expenses	-	-	-	-	948	948	948
Miscellaneous	-	-	-	457	-	457	240
Total	\$ 9,036,691	\$ 2,870,786	\$ 11,907,477	\$ 1,214,075	\$ 79,750	\$ 13,201,302	\$ 11,783,920

Growing Up Green Charter School

Statement of Cash Flows
Year Ended June 30, 2017
(with comparative amounts for the year ended June 30, 2016)

	2017	2016
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	\$ 456,058	\$ 389,323
Adjustments to reconcile change in net assets to net cash from operating activities		
Depreciation and amortization	368,790	299,112
Deferred rent	3,027	34,083
Loss on disposition of property and equipment	-	5,183
Changes in operating assets and liabilities		
Grants and contracts receivable	(174,715)	(118,561)
Prepaid expenses and other current assets	(51,115)	(15,414)
Due from related party	(38,722)	(330,701)
Accounts payable and accrued expenses	18,809	7,833
Accrued payroll and payroll taxes	114,163	142,670
Refundable advances	(3,250)	(25,208)
Net Cash from Operating Activities	693,045	388,320
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of property and equipment	(434,940)	(457,304)
Restricted cash	(752,556)	(177)
Net Cash from Investing Activities	(1,187,496)	(457,481)
Net Change in Cash and Cash Equivalents	(494,451)	(69,161)
CASH AND CASH EQUIVALENTS		
Beginning of year	1,703,279	1,772,440
End of year	\$ 1,208,828	\$ 1,703,279

Growing Up Green Charter School

Notes to Financial Statement
June 30, 2017 and 2016

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 780 students in grades kindergarten through eighth during the 2016-2017 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 Statement
June 30, 2017 and 2016

2. Summary of Significant Accounting Policies (continued)

Net Asset Presentation

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

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

Temporarily Restricted - represent amounts restricted by donors for specific activities of the School or to be used at some future date. The School records contributions as temporarily restricted if they are received with donor stipulations that limit their use either through purpose or time restrictions. When a donor restriction expires, that is, when a time restriction ends or a purpose restriction is fulfilled, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions. However, when restrictions on donor-restricted contributions are met in the same accounting period in which they are received, such amounts are reported as unrestricted net assets.

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

The School had no permanently restricted net assets at June 30, 2017 and 2016.

Cash and Cash Equivalents

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

Restricted Cash

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

Growing Up Green Charter School

Notes to Financial Statement
June 30, 2017 and 2016

2. Summary of Significant Accounting Policies (continued)

Property and Equipment

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

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

Equipment	5 years
Furniture and 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 the fair value. There were no asset impairments for the years ended June 30, 2017 and 2016.

Refundable Advances

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

Revenue and Support

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

Contributions are recognized when the donor makes a promise to give to the School that is, in substance, unconditional. Grants and other contributions of cash are reported as temporarily restricted support if they are received with donor stipulations. Restricted contributions and grants that are made to support the School's current year activities are recorded as unrestricted revenue. Contributions of assets other than cash are recorded at their estimated fair value at the date of donation.

Growing Up Green Charter School

Notes to Financial Statement
June 30, 2017 and 2016

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, 2014.

Prior Year Summarized Comparative Financial Information

The financial statements include prior-year summarized comparative information in total but not by net asset class. 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 financial statements for the year ended June 30, 2016, 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 30, 2017.

3. Grants and Contracts Receivable

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

Growing Up Green Charter School

Notes to Financial Statement
June 30, 2017 and 2016

4. Property and Equipment

Property and equipment consists of the following at June 30:

	<u>2017</u>	<u>2016</u>
Equipment	\$ 892,478	\$ 784,106
Furniture and fixtures	495,490	476,540
Software and website development	19,133	16,823
Leasehold improvements	<u>1,289,696</u>	<u>984,388</u>
	2,696,797	2,261,857
Accumulated depreciation and amortization	<u>(1,237,566)</u>	<u>(868,776)</u>
	<u>\$ 1,459,231</u>	<u>\$ 1,393,081</u>

5. Employee Benefit Plan

The School maintains a pension plan qualified under Internal Revenue Code 403(b), for the benefit of its eligible employees. Under the plan, the School provided matching contributions up to 5% of the participant's annual compensation. Employer match for the years ended June 30, 2017 and 2016 amounted to \$131,887 and \$111,130.

6. Concentration of Credit Risk

Financial instruments that potentially subject the School to concentrations of credit and market risk consist principally of cash and cash equivalents on deposit with financial institutions, which from time to time may exceed the Federal Deposit Insurance Corporation ("FDIC") limit. The School does not believe that a significant risk of loss due to the failure of a financial institution presently exists. As of June 30, 2017, approximately \$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, 2017 and 2016, the School received approximately 97% and 95% of total revenue and support from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

8. Temporarily Restricted Net Assets

Temporarily restricted net assets at June 30, 2016 were restricted for the use of green-related projects and released from restrictions during the year ended June 30, 2017.

Growing Up Green Charter School

Notes to Financial Statement
June 30, 2017 and 2016

9. Related Party Transactions

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. For the years ended June 30, 2017 and 2016, Friends of GUG made contributions to the School in the amount of \$36,300 and \$0. There were no other material transactions between Friends of GUG and the School.

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, 2017 and 2016, the School charged \$81,953 and \$30,701 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 are due by June 30, 2018 and were used for GUG II startup costs. Balance due from GUG II at June 30, 2017 and 2016 was \$369,423 and \$330,701. In October 2017, GUG II paid the School the first quarterly payment of \$86,500 on this loan.

On March 21, 2017, the School co-signed a \$750,000 commercial line of credit with a financial institution along with GUG II. The line of credit matures on March 21, 2018 and monthly payments consist of the greater of 2% of the outstanding principal balance on the last day of the billing period, or \$100, plus accrued interest. The interest rate is 0.500 percentage points over the greater of the Prime Rate or the Minimum Interest Rate. At June 30, 2017, the interest rate was 4.75% and the outstanding balance of \$284,490 under this line of credit is reflected on GUG II’s financial statements. The School assigned and granted the lender a security interest in one of its deposit accounts with the financial institution. At June 30, 2017, the balance of the pledged deposit account was \$752,378.

10. Commitments

Facility Leases

The School is obligated under a non-cancelable operating lease for office and classroom space at 39-27 28th Street, Long Island City, New York, 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 Statement
June 30, 2017 and 2016

10. Commitments (*continued*)

Facility Leases (*continued*)

The future minimum lease payments for both facility leases are as follows:

Year ending June 30, 2018	\$ 1,151,238
2019	1,183,936
2020	546,608
2021	430,239
2022	445,298
Thereafter	<u>917,492</u>
	<u>\$ 4,674,811</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, 2017 and 2016 amounted to \$1,146,231 and \$1,160,393.

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:

Year ending June 30, 2018	\$ 38,809
2019	38,809
2020	<u>21,000</u>
	<u>\$ 98,618</u>

Equipment leasing expense for the years ended June 30, 2017 and 2016 amounted to \$35,374 and \$29,190.

11. Donated Services

Donated services are recognized as contributions in accordance with US GAAP if the services (a) create or enhance non-financial assets or (b) require specialized skills, are performed by people with those skills, and would otherwise be purchased by the School, and (c) are measurable. The value of these services meets the criteria for recognition in the financial statements and was recorded at fair value of \$0 and \$2,700 for the years ended June 30, 2017 and 2016.

Growing Up Green Charter School

Notes to Financial Statement
June 30, 2017 and 2016

12. Contingency

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

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

Board of Trustees
Growing Up Green Charter School

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, 2017, 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 30, 2017.

Internal Control Over Financial Reporting

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

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

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

Compliance and Other Matters

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

Purpose of this Report

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

PKF O'Connor Davies, LLP

Harrison, New York
October 30, 2017

Growing Up Green Charter School

Independent Auditors' Report on Communication of
Internal Control Matters

June 30, 2017

**Independent Auditors Communication on
Internal Control Matters**

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

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, 2017, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis.

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

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

This communication is intended solely for the information and use of management, audit committee, board of Trustees, The 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 and should not be used by anyone other than these specified parties.

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

PKF O'Connor Davies, LLP
October 30, 2017



October 30, 2017

To the Board of Trustees
Growing Up Green Charter School

Re: Auditors' Communication with Those Charged with Governance

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

Our responsibility under professional standards

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

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

Qualitative aspects of significant accounting practices

Significant accounting policies

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

Qualitative aspects of significant accounting practices (continued)

Significant accounting estimates

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

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

Financial statement disclosures

The financial statement disclosures are consistent and clear.

Significant difficulties encountered during the audit

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

Uncorrected and corrected misstatements

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

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

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

Disagreements with management

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

Management's consultations with other accountants

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

Other matters discussed with management

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

Auditor independence

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

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

Yours sincerely,

PKF O'Connor Davies, LLP

PKF O'Connor Davies, LLP



Entry 6d Additional Financial Docs

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

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

1. Management Letter

<https://nysed-cso-reports.fluidreview.com/resp/11903816/8mMlunnVv3/>

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/11903816/pN6H0Nalce/>

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

6. Corrective Action Plan

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

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

(No response)

Explanation for not uploading the Corrective Action Plan. The school received a clean audit and there was no corrective action plan.



Entry 5d Financial Services Contact Information

Last updated: 07/06/2017

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

1. School Based Fiscal Contact Information

School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
Gina Palma	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	8

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

Firm Name	Contact Person	Mailing Address	Email	Phone	Years with Firm
Charter School Business Management	Heather Blumberg	237 West 35th St., Suite 301, New York, NY 10001	hblumberg@csbm.com	646-448-8729	8

New York State Education Department

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

2017-18 Budget & Cash Flow Template

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

1	Complete ALL SIX columns in 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 II

PROJECTED BUDGET FOR 2017-2018

July 1, 2017 to June 30, 2018

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

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	10,528,298	1,916,647	-	-	1,726,904	14,171,850
Total Expenses	9,724,038	2,283,740	-	-	1,964,073	13,971,851
Net Income	804,261	(367,092)	-	-	(237,169)	199,999
Actual Student Enrollment	784	152				-
Total Paid Student Enrollment	784	152				936

PROGRAM SERVICES

SUPPORT SERVICES

REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	okay
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REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

CY Per Pupil Rate

District of Location

\$14,527.00

- School District 2 (Enter Name)
- School District 3 (Enter Name)
- School District 4 (Enter Name)
- School District 5 (Enter Name)

9,705,489		-	-	1,712,733	11,418,222
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
9,705,489	-	-	-	1,712,733	11,418,222

Special Education Revenue

-	1,619,153	-	-	-	1,619,153
---	-----------	---	---	---	-----------

Grants

Stimulus

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

Other

-	-	-	-	-	-
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Other State Revenue

527,084	126,767	-	-	-	653,851
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TOTAL REVENUE FROM STATE SOURCES

10,232,573	1,745,920	-	-	1,712,733	13,691,226
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REVENUE FROM FEDERAL FUNDING

IDEA Special Needs

-	100,000	-	-	-	100,000
---	---------	---	---	---	---------

Title I

96,735	23,265	-	-	-	120,000
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Title Funding - Other

14,510	3,490	-	-	-	18,000
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School Food Service (Free Lunch)

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

Grants

Charter School Program (CSP) Planning & Implementation

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

Other

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

Other Federal Revenue

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

TOTAL REVENUE FROM FEDERAL SOURCES

111,245	126,755	-	-	-	238,000
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LOCAL and OTHER REVENUE

Contributions and Donations, Fundraising

96,284	22,968	-	-	6,748	126,000
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Erate Reimbursement

34,559	8,106	-	-	7,335	50,000
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Interest Income, Earnings on Investments,

415	97	-	-	88	600
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NYC-DYCD (Department of Youth and Community Developmt.)

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

Food Service (Income from meals)

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

Text Book

53,223	12,801	-	-	-	66,024
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Other Local Revenue

-	-	-	-	-	-
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TOTAL REVENUE FROM LOCAL and OTHER SOURCES

184,481	43,972	-	-	14,171	242,624
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TOTAL REVENUE

10,528,298	1,916,647	-	-	1,726,904	14,171,850
------------	-----------	---	---	-----------	------------

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

No. of Positions

Executive Management

1.00

138,182	21,259	-	-	53,147	212,587
---------	--------	---	---	--------	---------

Instructional Management

4.00

352,312	61,188	-	-	104,500	518,000
---------	--------	---	---	---------	---------

Deans, Directors & Coordinators

20.00

1,076,755	258,966	-	-	143,880	1,479,601
-----------	---------	---	---	---------	-----------

Growing Up Green Charter School II

PROJECTED BUDGET FOR 2017-2018

July 1, 2017 to June 30, 2018

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

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	10,528,298	1,916,647	-	-	1,726,904	14,171,850
Total Expenses	9,724,038	2,283,740	-	-	1,964,073	13,971,851
Net Income	804,261	(367,092)	-	-	(237,169)	199,999
Actual Student Enrollment	784	152				-
Total Paid Student Enrollment	784	152				936

PROGRAM SERVICES

SUPPORT SERVICES

REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	okay
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CFO / Director of Finance	1.00	-	-	-	107,625	107,625
Operation / Business Manager	4.00	-	-	-	286,959	286,959
Administrative Staff	8.00	-	-	-	331,929	331,929
TOTAL ADMINISTRATIVE STAFF	38	1,567,249	341,413	-	1,028,040	2,936,701

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	26.00	2,328,569	560,036	-	-	2,888,605
Teachers - SPED	18.00	142,848	34,356	-	-	177,204
Substitute Teachers	1.00	29,061	6,989	-	-	36,050
Teaching Assistants	8.00	265,859	63,941	-	-	329,800
Specialty Teachers	24.00	1,215,129	292,246	-	-	1,507,375
Aides	-	-	-	-	-	-
Therapists & Counselors	5.00	299,919	72,132	-	-	372,051
INSTRUCTIONAL PERSONNEL COSTS Other	-	133,010	31,990	-	2,000	167,000
TOTAL INSTRUCTIONAL	82	4,414,395	1,061,690	-	2,000	5,478,085

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	4.00	-	-	-	147,500	147,500
Security	1.00	-	-	-	32,000	32,000
Non-Instructional Other	1.00	-	-	-	60,000	60,000
TOTAL NON-INSTRUCTIONAL	6	-	-	-	239,500	239,500

SUBTOTAL PERSONNEL SERVICE COSTS

126	5,981,644	1,403,103	-	-	1,269,540	8,654,286
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PAYROLL TAXES AND BENEFITS

Payroll Taxes		502,398	117,847	-	106,629	726,874
Fringe / Employee Benefits		863,714	202,600	-	183,314	1,249,627
Retirement / Pension		-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		1,366,112	320,446	-	289,943	1,976,501

TOTAL PERSONNEL SERVICE COSTS

	7,347,756	1,723,549	-	-	1,559,482	10,630,787
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CONTRACTED SERVICES

Accounting / Audit		16,588	3,891	-	3,521	24,000
Legal		15,206	3,567	-	3,227	22,000
Management Company Fee		-	-	-	-	-
Nurse Services		-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-
Payroll Services		17,279	4,053	-	3,667	25,000
Special Ed Services		-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		177,005	41,544	-	36,712	255,260
TOTAL CONTRACTED SERVICES		226,078	53,055	-	47,127	326,260

SCHOOL OPERATIONS

Growing Up Green Charter School II

PROJECTED BUDGET FOR 2017-2018

July 1, 2017 to June 30, 2018

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

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	10,528,298	1,916,647	-	-	1,726,904	14,171,850
Total Expenses	9,724,038	2,283,740	-	-	1,964,073	13,971,851
Net Income	804,261	(367,092)	-	-	(237,169)	199,999
Actual Student Enrollment	784	152				-
Total Paid Student Enrollment	784	152				936

PROGRAM SERVICES

SUPPORT SERVICES

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	okay
Board Expenses	691	162	-	-	147	1,000
Classroom / Teaching Supplies & Materials	253,929	61,071	-	-	-	315,000
Special Ed Supplies & Materials	-	-	-	-	-	-
Textbooks / Workbooks	53,223	12,801	-	-	-	66,024
Supplies & Materials other	-	-	-	-	-	-
Equipment / Furniture - School Operations	-	-	-	-	-	-
Telephone	20,486	4,805	-	-	4,348	29,640
Technology	58,957	13,830	-	-	12,513	85,300
Student Testing & Assessment	19,347	4,653	-	-	-	24,000
Field Trips	48,367	11,633	-	-	-	60,000
Transportation (student)	41,471	9,728	-	-	8,802	60,000
Student Services - other	49,173	11,827	-	-	-	61,000
Office Expense	96,804	22,707	-	-	20,546	140,057
Staff Development	49,765	11,673	-	-	10,562	72,000
Staff Recruitment	8,985	2,108	-	-	1,907	13,000
Student Recruitment / Marketing	13,704	3,296	-	-	-	17,000
School Meals / Lunch	28,214	6,786	-	-	-	35,000
Travel (Staff)	-	-	-	-	-	-
Fundraising	691	162	-	-	147	1,000
School Operations Other	20,735	4,864	-	-	4,401	30,000
TOTAL SCHOOL OPERATIONS	764,545	182,105	-	-	63,372	1,010,021

FACILITY OPERATION & MAINTENANCE

Insurance	52,875	12,403	-	-	11,222	76,500
Janitorial	4,631	1,086	-	-	983	6,700
Building and Land Rent / Lease	796,680	186,876	-	-	169,087	1,152,642
Repairs & Maintenance	56,428	13,236	-	-	11,976	81,640
Equipment / Furniture - Facility Operation & Maintenance	17,279	4,053	-	-	3,667	25,000
Security Contract	59,994	14,073	-	-	12,733	86,800
Utilities	100,566	23,590	-	-	21,344	145,500
TOTAL FACILITY OPERATION & MAINTENANCE	1,088,453	255,316	-	-	231,013	1,574,782

DEPRECIATION & AMORTIZATION

	297,206	69,715	-	-	63,079	430,000
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DISSOLUTION ESCROW & RESERVES / CONTINGENCY

	-	-	-	-	-	-
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TOTAL EXPENSES	9,724,038	2,283,740	-	-	1,964,073	13,971,851
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NET INCOME	804,261	(367,092)	-	-	(237,169)	199,999
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ENROLLMENT - *School Districts Are Linked To Above Entries*

	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED
District of Location	784	152	784
School District 2 (Enter Name)			-
School District 3 (Enter Name)			-
School District 4 (Enter Name)			-
School District 5 (Enter Name)			-

Growing Up Green Charter School II

PROJECTED BUDGET FOR 2017-2018

July 1, 2017 to June 30, 2018

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

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	10,528,298	1,916,647	-	-	1,726,904	14,171,850
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Net Income	804,261	(367,092)	-	-	(237,169)	199,999
Actual Student Enrollment	784	152				-
Total Paid Student Enrollment	784	152				936

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	okay
TOTAL ENROLLMENT	784	152	784			
REVENUE PER PUPIL	13,429	12,610	-			
EXPENSES PER PUPIL	12,403	15,025	-			

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):

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 ^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.

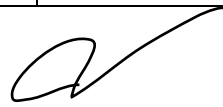
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the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

<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				



07/20/2017

Signature

Date

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

Business Telephone: 212.401.4070

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

E-mail Address: jmueller@graniteintelligence.com

Home Telephone: 212.579.5699

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

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

Trustee Name:

Katherine (Kate) Hooker

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

GUGCS

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

secretary

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

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes No

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


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

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

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

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

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

 7/29/17
 Signature Date

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

Business Telephone: 646-300-8385
Business Address: 110 5th Ave. Fl. 3, NY, NY 10011
E-mail Address: khooker@gmail.com
Home Telephone: 917 649 8663
Home Address: 705 4th Ave. #1 Brooklyn, NY 11232

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

Trustee Name:

Kathryn Klingenstein

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

Growing Up Green Charter Schools

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

- 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.

- 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

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

Trustee Name:

Preethi Krishnamurthy

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). Parent representative

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

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes No

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

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

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

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

Trustee Name:

Reid Chase

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

Growing Up Green Charter School

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

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

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

 ___ **Yes** **No**

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

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

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

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

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

Reid Chase
7/21/17

Signature
Date

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

Business Telephone: 212-329-2695

Business Address: 950 Third Ave New York, NY 10022

E-mail Address: reidchase1@gmail.com

Home Telephone: 917-678-5090

Home Address: 21 Carrington Dr Greenwich, CT 06831

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

Trustee Name: Kyla Kupferstein Torres

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

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

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

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 ___ Yes No

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

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

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

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

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

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

Signature Date

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

Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____



Entry 9 BOT Table

Created: 07/03/2017 • Last updated: 07/31/2017

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

1. Current Board Member Information

	Trustee Name	Email Addresses	Position on the Board	Committee Affiliations	Voting Member Per By-Laws? (Y/N)	Area of Expertise, and/or Additional Role at School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)	Number of Board Mtgs Attended during 2016-17?
1	Jeffrey Mueller	jmueller@graniteintelligencem.com	Chair/ Board President	Finance Committee, Executive Committee	Yes	Legal, Corporate Governance, Financial Integrity	4 years - Elected April 2013	8
2	Kyla Kupferstein	kylakup@hotmail.com	Vice Chair/ Vice President	Finance Committee, Executive Committee	Yes	Education, Assessment, Student and Family Outreach, School - Community Partnerships, Student	4 years - Elected April 2013	5 or less

						Counseling		
3	Reid Chase	reidchase1@gmail.com	Treasurer	Finance Committee, Executive Committee	Yes	Finance/Budgeting, Marketing	4 years - Elected April 2013	7
4	Kate Hooker	kfhooker@gmail.com	Secretary	Executive Committee	Yes	Legal, Writing	5 years - Elected July 2012	8
5	Kathryn Klingenstein	kathryn.klingenstein@gmail.com	Trustee/Member	Executive Committee	Yes	Family Counseling, Social Work	1 year - Elected January 2016	8
6	Preethi Krishnamurthy	preethikrishnamurthy@hotmail.com	Parent Representative	Not Applicable	No	Parent of GUGCS student, Legal, Financial Integrity	2 years - Elected November 2015	6
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								

17									
18									
19									
20									

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

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

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

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

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

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

Thank you.



Entry 10 - Board Meeting Minutes

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

[Instructions for submitting minutes of the BOT monthly meetings](#)

Regents, NYCDOE, and Buffalo BOE authorized schools must either provide a link to a complete set of minutes that are posted on the charter school website, or upload a complete set of board meeting minutes from July 2016--June 2017.

A. Provide a URL link to the (No response)
Monthly Board Meeting Minutes
which are posted on the School's
web page.

OR

B. Upload All Monthly Board Meeting Minutes

Combine into one .PDF file

<https://nysed-cso-reports.fluidreview.com/resp/10772553/wNFCVDEEJA/>



Entry 11 Enrollment and Retention of Special Populations

Created: 07/27/2017 • Last updated: 07/31/2017

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

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

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Efforts Toward Meeting Recruitment Targets 2016-17)	Describe Plans Toward Meeting Recruitment Targets 2017-18)
Economically Disadvantaged	<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 Efforts Toward Meeting Retention Targets 2016-17)	Describe Plans Toward Meeting Retention Targets 2017-18)
Economically Disadvantaged	<p>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.</p>	<p>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).</p>
English Language Learners	<p>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.</p>	<p>Continue to have a robust ELL department, hire interpreters for all parent events, and translate our fliers going home in Spanish, Bengali and Arabic.</p>
Students with Disabilities	<p>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.</p>	<p>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.</p>



Entry 12 Classroom Teacher and Administrator Attrition

Last updated: 07/06/2017

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

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

Classroom Teacher Attrition Table

	FTE Classroom Teachers on June 30, 2016	FTE Classroom Teachers Departed 7/1/16 - 6/30/17	FTE Classroom Teachers Filling Vacant Positions 7/1/16 - 6/30/17	FTE Classroom Teachers Added in New Positions 7/1/16 - 6/30/17	FTE of Classroom Teachers on June 30, 2017
	59	16	16	4	63

Administrator Position Attrition Table

	FTE Administrative Positions on June 30, 2016	FTE Administrators Departed 7/1/16 - 6/30/17	FTE Administrators Filling Vacant Positions 7/1/16 - 6/30/17	FTE Administrators Added in New Positions 7/1/16 - 6/30/17	FTE Administrative Positions on June 30, 2017
	10	1	0	0	9

Thank you



Entry 13 Uncertified Teachers

Last updated: 07/06/2017

Instructions for Reporting Percent of Uncertified Teachers

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

Staff Qualifications (June 30, 2017)

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

1. Total FTE Count of Uncertified Teachers (6-30-17)	13
2. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (6-30-17)	13
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6-30-17)	0
4. FTE count of uncertified teachers with two years of Teach for America experience (6-30-17)	0
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6-30-17)	0
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6-30-17)	0

Thank you.

GUG Elementary & Middle School Calendar 2017-2018

August 2017							September 2017							October 2017						
S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa
		1	2	3	4	5						1	2	1	2	3	4	5	6	7
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				
14 th Summer PD *New Staff Only* 15 th – 28 th Summer PD (all staff) 28 th 6 th Grade Orientation 9am-12pm 29 th First Day of School 1pm Dismissal 30 th & 31 st 1pm Dismissal							1 st 1pm Dismissal 4 th Labor Day 5 th Full Day of School 7 th Busing begins for grades K-6 11 th MS Family Curriculum Night 21 st & 22 nd Rosh Hashanah 25 th ES Family Curriculum Night							9 th Columbus Day 10 th -13 th Six Week Assessment 19 th & 20 th MS Family Conferences						
November 2017							December 2017							January 2018						
S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa
			1	2	3	4						1	2		1	2 [^]	3	4	5	6
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30	31			
							31													
7 th Election Day (Staff PD Day) 20 th & 21 st ES Family Conferences 22 nd - 24 th Thanksgiving Break							4 th – 8 th Six Week Assessment 19 th Winter Carnival 1pm Dismissal 20 th – 31 st Winter Recess							1 st Winter Recess 2 nd Winter Recess for Students/Staff PD Day ^ 15 th MLK Day 25 th & 26 th MS Family Conferences						
February 2018							March 2018							April 2018						
S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa
				1	2	3					1	2	3	1	2	3	4	5	6	7
4	5	6	7	8	9	10	4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	11	12	13	14	15	16	17	15	16	17	18	19	20	21
18	19	20	21	22	23	24	18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26	27	28				25	26	27	28	29	30	31	29	30					
5 th – 9 th Six Week Assessment 14 th & 15 th Picture Day 16 th – 23 rd Lunar New Year & Mid-Winter Recess							15 th & 16 th ES Family Conferences 26 th – 31 st Six Week Assessment (K-2) 30 th Spring Recess							2 nd – 6 th Spring Recess 11 th – 13 th ELA State Tests (3–8 grades) 26 th & 27 th MS Family Conferences						
May 2018							June 2018							July 2018						
S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa
		1	2	3	4	5						1	2	1	2	3	4	5	6	7
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
20	21	22	23	24	25*	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				
1 st – 3 rd Math State Testing (3-8 grades) 14 th – 18 th Fast Bridge Testing 23 rd – 1 st Science Performance State Testing (4 th & 8 th Grade) 25 th & 28 th Memorial Day							4 th Science Written State Testing (4 th & 8 th Grade) 4 th – 8 th Six Week Assessment 15 th Eid al Fitr 22 nd Last Day of School (1pm Dismissal)							Start Date: 08/29/2017 End Date: 06/22/2017 Total Instructional Days: 180						
Key		No School for Students *May 25th will be a make-up snow day, if needed.*					1pm Dismissal					Elementary Conferences - 1pm dismissal Middle School Conferences - 1pm dismissal								

