



Entry 1 School Information and Cover Page

Created: 06/22/2018 • Last updated: 08/01/2018

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer (**as of June 30, 2018**) or you may not be assigned the correct tasks.

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

(Select name from the drop down menu)

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

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

c. DISTRICT / CSD OF LOCATION NYC CSD 30

d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	39-27 28th St. Long Island City, NY 11101			

d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

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

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

f. DATE OF INITIAL CHARTER 01/2009

g. DATE FIRST OPENED FOR INSTRUCTION 09/2009

h1. APPROVED SCHOOL MISSION (Regents, NYCDOE, and Buffalo BOE authorized schools only)

MISSION STATEMENT

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

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

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

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

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, 2018 794

j. GRADES SERVED IN SCHOOL YEAR 2017-18

Check all that apply

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

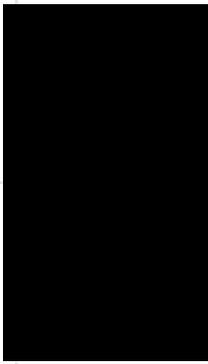
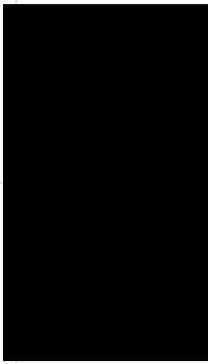
11. FACILITIES

Does the school maintain or operate multiple sites?

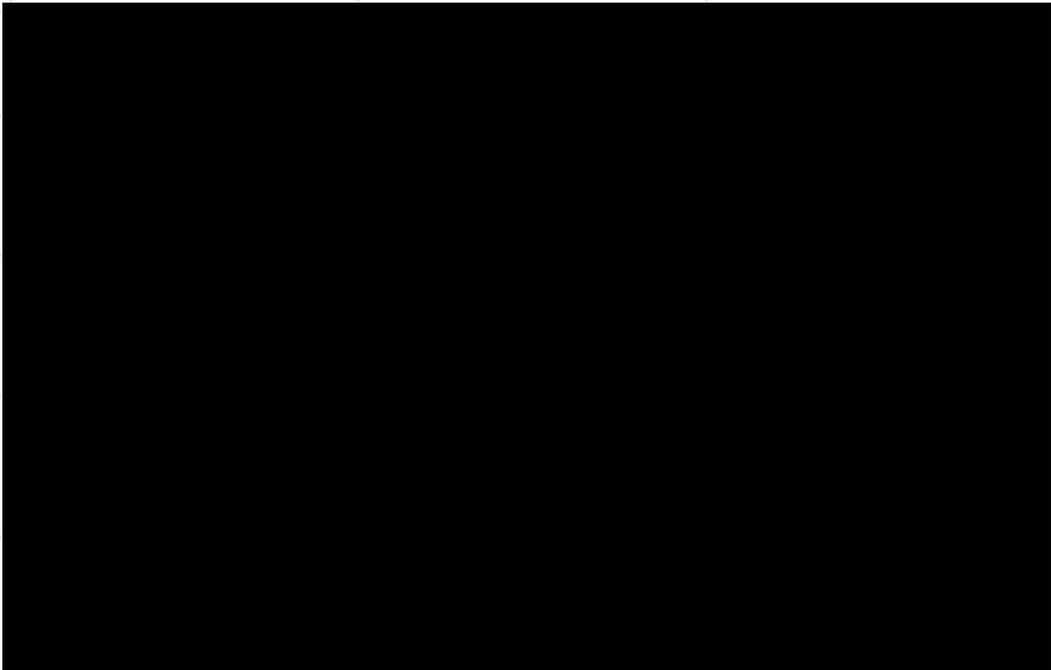
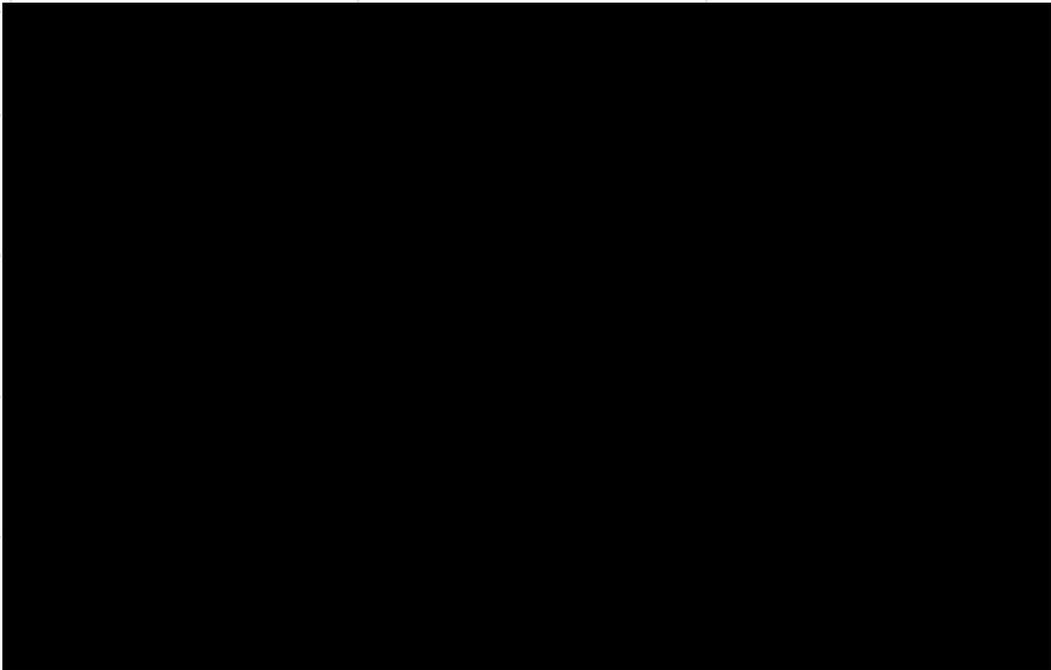
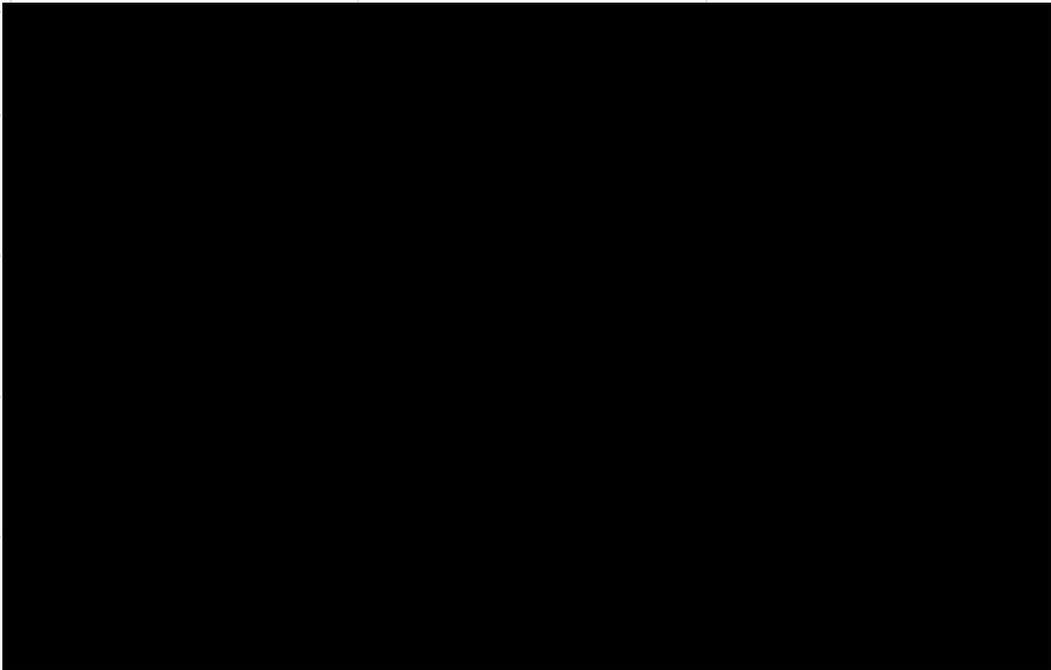
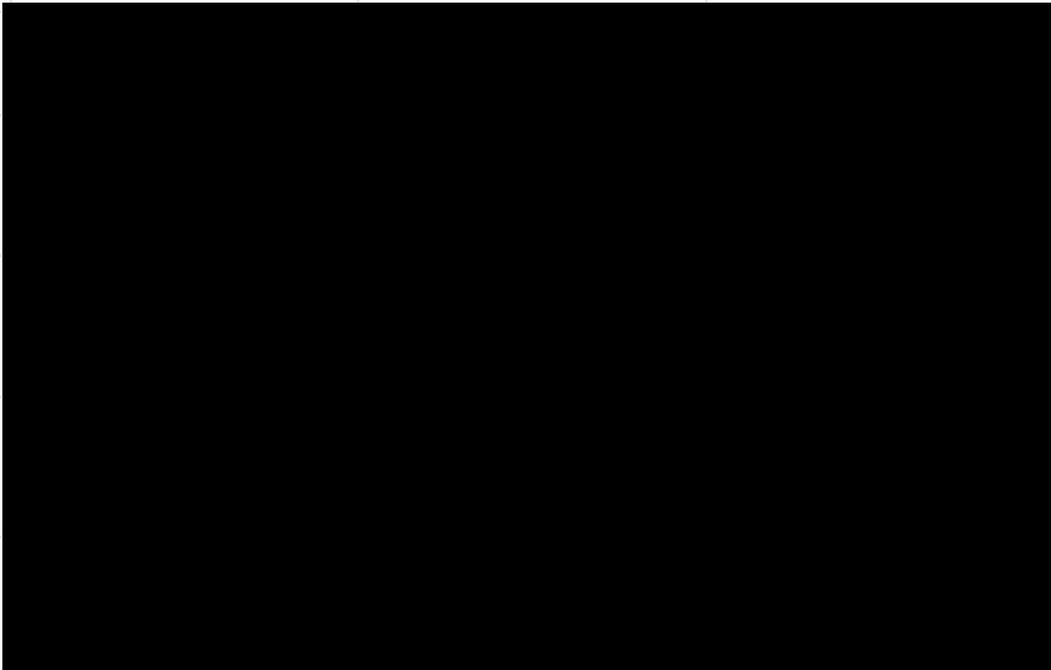
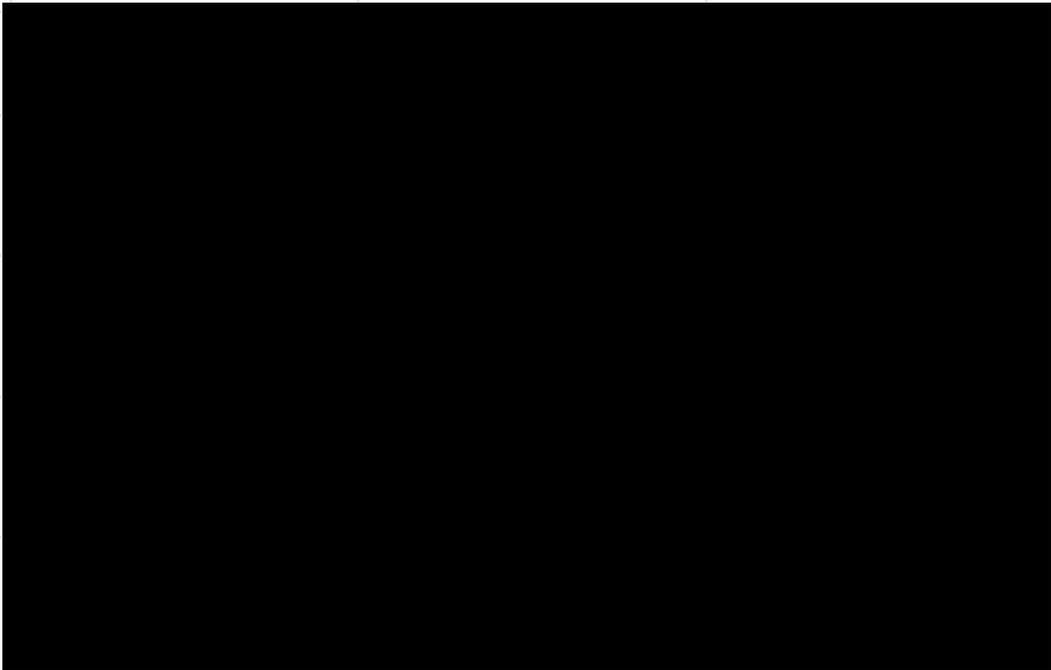
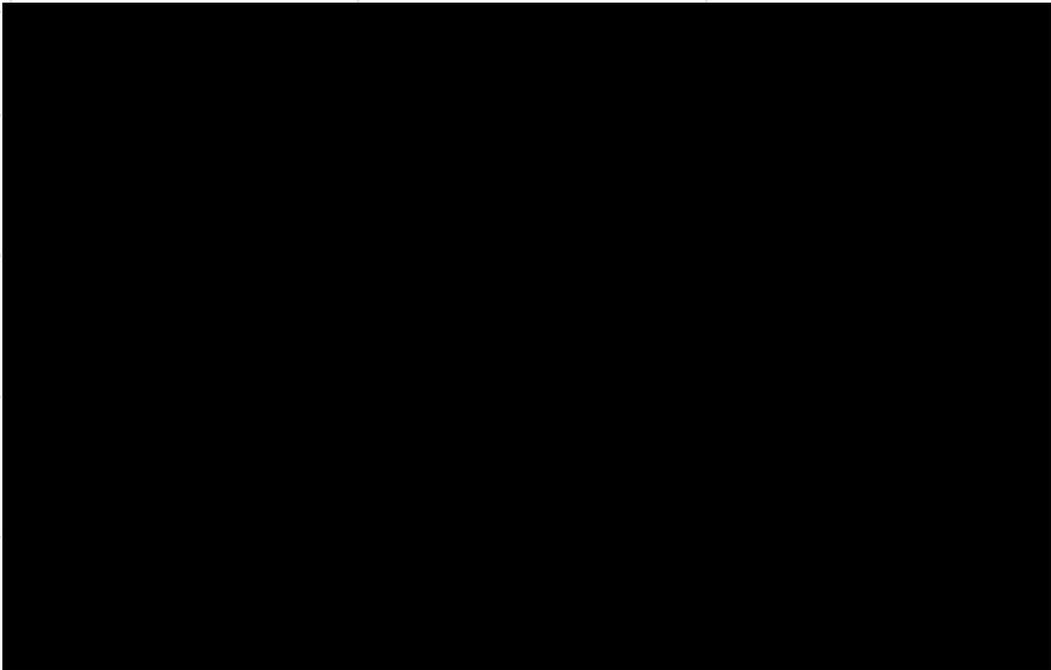
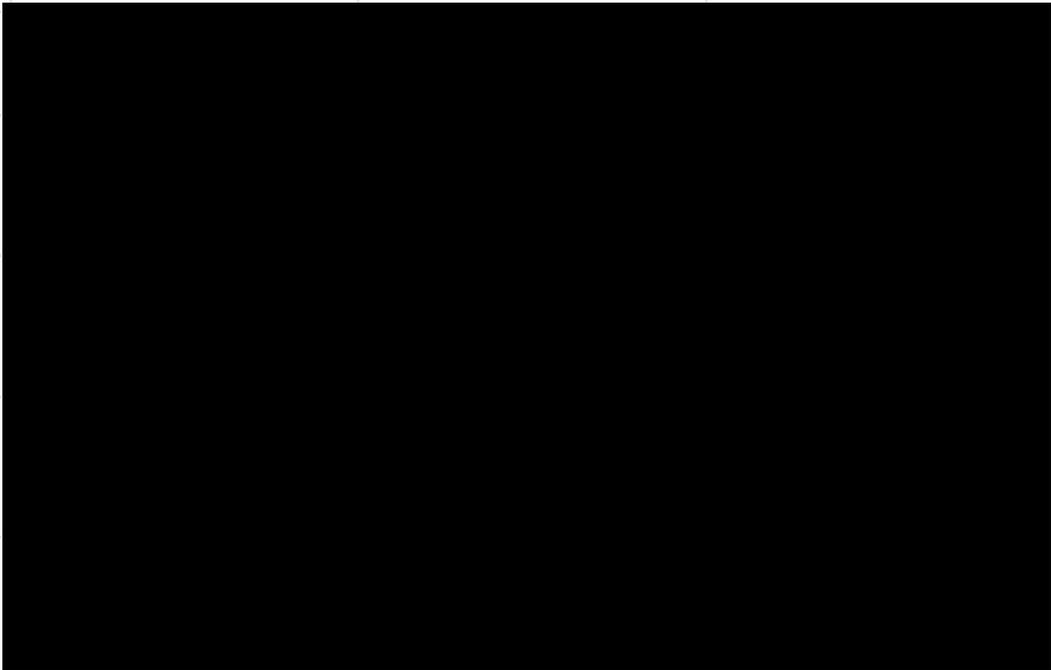
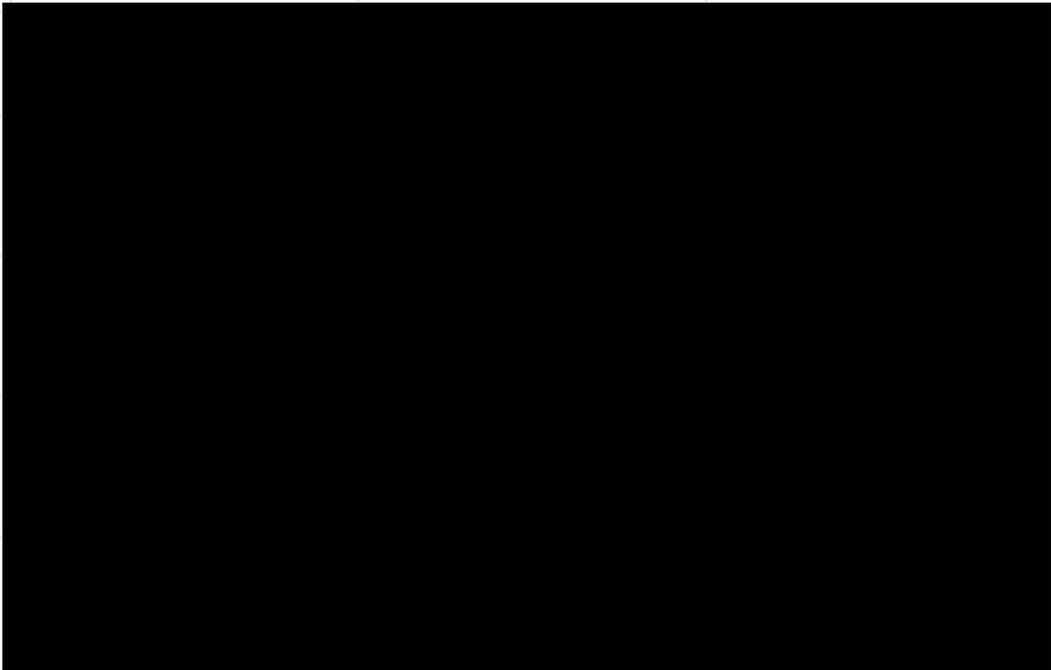
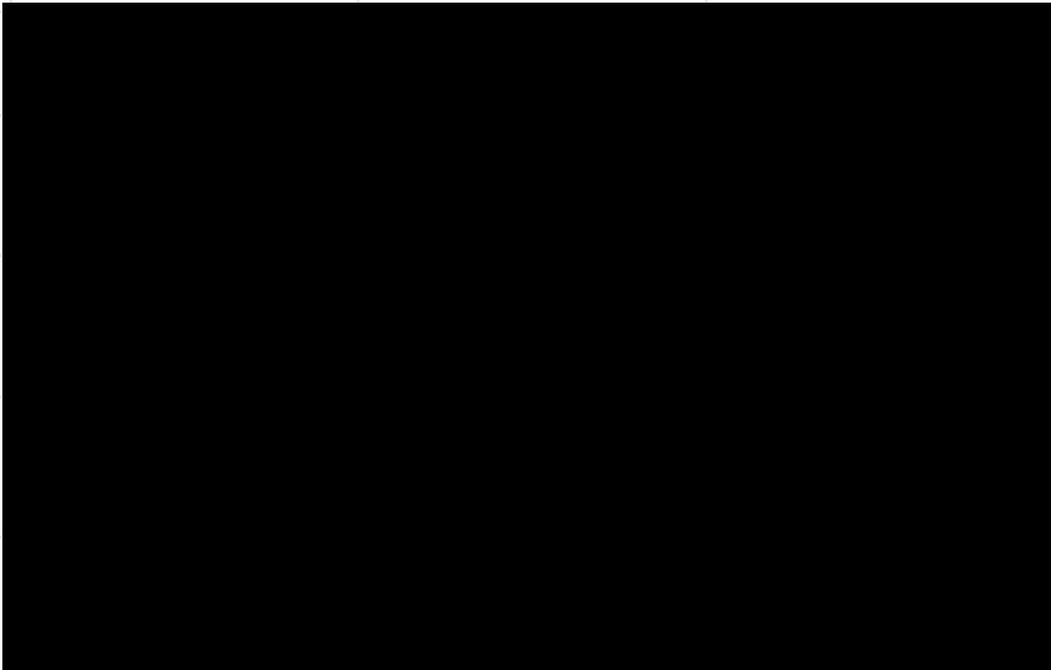
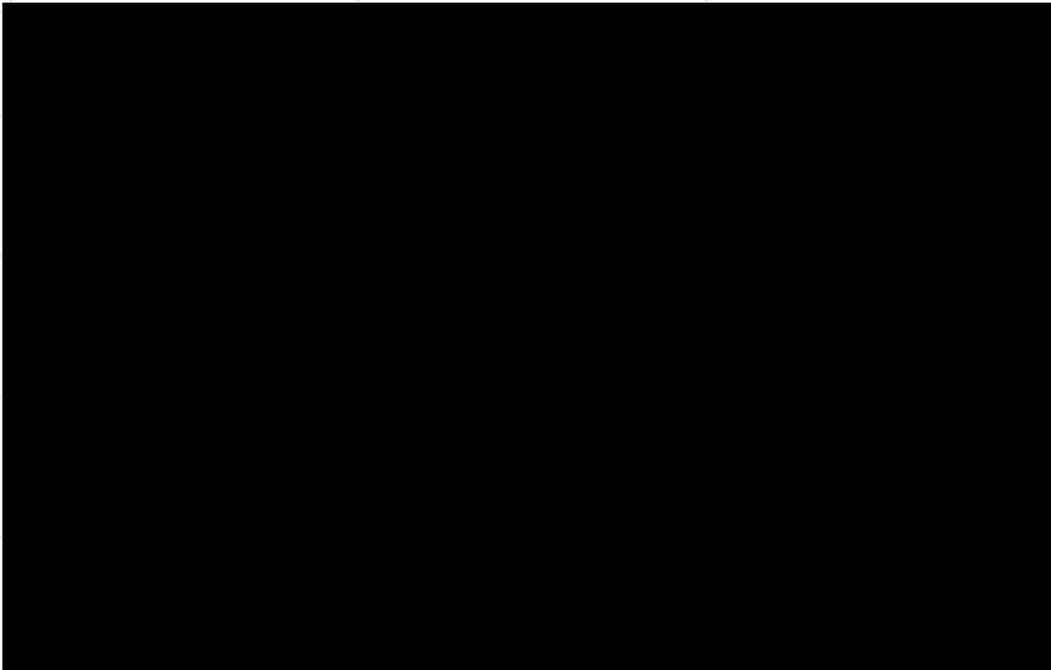
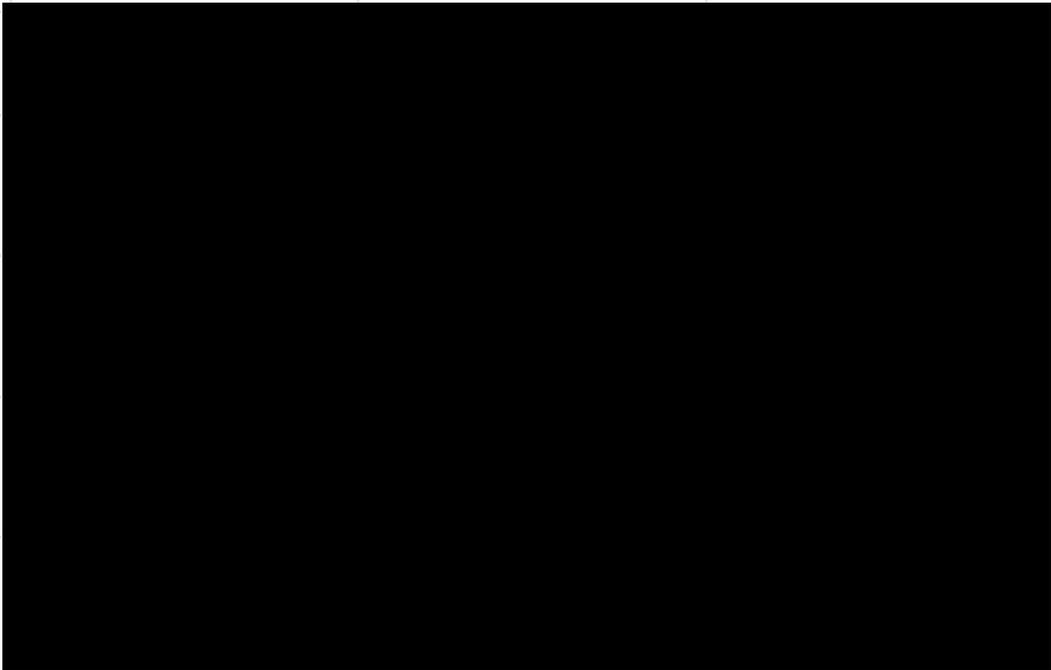
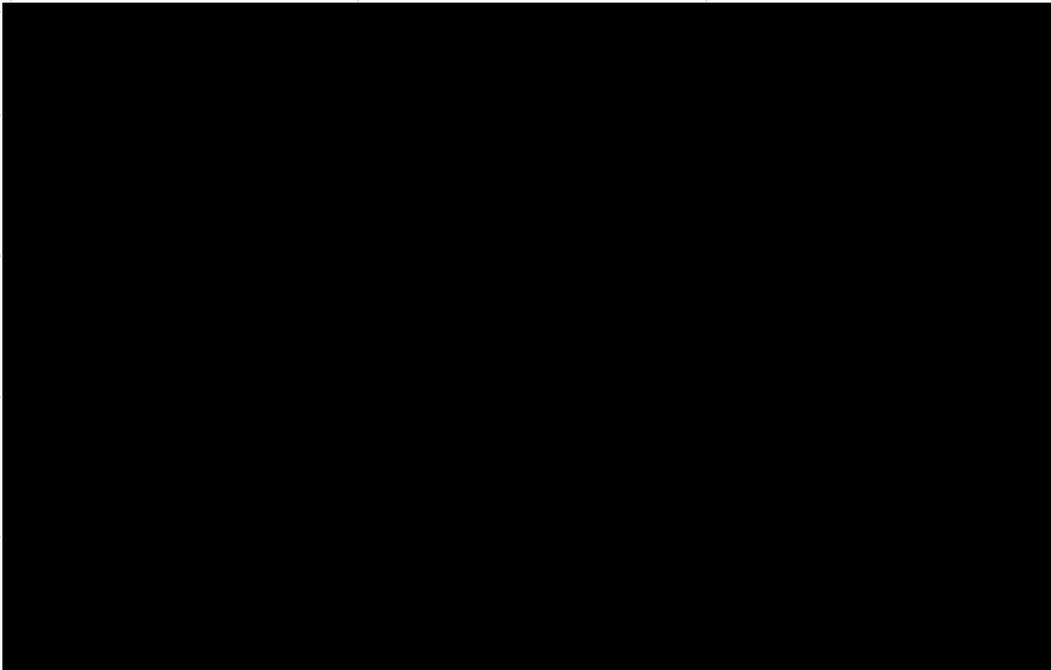
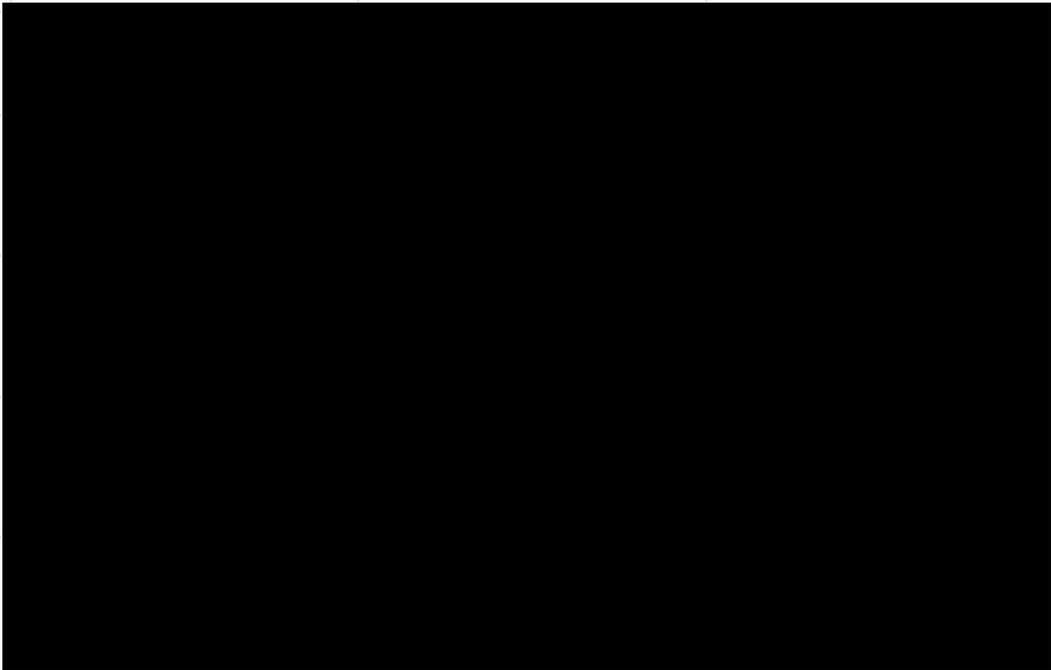
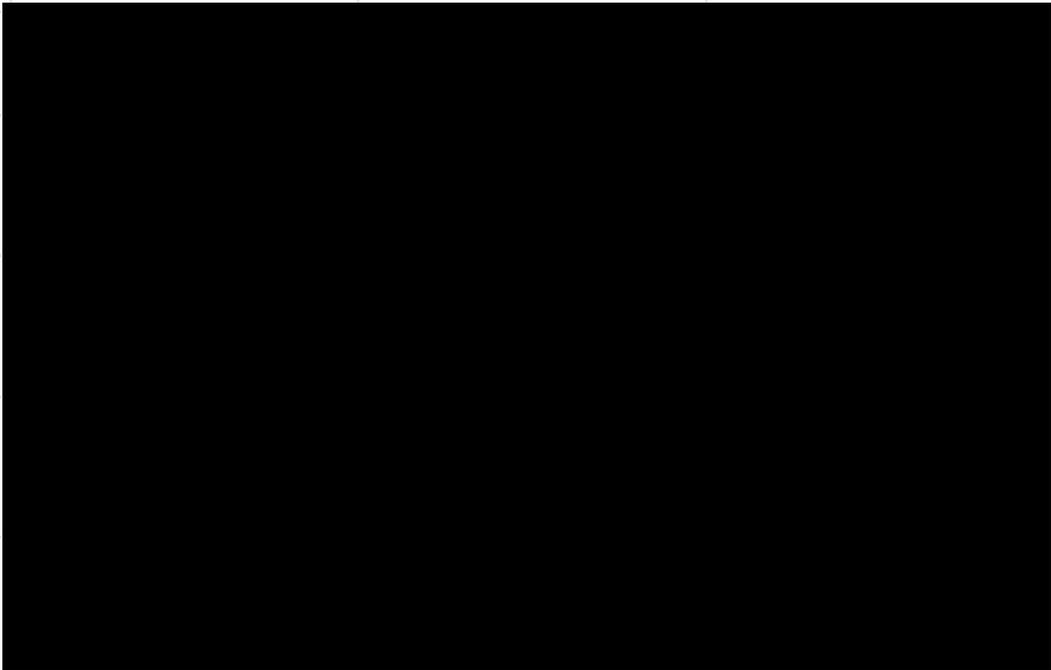
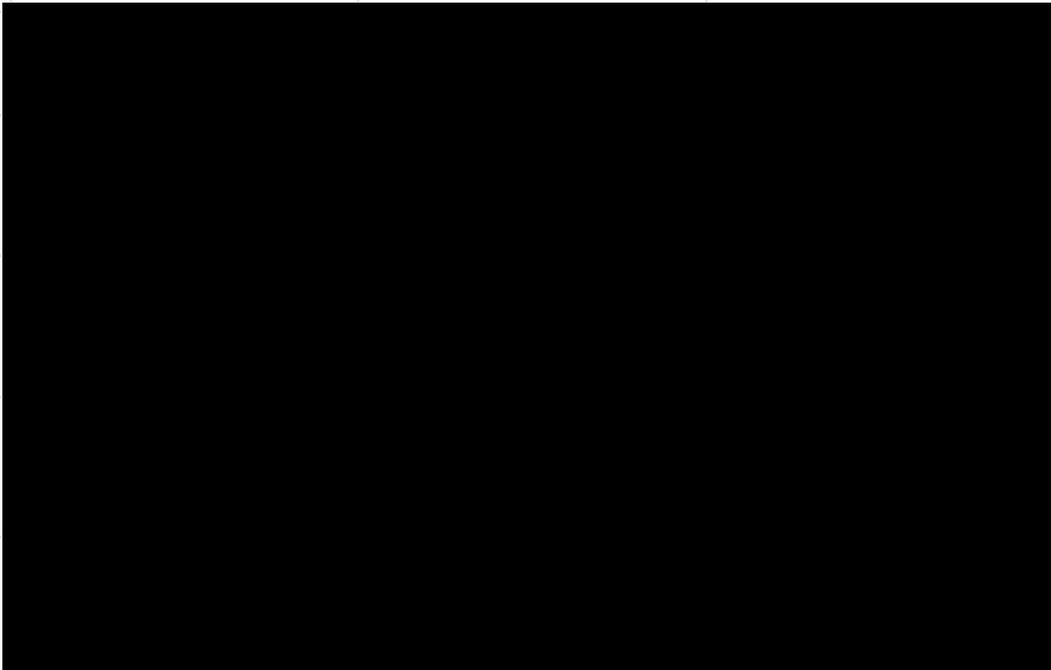
	Yes, 2 sites
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12. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site (K-5, 6-9, etc.)	Receives Rental Assistance	Rental Assistance for Which Grades (write N/A if applicable)
Site 1 (same as primary site)	39-27 28th St. Long Island City, NY 11101		NYC CSD 30	K-5	No	N/A
Site 2	36-49 11th St. Long Island City, NY 11101		NYC CSD 30	6-8	Yes	6-8
Site 3						

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Matthew Greenberg			
Operational Leader	Massomeh Spahr			
Compliance Contact	Roseanne Baker			
Complaint Contact	Lauren Barkan			
DASA Coordinator	Kristen Lengyel			

13. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Matthew Greenberg			
Operational Leader	Massomeh Spahr			
Compliance Contact	Roseanne Baker			
Complaint Contact	Jennifer Slutak			
DASA Coordinator	Kristen Lengyel			

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

IF LOCATED IN PRIVATE SPACE IN NYC OR DISTRICTS OUTSIDE NYC

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

Site 1 Certificate of Occupancy (COO)

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

Site 1 Fire Inspection Report

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

Site 2 Certificate of Occupancy

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

Site 2 Fire Inspection Report

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

Site 3 Certificate of Occupancy

(No response)

Site 3 Fire Inspection Report

(No response)

n1. Were there any revisions to the school's charter during the 2017-18 school year? (Please include approved or pending material and non-material charter revisions). Yes

n2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in Maximum Approved Enrollment	A material change was made to increase approved enrollment from 774 to 819 students in grades K-8.	11/14/2017	03/12/2018
2	Change in admissions/enrollment policy	A non-material change was made to include a weighted lottery within our current lottery format. The weighted lottery is exclusive to families living in NYCHA communities in District 30, namely Ravenswood Housing, Queens Bridge Housing, Astoria Housing, and Woodside Housing. The goal of the weighted lottery is to improve the chances for children in more impoverished communities who are not receiving admission to Growing Up Green Charter School through the regular lottery.	11/14/2017	01/31/2018
3				
4				
5				

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

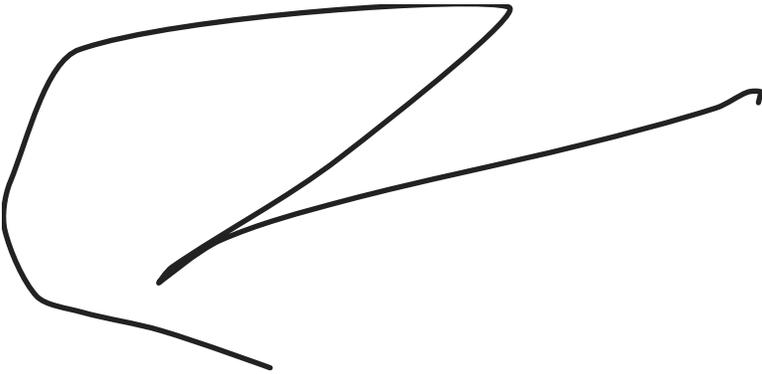
p. Our signatures (Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand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

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date

2018/07/30

Thank you.



CROSS STREETS

CITY OF NEW YORK
FIRE DEPARTMENT

A-10(B) 10-03

BATTALION

D.O. 37

VIOLATION ORDER

E 528234

To 39-27 28st, Queens, NY 11101

Growing Up Green
Elementary School

Bsm

educational

NAME OF OWNER, LEASEE, OCCUPANT, ETC.

91107870

ROOM NO. OR FLOOR

TYPE OF OCCUPANCY

ACCOUNT NO.

An inspection this date of the above premises indicates the existence of the following violations under the enforcement jurisdiction of this Department. You are hereby directed to correct such violations by compliance with the following order:

STANDARD ORDER FORM NO.	ITEM NO.	
SPPA-4	1	Failure to obtain a Place of Assembly Certificate of Operation and provide a floor/seating plan(s) approved by the NYC DOBs as required by Sections 28-117.1 and 1024.1.3 of the Administrative Code for the following locations Cafeteria / Bsm / occ 250 Gym / Bsm / occ 150
		Remedy: Provide a valid Place of Assembly Certificate for the above mentioned spaces forthwith

If this order has not been complied with in, _____ days of the issuance date, A SUMMONS will be served for violations of the Administrative Code of the City of New York.

TO 25

FOR -NUMBERING

TO 24

FOR DISMISSAL

By Order of the Fire Commissioner

This is to certify that I have made an inspection of said premises and have issued the above order to:

Janna Lunetta Operations Manager

NAME OF PERSON WHO RECEIVED THIS ORDER

TITLE

Alex Geisel 06/08/18

INSPECTOR

DATE

D-37

UNIT

Unit Address

9 Metrotech Ctr
Brooklyn, NY 11201

Unit Telephone



Growing Up Green

charter schools

Where learning blossoms.

July 26, 2018

Dear Sir or Madam:

This letter is to inform you that there currently exist a violation for no Place of Assembly permit. We have been working with Pericle Gheorghias from CTA Architects to resolve them. We are moving into the final stages of correcting them and should hopefully have this issue closed by September. Other than this, our building is up to code both by F.D.N.Y. and D.O.B. and our Certificate of Occupancy are in good standing.

If you have any questions, please feel free to reach out to me. Thank you very much for your time.

Luis Palma
Facility and Security Manager
Growing Up Green Charter Schools





CROSS STREETS
36th AND 37th
AVENUES

CITY OF NEW YORK
FIRE DEPARTMENT

A-10(B) 10-03

BATTALION _____

D.O. 37

E 504209

VIOLATION ORDER

To 36-49 11th STREET QUEENS NY 11101 GROWING UP GREEN
1st FL EDUCATIONAL (SCHOOL) CHARTER SCHOOL
ROOM NO. OR FLOOR ADDRESS NAME OF OWNER, LEASEE, OCCUPANT, ETC.
TYPE OF OCCUPANCY ACCOUNT NO.

An inspection this date of the above premises indicates the existence of the following violations under the enforcement jurisdiction of this Department. You are hereby directed to correct such violations by compliance with the following order:

STANDARD ORDER FORM NO.	ITEM NO.	
SPPA 4	1.	Failure to obtain a certificate of operation (place of assembly permit) from NYC Dept. of Buildings, and approved floor/seating plans as required by section 28-117.1 and BC-1024.1.3 of the Building Code for the following locations: - Gym roof occup approx 150 NO/PA

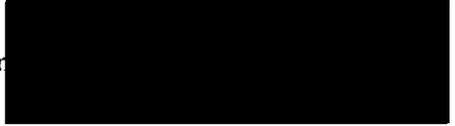
If this order has not been complied with in 3 days of the issuance date, A SUMMONS will be served for violations of the Administrative Code of the City of New York.

TO 25 | **TO 24**
FOR -NUMBERING | **FOR DISMISSAL**

By Order of the Fire Commissioner

This is to certify that I have made an inspection of said premises and have issued the above order to:

Luis Palma FACILITIES MANAGER 
NAME OF PERSON WHO RECEIVED THIS ORDER TITLE PHONE
C. Nicholson 05-30-17 SPPA
INSPECTOR DATE UNIT

Unit Address 9 MURPHY CENTER Unit Telephone 
Brooklyn NY 11201



Growing Up Green

charter schools

Where learning blossoms.

July 26, 2018

Dear Sir or Madam:

This letter is to inform you that there currently exist a violation for no Place of Assembly permit. We have been working with Pericle Gheorghias from CTA Architects to resolve them. We are moving into the final stages of correcting them and should hopefully have this issue closed by September. Other than this, our building is up to code both by F.D.N.Y. and D.O.B. and our Certificate of Occupancy are in good standing.

If you have any questions, please feel free to reach out to me. Thank you very much for your time.

Luis Palma
Facility and Security Manager
Growing Up Green Charter Schools



DEPARTMENT OF BUILDINGS

BOROUGH OF QUEENS, THE CITY OF NEW YORK

Date 6/29/73 Permit No. 185473

CERTIFICATE OF OCCUPANCY

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

This certificate supersedes C. O. No.

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

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

BEGINNING at a point on the Northeast ~~xxxxxx~~ distant xxxxxx feet from the corner formed by the intersection of 37 Avenue and 11 Street

running thence N. 465.42 feet; thence E. 185.21 feet;
 thence S. 365.34 feet; thence S. 1000.6 feet;
 running thence W 50.06 feet; thence W. 135.15 feet;

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

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

~~xxxxxx~~ Alt. No.—984/71 Construction classification—IIC (new code)
 Occupancy classification—G (new Code) Height 2 stories, — feet.
 Date of completion—6/14/73 Located in E1-1 Zoning District.
 at time of issuance of permit.

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

PERMISSIBLE USE AND OCCUPANCY

Off-Street Parking Spaces _____
 Off-Street Loading Berths _____

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

THIS CERTIFICATE OF OCCUPANCY MUST BE POSTED WITHIN THE BUILDING IN ACCORDANCE WITH THE RULES OF THE DEPARTMENT PROMULGATED MARCH 31ST, 1967.

OFFICE COPY—DEPARTMENT OF BUILDINGS

H. S. [Signature]
 Borough Superintendent

DEPARTMENT OF BUILDINGS

BOROUGH OF QUEENS, THE CITY OF NEW YORK

Date 10/27/67

No. 170961

CERTIFICATE OF OCCUPANCY

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

This certificate supersedes C. O. No.

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

19-27 28th Street

Block 398

Lot 38, 39

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

BEGINNING at a point on the North side of 40th Ave
 distant 0 feet East from the corner formed by the intersection of
 40th Ave and 28th St
 running thence E 317.35 feet; thence E 150 feet;
 thence S 147.36 feet; thence S 100.11 feet;
 running thence S 200.79 feet; thence W 200.21 feet;

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

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

Alt. No.— Alt 452/64 Construction classification— Fireproof
 Occupancy classification— Public Height 2 & Bsm't stories, 31 feet
 Date of completion— 11/21/66 Located in M 1-3 Zoning District

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

PERMISSIBLE USE AND OCCUPANCY

Off-Street Parking Spaces _____

Off-Street Loading Berths _____

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

Fire Dept. Cert. - Interior
 Fire Alarm - 4/10/67

U. Henry Stevens
 Borough Superintendent



Entry 2 NYS School Report Card Link

Last updated: 07/23/2018

GROWING UP GREEN CS (NYC CHANCELLOR)

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

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

2. NEW YORK STATE REPORT CARD

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

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

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



Entry 3 Progress Toward Goals

Created: 06/26/2018 • Last updated: 08/01/2018

PROGRESS TOWARD CHARTER GOALS

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

1. ACADEMIC STUDENT PERFORMANCE GOALS

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

2017-18 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
Academic Goal 1	Throughout the course of the school’s next charter term, the school will show progress towards achieving 75 percent of 3rd—8th graders’, who have been enrolled at the school on BEDS day for at least two consecutive years, performing at or above Level 3 on the New York State ELA examination.	New York State Testing Program		Results not available by August 1st.
Academic Goal 2	Each year, the school’s Aggregate Performance Index on the NYS ELA exam will meet the Annual Measurable Objective set forth in the NYS NCLB accountability system.	New York State Education Department Report Card		Results not available by August 1st.
				Orton-Gillingham

<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 2018, 55.21% of students in Grades 1-8 who were enrolled in GUGCS for at least two consecutive BEDS dates performed at or above grade level.</p>	<p>Not Met</p>	<p>small group instruction for students with IEPs in K-2.</p> <p>Read 180 at ES for 4th and 5th grade; created classes based on that need so students can be pulled out for 90 minutes.</p> <p>All Read 180 classes taught by veteran teachers at ES and MS.</p> <p>Added 3 learning specialists to MS.</p> <p>All 4 sections of 7th ELA co-taught at MS.</p> <p>Continuing independent reading block at MS so that students can be pulled for intervention without missing instruction.</p>
<p>Academic Goal 4</p>	<p>Each year, 75% of all tested students (Grades K-5) who have been enrolled in GUGCS for at least two consecutive BEDS dates will perform at or above grade level on the Fountas and Pinnell Benchmark Assessment System.</p>	<p>Fountas and Pinnell Benchmark Assessment System</p> <p>Exactly 75% of students (Grades K-5) who have been enrolled in GUGCS for at least two consecutive BEDS dates performed at or above grade level on Fountas and Pinnell Benchmark Assessments.</p>	<p>Met</p>	
	<p>Throughout the course of the school's next charter term, the school will show progress towards achieving 75</p>			

Academic Goal 5	percent of 3rd—8th graders’, who have been enrolled at the school on BEDS day for at least two consecutive years, performing at or above Level 3 on the New York State Mathematics examination.	New York State Testing Program		Results not available by August 1st.
Academic Goal 6	Each year, the school’s aggregate Performance Index on the NYS Math exam will meet the Annual Measurable Objective set forth in the NYS NCLB accountability system.	New York State Education Department Report Card		Results not available by August 1st.
Academic Goal 7	Each year, 75% of all students (Grades 1-8) who were enrolled at GUGCS for at least two consecutive BEDS dates, will perform at or above grade level on the FastBridge Math test.	FastBridge Learning - aMath assessment In Spring 2018, 46.08% of students in Grades 1-8 who were enrolled in GUGCS for at least two consecutive BEDS dates performed at or above grade level.	Not Met	Math 180 implemented for 6th, 7th, 8th graders during Independent Reading block (30 min per day) so students don’t miss instruction. Addition of 3 more learning specialists at MS. Continued professional development surrounding the relationship between data and implementing Common Core State Standards in instruction with teachers at ES. Dreambox implemented to all 6th grade classes to continue to build foundational skills while using a

				workshop model.
Academic Goal 8	Each year, 50% of all Grade 8 students who took integrated Algebra in Grade 8 and were enrolled in GUGCS for at least two consecutive BEDS dates, will pass the Integrated Algebra I New York State Regents Exam with at least a score of 70%.	New York State Regents Exam - Algebra I 88% of our 8th grade students enrolled for at least two consecutive BEDS dates who took the Algebra I Regents exam passed with a score of at least a 70.	Met	

2. Do have more academic goals to add? Yes

2017-18 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 9	Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 4th and 8th graders', who have been enrolled at the school on BEDS day for at least two consecutive years, performing at or above Level 3 on the New York State Science examination.	4th Grade - New York State Testing Program 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.	Met	
	Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 4th and	8th Grade - New York State Regents Exam - Living Environment All our 8th grade students took the Living Environment Regents instead of		2 periods of science

Academic Goal 10	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.	the 8th Grade Science Exam. 74.32% of our 8th grade students who had been enrolled for at least two consecutive BEDS dates passed the Living Environment Regents exam.	Not Met	will be co-taught with Gen Ed/Special Ed teacher (last year only one).
Academic Goal 11	Each year, the percent of all tested students in each grade level, 3rd-8th, who perform at or above Level 3 on the NYS ELA exam will be greater than the percent of all students in CSD 30 in the same tested grade who perform at or above Level 3. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE.	New York State Testing Program		Results not available by August 1st.
Academic Goal 12	Each year, the percent of all tested students in each grade level, 3rd-8th, who perform at or above Level 3 on the NYS Math exam will be greater than the percent all students in CSD 30 in the same tested grade who perform at or above Level 3. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE.	New York State Testing Program		Results not available by August 1st.
	Each year, each 3rd through 8th grade-			

<p>Academic Goal 13</p>	<p>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>	<p>New York State Testing Program</p>		<p>Results not available by August 1st.</p>
<p>Academic Goal 14</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 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</p>	<p>FastBridge Learning - aReading assessment</p> <p>All grades (3-8) except 3rd and 6th met this goal.</p> <p>Students in grade 4 had an average NCE of 55.38, surpassing their prior year's average NCE of 53.00. Students in grade 5 had an average NCE of 56.99, surpassing their prior year's average NCE of 55.94. Students in grade 7 had an average NCE of 52.53, surpassing</p>	<p>Met</p>	

	<p>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.</p>	<p>their growth goal of 48.22. Students in grade 8 had an average NCE of 59.82, surpassing their prior year's average NCE of 50.76. Moreover, the average NCE across grades 3-8 increased from 54.74 in Spring 2017 to 56.39 in Spring 2018.</p>		
<p>Academic Goal 15</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 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.</p>	<p>FastBridge Learning - aReading assessment</p> <p>Students in grades 3 and 6 did not reach this goal.</p> <p>Grade 3 students had an average NCE above 50, but dropped from an average NCE of 62.30 in Spring 2017 to 55.32 in Spring 2018. Grade 6 students also had an average NCE above 50, but dropped slightly from an average NCE of 59.83 in Spring 2017 to 58.27 in Spring 2018.</p>	<p>Not Met</p>	<p>Continuing to improve instruction in 6th grade and work on the transition to middle school.</p> <p>Grade 3 cohort will be receiving Read 180 instruction in 4th grade this year.</p> <p>All Read 180 classes taught by veteran teachers at ES and MS.</p> <p>Added 3 learning specialists to MS.</p> <p>All 4 sections of 7th ELA co-taught at MS.</p> <p>Continuing independent reading block at MS so that students can be pulled for intervention without missing instruction.</p>
	<p>Each grade level of students (K-5) who</p>	<p>Fountas and Pinnell Benchmark Assessment System</p> <p>1st and 2nd grade students who remained in the</p>		

Academic Goal 16	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>school for the entire year showed an average of at least 3 levels of growth on the Fountas and Pinnell Benchmark Assessment System between September and June.</p> <p>Students in grade 1 grew an average of 5.20 levels, and students in grade 2 grew an average of 3.26 levels.</p>	Met	
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3. Do have more academic goals to add? (No response)

2017-18 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 17	Each 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>Students in grades K, 3, 4 and 5 did not make an average of at least 3 levels of growth.</p> <p>Students in Kindergarten averaged 2.88 levels of growth and grade 3 students averaged 2.86 levels of growth on the Fountas and Pinnell Benchmark between September and June. Grade 4 students made an average of 2.15</p>	Not Met	<p>Orton-Gillingham small group instruction for students with IEPs in K-2.</p> <p>Providing professional development for ES teachers administering F&P assessments.</p> <p>Imbedding literacy instruction in social studies content at ES, specifically focusing on inferencing and nonfiction reading skills.</p> <p>Read 180 at ES for 4th and 5th grade; created classes based on that need</p>

		levels of growth, and in grade 5 an average of 2.31 levels of growth was made.		so students can be pulled out for 90 minutes. All Read 180 classes taught by veteran teachers at ES and MS.
Academic Goal 18	Each year, each 3rd through 8th grade-level cohort of students (i.e. students who have been enrolled at the School for at least 2 consecutive BEDS dates) will reduce by one-quarter the gap between the percent at or above Level 3 on the previous year's State Math exam and 75% at or above Level 3 on the current year's NYS Math exam. If the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's NYS Math exam, the grade level cohort is expected to demonstrate some growth (above 75 percent) in the current year.	New York State Testing Program		Results not available by August 1st.
	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	FastBridge Learning - aMath assessment Grades 6-8 met or exceeded their growth goal.		

<p>Academic Goal 19</p>	<p>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>Students in grade 6 had an average NCE of 52.31, surpassing their prior year's average NCE of 51.36. Students in grade 7 had an average NCE of 52.41, surpassing their growth goal of 47.29. Students in grade 8 had an average NCE of 59.19, surpassing their prior year's average NCE of 55.54.</p>	<p>Met</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 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>FastBridge Learning - aMath assessment</p> <p>Students in grades 3-5 did not reach this goal.</p> <p>Grade 3 students dropped from an average NCE of 52.62 in Spring 2017 to 38.68 in Spring 2018. Grade 4 students dropped slightly from an average NCE of 41.70 in Spring 2017 to 40.92 in Spring 2018. Grade 5 students dropped from an average NCE of 45.00 in Spring 2017 to 39.15 in Spring 2018.</p>	<p>Not Met</p>	<p>Educating students about the purpose of different types of testing to ensure an optimal testing environment and reduce testing fatigue.</p> <p>Continued professional development surrounding the relationship between data and implementing Common Core State Standards in instruction with teachers at ES.</p>

Academ ic Goal 21	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 August 1st.
Academ ic Goal 22				
Academ ic Goal 23				
Academ ic Goal 24				
Academ ic Goal 25				
Academ ic Goal 26				
Academ ic Goal 27				
Academ ic Goal 28				
Academ ic Goal 29				
Academ ic Goal 30				
Academ ic Goal 31				
Academ ic Goal 32				
Academ ic Goal 33				

Academ ic Goal 34				
Academ ic Goal 35				
Academ ic Goal 36				
Academ ic Goal 37				
Academ ic Goal 38				
Academ ic Goal 39				
Academ ic Goal 40				
Academ ic Goal 41				
Academ ic Goal 42				
Academ ic Goal 43				
Academ ic Goal 44				
Academ ic Goal 45				

4. ORGANIZATIONAL GOALS

2017-18 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts
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				School Will Take
Org Goal 1	Each year, the school will have an average daily student attendance rate of at least 95%.	<p>This will be measured by the school and reported data from an attendance tracking system such as ATS. The figure will be calculated by: sum of the total number of days absent for each child in the school total number of possible school days times (total number of students).</p> <p>Average attendance for the 2017-2018 school year was 95%.</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.	Enrollment Information	Met	
Org Goal 3	Each year, the school will comply will all applicable laws, rules, regulations and contract terms including but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the Individuals with Disabilities Education Act and the Family	Board Policies and Meetings	Met	

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

5. Do you have more

Yes

organizational goals to add?

2017-18 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 6	Each year, the School will make progress towards meeting or surpassing the New York City averages in positive student, parent, and teacher responses in all areas of the survey including rigorous instruction, supportive environment, collaborative teachers, effective school leadership, strong family-community ties, and trust.	NYC School Survey	Met	
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				

6. FINANCIAL GOALS

2017-18 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take

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



Entry 4 Expenditures per Child

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

GROWING UP GREEN CS (NYC CHANCELLOR)Section Heading

Financial Information

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

1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2017-18 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

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

Line 1: Total Expenditures	14108734
Line 2: Year End FTE student enrollment	795
Line 3: Divide Line 1 by Line 2	17746

2. Administrative Expenditures per Child

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

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2017-18 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year-end FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

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

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

Line 1: Relevant Personnel Services Cost (Row)	1288707
Line 2: Management and General Cost (Column)	767823
Line 3: Sum of Line 1 and Line 2	2056530
Line 5: Divide Line 3 by the Year End FTE student enrollment	2587

Thank you.

New York State Education Department

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

2018-19 Budget & Cash Flow Template

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

1	Complete ALL SIX columns in BLUE
2	Enter information into the GRAY cells
3	Cells containing RED triangles in the upper right corner in columns B through G contain guidance on that particular item
4	School district per-pupil tuition information is located on the State Aid website at https://stateaid.nysed.gov/charter/ . Rows may be inserted in the worksheet to accommodate additional districts if necessary.
5	The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

**Growing Up Green Charter School -
PROJECTED BUDGET FOR 2018-2019 -**

July 1, 2018 to June 30, 2019 -

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

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

PROGRAM SERVICES

SUPPORT SERVICES

REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
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REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

CY Per Pupil Rate

District of Location

\$15,307.00

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

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

Special Education Revenue

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

Stimulus

Other

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

Other State Revenue

636,607	159,395	-	-	-	796,002
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TOTAL REVENUE FROM STATE SOURCES

11,292,575	2,055,620			1,880,465	15,228,660
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REVENUE FROM FEDERAL FUNDING

IDEA Special Needs

Title I

Title Funding - Other

School Food Service (Free Lunch)

Grants

Charter School Program (CSP) Planning & Implementation

Other

Other Federal Revenue

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

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

TOTAL REVENUE FROM FEDERAL SOURCES

199,939	180,061				380,000
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LOCAL and OTHER REVENUE

Contributions and Donations, Fundraising

Erate Reimbursement

Interest Income, Earnings on Investments,

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

Food Service (Income from meals)

Text Book

Other Local Revenue

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

TOTAL REVENUE FROM LOCAL and OTHER SOURCES

188,203	46,735			14,458	249,396
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TOTAL REVENUE

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

ADMINISTRATIVE STAFF PERSONNEL COSTS

No. of Positions

Executive Management

Instructional Management

Deans, Directors & Coordinators

0.70	133,000	20,462	-	-	51,154	204,615
4.00	372,776	65,534	-	-	110,770	549,080
19.70	1,109,357	277,763	-	-	169,695	1,556,815

-	-	-	-	-	-	-
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Growing Up Green Charter School

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

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

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

PROGRAM SERVICES

SUPPORT SERVICES

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

SCHOOL OPERATIONS

Growing Up Green Charter School

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

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

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

PROGRAM SERVICES

SUPPORT SERVICES

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Board Expenses	676	165	-	-	160	1,000
Classroom / Teaching Supplies & Materials	253,523	63,477	-	-	-	317,000
Special Ed Supplies & Materials	-	-	-	-	-	-
Textbooks / Workbooks	55,020	13,776	-	-	-	68,796
Supplies & Materials other	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-
Telephone	16,213	3,957	-	-	3,830	24,000
Technology	82,958	20,246	-	-	19,596	122,800
Student Testing & Assessment	26,392	6,608	-	-	-	33,000
Field Trips	47,985	12,015	-	-	-	60,000
Transportation (student)	43,235	10,552	-	-	10,213	64,000
Student Services - other	47,186	11,814	-	-	-	59,000
Office Expense	109,591	26,746	-	-	25,888	162,224
Staff Development	65,528	15,992	-	-	15,479	97,000
Staff Recruitment	16,889	4,122	-	-	3,989	25,000
Student Recruitment / Marketing	11,996	3,004	-	-	-	15,000
School Meals / Lunch	7,998	2,002	-	-	-	10,000
Travel (Staff)	-	-	-	-	-	-
Fundraising	1,689	412	-	-	399	2,500
School Operations Other	23,644	5,770	-	-	5,585	35,000
TOTAL SCHOOL OPERATIONS	810,522	200,659			85,140	1,096,320

FACILITY OPERATION & MAINTENANCE

Insurance	56,544	13,800	-	-	13,357	83,700
Janitorial	8,107	1,978	-	-	1,915	12,000
Building and Land Rent / Lease	775,290	189,212	-	-	183,140	1,147,642
Repairs & Maintenance	77,688	18,960	-	-	18,352	115,000
Equipment / Furniture - Facility Operation & Maintenance	13,511	3,297	-	-	3,192	20,000
Security Contract	59,786	14,591	-	-	14,123	88,500
Utilities	91,875	22,422	-	-	21,703	136,000
TOTAL FACILITY OPERATION & MAINTENANCE	1,082,801	264,260			255,781	1,602,842

DEPRECIATION & AMORTIZATION

	303,998	74,191	-	-	71,811	450,000
--	---------	--------	---	---	--------	---------

DISSOLUTION ESCROW & RESERVES / CONTINGENCY

	-	-	-	-	-	-
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TOTAL EXPENSES

	10,648,705	2,601,734			2,407,617	15,658,056
--	-------------------	------------------	--	--	------------------	-------------------

NET INCOME

	1,032,012	(319,318)			(512,694)	200,000
--	------------------	------------------	--	--	------------------	----------------

ENROLLMENT - *School Districts Are Linked To Above Entries*

	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED
District of Location	819	164	819
School District 2 (Enter Name)			-
School District 3 (Enter Name)			-
School District 4 (Enter Name)			-
School District 5 (Enter Name)			-

Growing Up Green Charter School

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

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

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

PROGRAM SERVICES

SUPPORT SERVICES

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

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

Trustee Name:

Jeff Mueller

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

Growing Up Green Charter School

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

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

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

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

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

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

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

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

Trustee Name:

Katherine Hooker

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

Growing Up Green

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

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

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

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

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

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

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

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

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

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

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


Signature


Date

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

Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____

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

Trustee Name:

Ira R. Greenberg

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

Growing Up Green Charter School

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

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

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

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

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

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

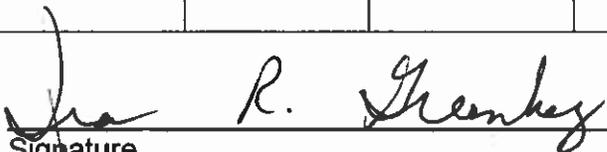
Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<u>NONE</u>			

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

NONE

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="font-size: 2em; font-weight: bold;">NONE</p>				


R. Greenkey
7/16/2018
 Signature Date

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

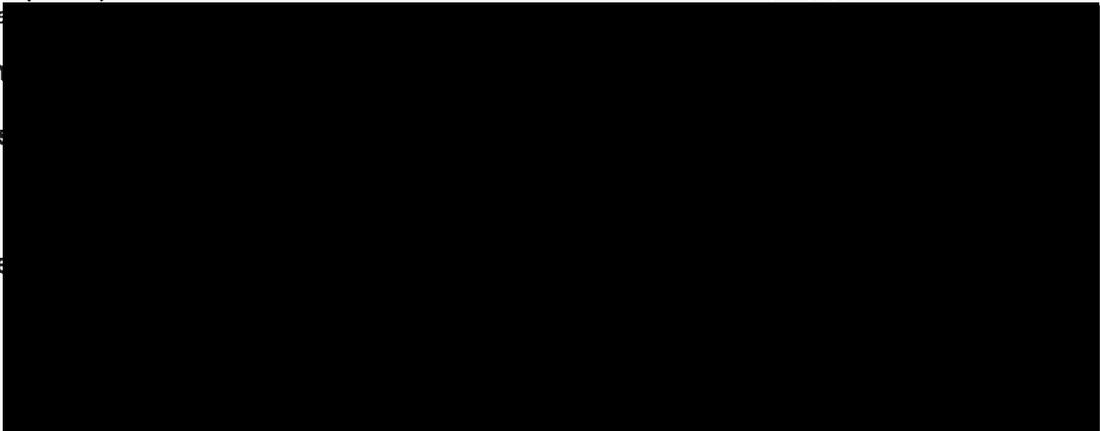
Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:



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

Trustee Name:

Kathryn B. Klingenstein

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

Growing Up Green Charter School

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

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

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

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

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

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

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

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

Trustee Name:

Anne Levonen

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

Growing Up Green Charter School I and II

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

None

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

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

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

Yes **No**

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

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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None			

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

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

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

Signature 

Date June 12, 2018

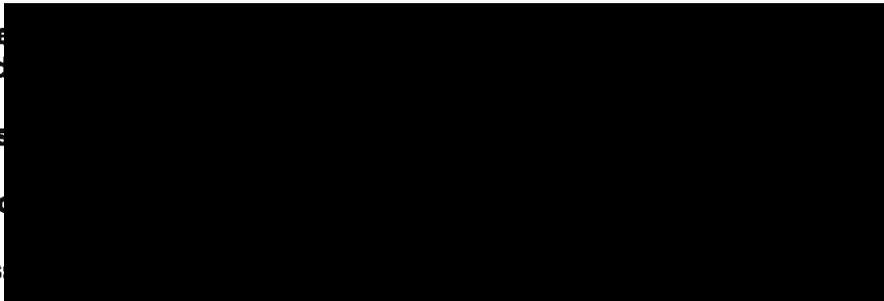
Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone
Business Address

E-mail Address

Home Telephone

Home Address





Entry 8 BOT Table

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

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

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2017-18
1	Jeff Mueller - [REDACTED]	Chair	Finance Committee, Executive Committee	Yes	4	07/01/2013	07/01/2023	9
2	Kathryn Klingenstein - [REDACTED]	Vice Chair	Finance Committee, Executive Committee	Yes	2	01/01/2016	07/01/2023	9
3	Reid Chase - [REDACTED]	Treasurer	Finance Committee, Executive Committee	Yes	4	07/01/2013	07/01/2023	less than 5
4	Kate Hooker - [REDACTED]	Secretary	None	Yes	6	07/01/2012	07/01/2023	9
5	Ira Greenberg - [REDACTED]	Trustee/Member	None	Yes	1	10/01/2017	07/01/2023	9
6	Preethi Krishnam [REDACTED]	Parent Rep	None	No	2	11/01/2015	07/01/2023	9

7	Matthew Greenber	Trustee/Member	Finance Committee, Executive Committee	Yes	6	07/01/2012	07/01/2023	10
8	Anne Levonen	Trustee/Member	None	Yes	1	06/01/2018	07/01/2023	less than 5
9	N/A	Other	N/A	No	1	06/30/2018	07/01/2018	less than 5

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

2. Total number of members on June 30, 2018 8

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

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

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

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

7. Number of Board meetings 10
scheduled for the coming 2018-
19 school year

Thank you.



Entry 9 - Board Meeting Minutes

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

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

Regents, NYCDOE, and Buffalo BOE authorized schools must either provide a link to a complete set of minutes that are posted on the charter school website, or upload a complete set of board meeting minutes from July 2017--June 2018, which should match the number of meetings held during the 2017-18 school year.

GROWING UP GREEN CS (NYC CHANCELLOR)

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

Yes

the charter school's website.

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

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



Entry 10 Enrollment and Retention of Special Populations

Last updated: 06/25/2018

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

Describe the efforts the charter school has made in 2017-18 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2018-19.

GROWING UP GREEN CS (NYC CHANCELLOR)Section Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2017-18	Describe Recruitment Plans in 2018-19)
Economically Disadvantaged	<p>Growing Up Green already has a positive presence in the community through partnerships and service learning activities. We partner with these community based organizations, many of them serving at-risk youth/families, who recommend students to our school, spread our recruitment information/events, or allow us to present about our school to their families. Furthermore, the “green” aspects of the school are clearly described in marketing materials, presentations, and discussions with interested families. For students with special needs, the school website and recruitment materials clearly describe the school’s inclusion model, special education services and staffing as well as counseling supports. Furthermore, our Director of Special Education participates in recruitment activities for our future and our incoming families.</p>	<p>We would like to continue to build our relationships with community based organizations around our school. Being new to the neighborhood, the interest in our school is high with close to 4,000 applications for around 150 open seats. We will also focus on recruitment efforts in public housing complexes in our district.</p>
English Language Learners	<p>In order to recruit English Language Learners, our materials are translated, our ELL program is described, and our ELL Coordinator and teachers assist with recruitment. We also have bilingual staff to help families with the application process as well participate weekly school tours for potential families.</p>	<p>We would like to continue to build our ELL team and translate our mass mailer and open house information in Bengali and Arabic to serve more families in our district.</p>
Students with Disabilities	<p>The majority of our students are eligible for free and reduced lunch and, having built a positive reputation in the community, word of mouth is particularly effective in attracting these students to our school. We make it clear that our school is free and provides support services and extra-curricular opportunities to all students, regardless of need and income.</p>	<p>Continue to advertise all of our services to our new and incoming families. This includes increasing our ICT classrooms per grade.</p>

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2017-18	Describe Retention Plans in 2018-19)
Economically Disadvantaged	<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 11 Classroom Teacher and Administrator Attrition

Last updated: 06/22/2018

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

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

1. Classroom Teacher Attrition Table

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

2. Administrator Position Attrition Table

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

3. Tell your school's story

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

(No response)

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

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

Yes

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

Yes

Thank you



Entry 12 Uncertified Teachers

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

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

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

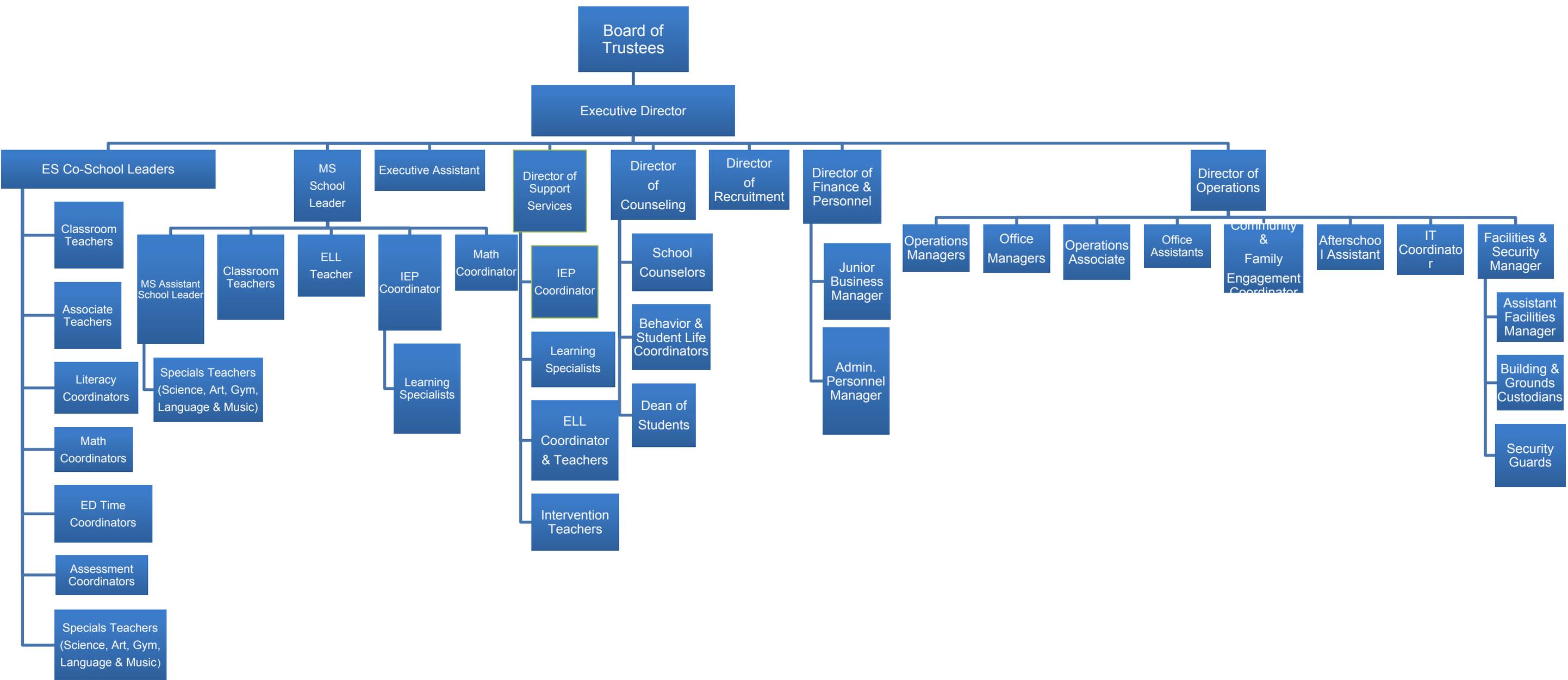
Instructions for Reporting Percent of Uncertified Teachers

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

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

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

Thank you.



GUG Elementary & Middle School Calendar 2018-2019

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

