



Entry 1 School Information and Cover Page

Created: 06/25/2018 • Last updated: 09/27/2018

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 II (REGENTS)

(Select name from the drop down menu)

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

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

c. DISTRICT / CSD OF LOCATION NYC CSD 28

d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	84-35 152nd Street Jamaica, NY 11432			

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 12/2015

g. DATE FIRST OPENED FOR INSTRUCTION 09/2016

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

MISSION STATEMENT

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

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

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

Integrated Co- Teaching (ICT) and Special Education Teacher Support Services (SETSS): Growing Up Green provides at least one Integrated Co- Teaching (ICT) class per grade, in which the general education teacher and special education teacher use a variety of co-teaching models in order to best provide instruction to a wide range of learners in a highly inclusive environment. Additionally we have 2 learning specialist within the department who support students within the ICT classrooms, as well as provide push- in and pull- out Special Education Teacher Support Services (SETSS) for students mandated for small group academic support. Regular opportunities are provided for learning specialists and classroom teachers to meet, observe one another, and discuss strategies for curriculum differentiation.

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

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

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

	<p>We have two school counselors on staff who are available to provide individual and group counseling services. Our school counselors are also available to create and implement classroom workshops around relevant social and emotional topics. Additionally, students are encouraged to reach out to our school counselors if they are experiencing challenges or stressors that are impacting them in a negative way. Our school counselors provide emotional guidance to students, help students process emotions that may be inhibiting their academic focus, encourage students to implement healthy coping strategies into their daily lives, and provide behavioral management strategies. We provide a nurturing and supportive environment for our students and we value the social and emotional growth of our students equally as much as we value their academic learning.</p>
<p>Variable 3</p>	<p>Actionable Assessment System: Growing Up Green uses internally developed “Looking Forward, Looking Back” assessments to guide curriculum development and instructional planning, evaluate programs, focus professional development and hold teachers accountable. Aligned to Common Core State Standards and administered every six weeks, these assessments provide actionable data that teachers use to refine their lessons and identify students' needs as well as content areas needing support. These assessments have been effective predictors of student performance on state tests, allowing school leaders and faculty to identify areas for growth and make progress towards meeting our goals and achieving our mission.</p>
<p>Variable 4</p>	<p>Green Education: Green principles inform the curriculum, instruction and culture of our schools. Green principles are those guided by creating a lifestyle or sustainable community that does not exceed usage of anything for which we cannot be responsible. Green lessons infuse our meals, code of conduct, instructional materials, recycling practices, and facility design and choices. Green topics are integrated throughout the curriculum. In addition, a segment of each day at GUGCS is known as Explore and Discover (ED) Time, where many of our green themes emerge as students work on interdisciplinary social studies projects that incorporate skills from all other subjects. This thematic approach engages students and develops a more complex understanding of skills and concepts. In addition, our ED Time Coordinator, along with grade-level teams, designs projects that meet NYS and Common Core State Standards while still incorporating themes of sustainability in classrooms.</p>
<p>Variable 5</p>	<p>Deliberate School Culture: At Growing Up Green, sustainability refers not only to resources, but to relationships as well. We have built a collaborative school culture that sustains students, staff and families alike. As a result, there has been limited faculty and staff turnover and</p>

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

i. TOTAL ENROLLMENT ON JUNE 30, 2018 245

j. GRADES SERVED IN SCHOOL YEAR 2017-18

Check all that apply

Grades Served	K, 1, 2, 3
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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?

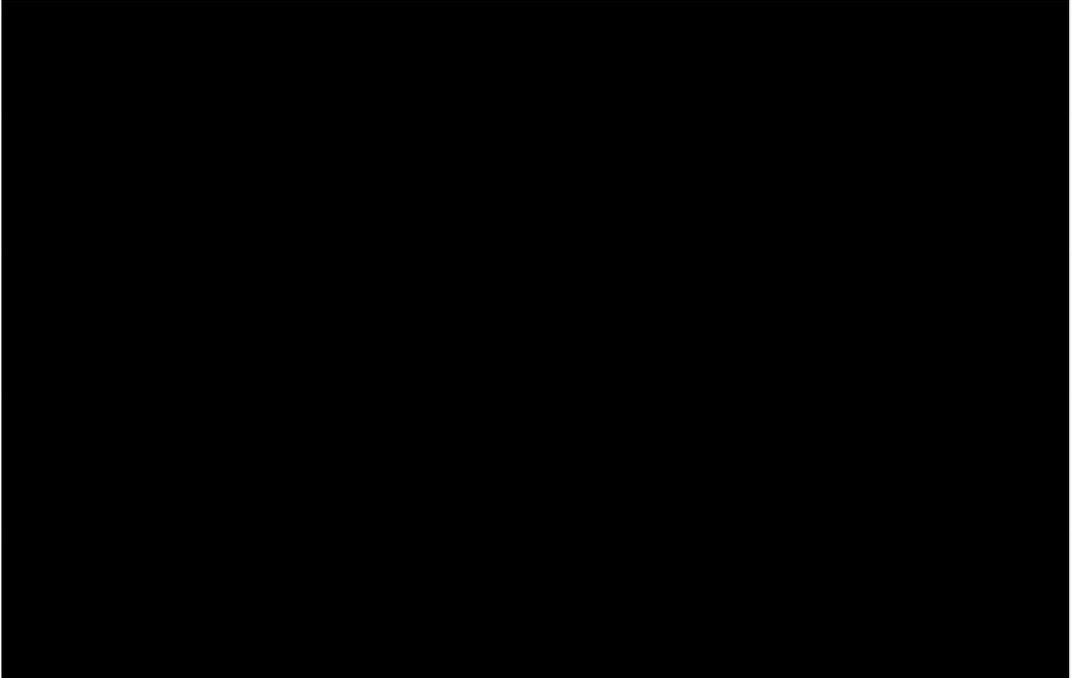
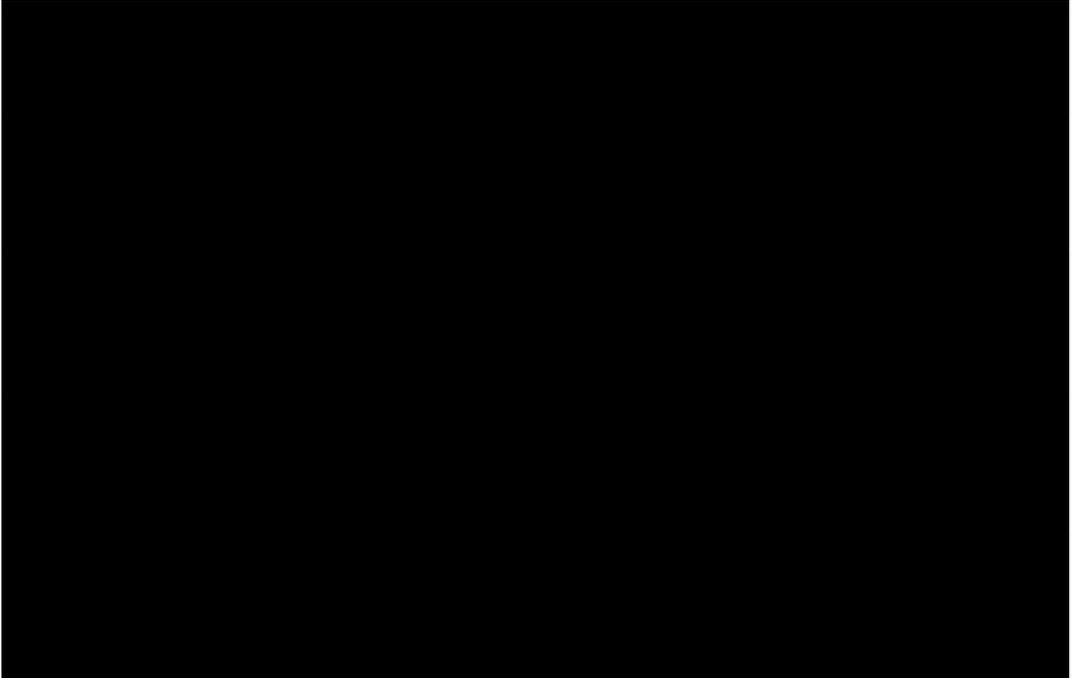
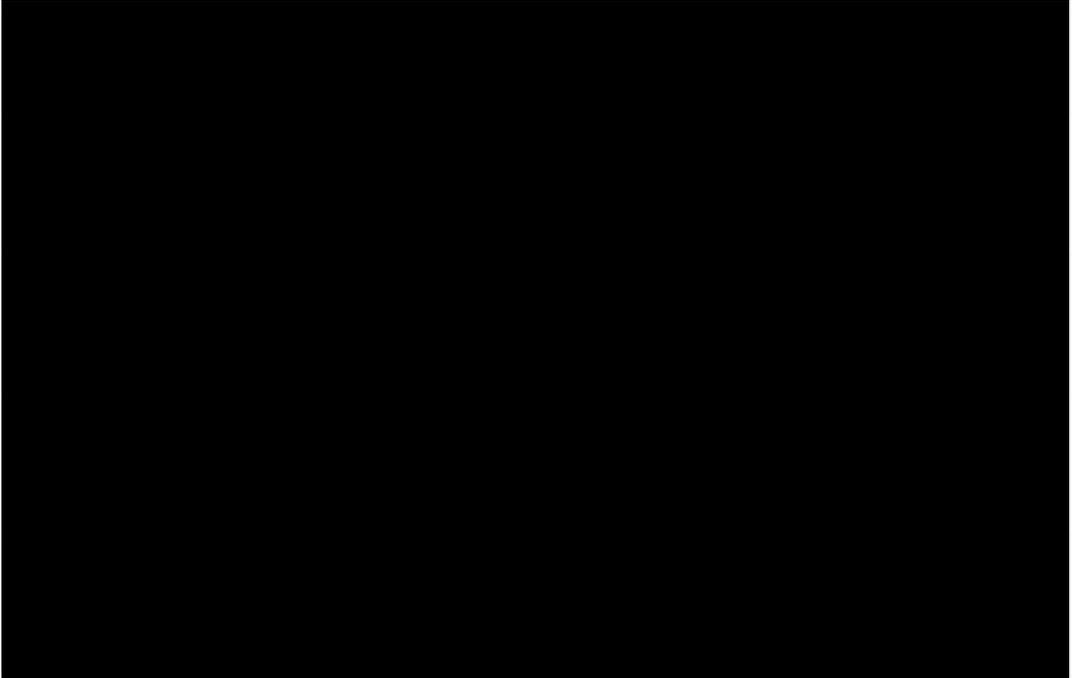
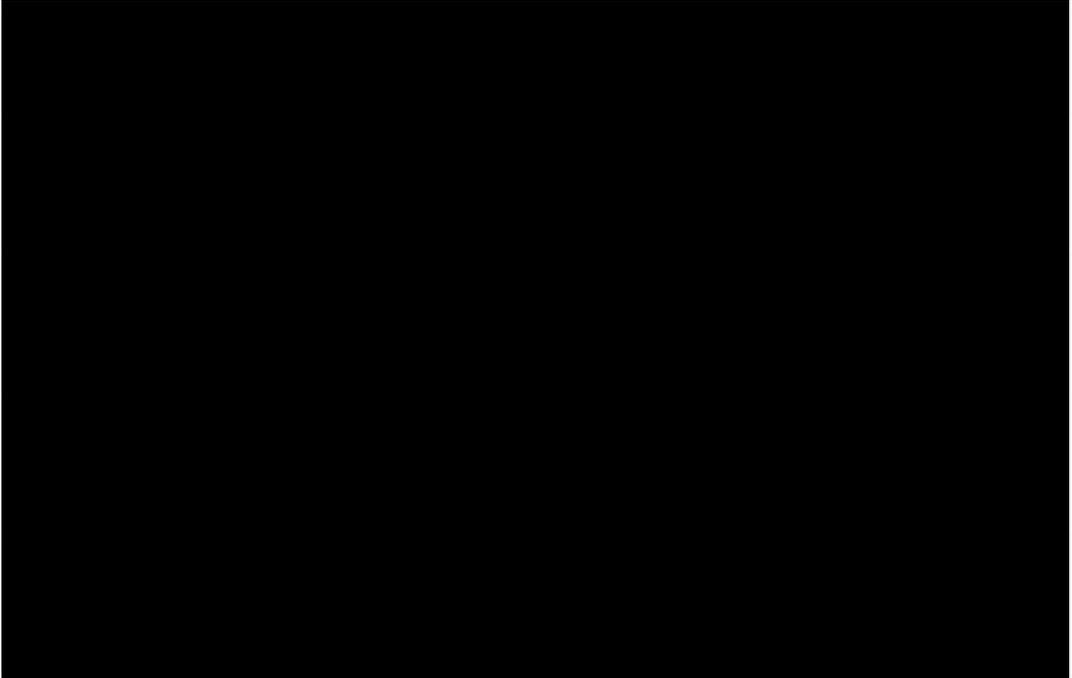
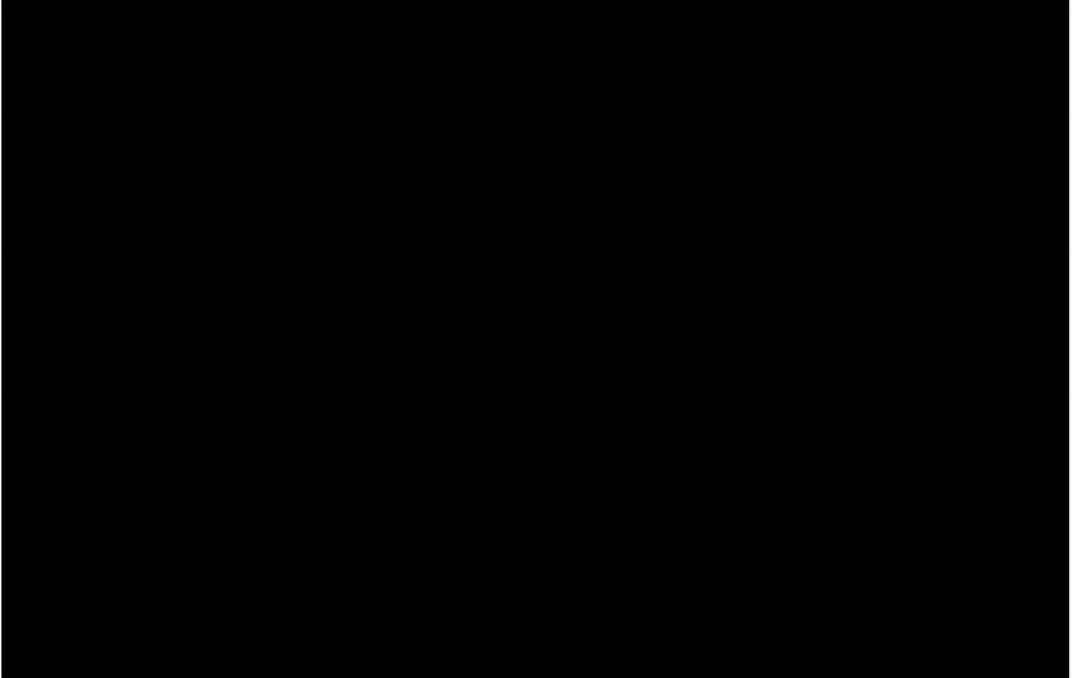
No, just one site.

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)	84-35 152 St. Jamaica, NY 11432		NYC CSD 28	K-4	Yes	K-4
Site 2						
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	Nancy Wong			
Complaint Contact	Brian Martin			
DASA Coordinator	Emma Villaverde			

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/17206879/yFPTXS6fVy/>

Site 1 Fire Inspection Report

<https://nysed-cso-reports.fluidreview.com/resp/17206879/nBjtmqxAKU/>

Site 2 Certificate of Occupancy

(No response)

Site 2 Fire Inspection Report

(No response)

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	Growing Up Green Charter School II is a school in high demand. Last year, we received over 1,600 applications for approximately 116 available seats. Because of the limited number of available seats, we are requesting to increase our overall enrollment number from 337 to 353 for the 2018-2019 school year.	04/17/2018	06/01/2018
2				
3				
4				
5				

o. Name and Position of Individual(s) Who Completed this Annual Report. Nancy Wong, School Leader; Aris Demato, Dean of Academics; Gina Palma, Director of Finance & Personnel; Roseanne Baker, Assessment Coordinator

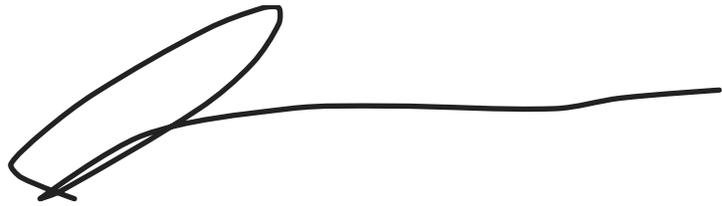
p. Our signatures (Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand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

Matthew Greenberg

Signature, President of the Board of Trustees



Date

2018/07/30

Thank you.



FIRE DEPARTMENT

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

BUREAU OF FIRE PREVENTION

Public Buildings Unit

DATE: 08.20.2018.

PREMISES

Growing Up Green Charter School
84-35 152nd Street
Queens NY 11432

Growing Up Green Charter School
84-35 152nd Street
Queens NY 11432

To Whom It May Concern:

The New York City Fire Department ("FDNY"), Bureau of Fire Prevention, Public Buildings Unit conducted an inspection of the above-referenced premises on **03.29.2018**.

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

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

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

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

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

Examined by: _____
Tomasz Korbas, Supervising Inspector, PBU

DEPARTMENT OF HOUSING AND BUILDINGS
BOROUGH OF QUEENS , **CITY OF NEW YORK**

No 180312

Date 1/18/71

CERTIFICATE OF OCCUPANCY

(Standard form adopted by the Board of Standards and Appeals and issued pursuant to Section 646 of the New York Charter, and Sections C.26-181.0 to C.26-187.0 inclusive Administrative Code 2.13.1. to 2.13.7. Building Code.)

This certificate supersedes C. O. No. _____
 To the owner or owners of the building or premises:

THIS CERTIFIES that the new ~~existing~~ building—premises located at
 84-35 152nd Street, NYC 84th Drive & 152nd St.

Block 9749 Lot 6

conforms substantially to the approved plans and specifications, and to the requirements of the building code and all other laws and ordinances, and of the rules and regulations 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.

N.Y.C. Alt. No.—**BB 866/60** Construction classification— **Fireproof**
 Occupancy classification— **Public** Height **3** stories, **38** feet.
 Date of completion— **12/8/70** Located in **Res.** Use District
 E-1 Area **1** Height Zone 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: **Cal. 226082, Sub. 1, Vol. XLV**

PERMISSIBLE USE AND OCCUPANCY

STORY	LIVE LOADS Lbs. per Sq. Ft.	PERSONS ACCOMMODATED			USE
		MALE	FEMALE	TOTAL	
Basmt.	0.8.	300	300	600	Heating, Office, Nursery, Recreation
1st	100	732	735	1467	Church, Parish Hall & Classrooms
2nd	60	181	181	362	Classrooms

W. Henry
 Borough Superintendent.



Entry 2 NYS School Report Card Link

Created: 07/26/2018 • Last updated: 07/30/2018

GROWING UP GREEN CS II (REGENTS)

1. CHARTER AUTHORIZER (As of June 30th, 2018) REGENTS-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=800000086908&year=2017&createreport=1&allchecked=1&enrollment=1&avgclasssize=1&freelunch=1&attendance=1&suspensions=1&teacherqual=1&staffcounts=1&naep=1&nyseslat=1&elemELA=1&elemMATH=1>



Entry 3 Progress Toward Goals

Created: 06/26/2018 • Last updated: 10/30/2018

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	GUGCS will meet the indicators for Benchmark 1: Student Performance in the Board of Regents Charter School Performance Framework, including growth and attainment for all tested subjects.	New York State Testing Program		Data has not been made available as of 11/1/2018
				GUGCS II has increased it’s instructional staff by adding a Literacy Coordinator to focus on reading and writing curriculum. The Literacy Coordinator will also provide professional development for teachers to help strengthen instruction. In 2018-19 Grades 1-4 will receive daily

<p>Academic Goal 2</p>	<p>Each year, 75% of all students (Grades 1--5) who were enrolled at GUGCS for at least two consecutive BEDS dates, will perform at or above grade level on the NWEA MAP Reading test.</p>	<p>FastBridge aReading Test</p> <p>Percent of Students that Performed on or above grade level.</p> <p>Kindergarten: 25.9% 1st Grade: 33.3% 2nd Grade: 39.1% 3rd Grade: 30.0% Overall: 33.1%</p>	<p>Not Met</p>	<p>guided reading instruction. Additional staff will provide support during the guided reading periods in order to help reduce the student/teacher ratio. 1st Grade will add an additional class to decrease the student teacher ratio in first grade.</p> <p>An Assessment Coordinator will be added to GUGCS II to analyze and provide data to School Leadership, Instructional Coordinators, and Teachers. The Assessment Coordinator will identify strengths and weaknesses so the school can focus it's instruction to address areas of need.</p>
<p>Academic Goal</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</p>	<p>Fountas and Pinnell Benchmark Assessments</p> <p>Percent of Students that Performed on or above grade level. Kindergarten: 48.1%</p>	<p>Not Met</p>	<p>GUGCS II has increased it's instructional staff by adding a Literacy Coordinator to focus on reading and writing curriculum. The Literacy Coordinator will also provide professional development for teachers to help strengthen instruction.</p> <p>In 2018-19 Grades 1-4 will receive daily guided reading instruction. Additional staff will provide support during the guided reading periods in order to help reduce the</p>

3	perform at or above grade level on the Fountas and Pinnell Benchmark Assessment System.	1st Grade: 54.0% 2nd Grade: 20.9% 3rd Grade: 43.3% Overall: 41.3%		student/teacher ratio. 1st Grade will add an additional class to decrease the student teacher ratio in first grade. An Assessment Coordinator will be added to GUGCS II to analyze and provide data to School Leadership, Instructional Coordinators, and Teachers. The Assessment Coordinator will identify strengths and weaknesses so the school can focus it's instruction to address areas of need.
Academic Goal 4	Each grade level of students (K--5) who remained in the school for the entire year will show at least 3 levels of growth on the Fountas & Pinnell Benchmark Assessment System between September and June of each school year.	Fountas and Pinnell Benchmark Assessments Percent of students that have grown at least 3 levels. Kindergarten: 85.2% 1st Grade: 86.6% 2nd Grade: 88.1% 3rd Grade: 87.8% Overall: 86.9%	Not Met	GUGCS II has increased it's instructional staff by adding a Literacy Coordinator to focus on reading and writing curriculum. The Literacy Coordinator will also provide professional development for teachers to help strengthen instruction. In 2018-19 Grades 1-4 will receive daily guided reading instruction. Additional staff will provide support during the guided reading periods in order to help reduce the student/teacher ratio. 1st Grade will add an additional class to decrease the student teacher ratio in first grade. An Assessment

				Coordinator will be added to GUGCS II to analyze and provide data to School Leadership, Instructional Coordinators, and Teachers. The Assessment Coordinator will identify strengths and weaknesses so the school can focus it's instruction to address areas of need.
Academic Goal 5	Each year, the school will make Adequate Yearly Progress (AYP) in Math, ELA and Science and will be deemed in "Good Standing" on its NYSED Report Card.	New York State Testing Program and NYSED Report Card		Data has not been made available as of 11/1/2018
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				

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

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

4. ORGANIZATIONAL GOALS

2017-18 Progress Toward Attainment of Organizational Goals

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

Org Goal 1	Each year, the school will have an average daily student attendance rate of at least 93%.	Growing Up Green uses OnCourse, a school management program, to document daily attendance. On average, our daily student attendance included 231 students (out of 249 students) for an average daily attendance rate of 93%.	Met	
Org Goal 2	Each year, 95% of all students enrolled on the last day of the school year will return the following school year.	On the last day of the 2017-2018 school year, our enrollment included 247 students (K-3). Of these students, 239 students will return for the following school year for a return rate of 96.8%.	Met	
Org Goal 3	Each year, the school will comply with all applicable laws, rules, regulations and contract terms, including but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the Individuals with Disabilities Education Act and the Family Educational Rights and Privacy Act.	GUGCS II complies with all applicable laws, rules, regulations and contract terms as noted in our Employee Handbook, our Family Handbook, and our Board policies.	Met	
		GUGCS II utilizes a variety of		

Org Goal 4	<p>Per the 2010 amendment to the Charter Schools Act, the school shall demonstrate good faith efforts to attract, retain, and meet or exceed enrollment and retention targets for students with disabilities, English language learners, and students who are eligible for the free and reduced price lunch program.</p>	<p>strategies to attract, retain, meet, or exceed enrollment and retention targets. We begin with a mass mailing to all families residing within District 28. This mailing includes information about our mission, core values, academic program, school community, and our application process via lottery. In addition to this mailing, GUGCS II hosts weekly school tours open to all families interested in GUGCS II. We post application information on our school website as well as on our Facebook page to reach additional members of our community.</p>	Met	
Org Goal 5	<p>Each year student enrollment will be at or within 15% below full enrollment as delineated in the charter. This will be measured each year by an analysis of student enrollment figures in ATS.</p>	<p>At the start of the 2017-2018 school year, GUGCS II enrolled 249 students, meeting its enrollment goals as delineated in the charter. At the end of the 2017-2018 school year on June 30, 2018, GUGCS II enrolled 247 students, achieving 99.2% of its enrollment goal.</p>	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, parents will express satisfaction with the school's program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more of the parents participate in the survey.			This is not applicable as this is no longer a measure used by the NY Department of Education.
Org Goal 7	Each year, teachers will express satisfaction with school leadership and professional development opportunities as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of			This is not applicable as this is no longer a measure used by

	7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more of the teachers participate in the survey.			the NY Department of Education.
Org Goal 8	Each year, 85% of teachers whose contract was renewed at the end of the previous school year will return to teach at GUGCS II.	96.4% of teachers who's contract was renewed at the end of the 2017-18 school year will return to teach at GUGCS II.	Met	
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				

6. FINANCIAL GOALS

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
	Each year, the School will undergo an independent financial audit that will result in an unqualified	Independent Financial Audit Findings PKF O'Connor Davies, LLP		

Financial Goal 1	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.	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.	Met	
Financial Goal 2	Each year, the School will operate on a balanced budget and maintain a stable cash flow. A budget will be considered “balanced” if revenues equal or exceed expenditures.	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. Financials are all posted on our GUGCS website and indicate that our Goal for 2017-2018 was met.	Met	
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				



Entry 4 Expenditures per Child

Created: 07/23/2018 • Last updated: 08/01/2018

GROWING UP GREEN CS II (REGENTS)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	5808601
Line 2: Year End FTE student enrollment	245
Line 3: Divide Line 1 by Line 2	23699

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)	273523
Line 2: Management and General Cost (Column)	436614
Line 3: Sum of Line 1 and Line 2	710137
Line 5: Divide Line 3 by the Year End FTE student enrollment	2897

Thank you.

Growing Up Green Charter School II

Financial Statements

June 30, 2018 and 2017

Independent Auditors' Report

Board of Trustees Growing Up Green Charter School II

Report on the Financial statements

We have audited the accompanying financial statements of Growing Up Green Charter School II (the "School"), which comprise the statements of financial position as of June 30, 2018 and June 30, 2017, and the related statements of activities, functional expenses, and cash flows for the year ended June 30, 2018 and for the period from December 15, 2015 (inception) to June 30, 2017, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

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

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

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2018 and 2017, and the changes in its net assets and its cash flows for the year ended June 30, 2018 and for the period from December 15, 2015 (inception) to June 30, 2017 in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the School's 2017 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 30, 2017. In our opinion, the summarized comparative statement of functional expenses presented herein for the period from December 15, 2015 (inception) to June 30, 2017 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 5, 2018, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

PKF O'Connor Davies, LLP

Harrison, New York
October 5, 2018

Growing Up Green Charter School II

Statements of Financial Position

	June 30,	
	<u>2018</u>	<u>2017</u>
ASSETS		
Current Assets		
Cash and cash equivalents	\$ 238,266	\$ 659,448
Grants and contracts receivable	139,108	172,930
Prepaid expenses and other current assets	<u>141,914</u>	<u>61,514</u>
Total Current Assets	519,288	893,892
Property and equipment, net	1,446,247	935,837
Restricted cash	50,093	25,020
Security deposits	<u>193,270</u>	<u>74,780</u>
	<u>\$ 2,208,898</u>	<u>\$ 1,929,529</u>
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable and accrued expenses	\$ 86,818	\$ 110,355
Accrued payroll and payroll taxes	311,286	239,948
Refundable advances	4,395	29,178
Due to related party	530,785	369,423
Line of credit	<u>-</u>	<u>284,490</u>
Total Current Liabilities	933,284	1,033,394
Deferred rent	<u>1,162,200</u>	<u>671,100</u>
Total Liabilities	2,095,484	1,704,494
Net assets, unrestricted	<u>113,414</u>	<u>225,035</u>
	<u>\$ 2,208,898</u>	<u>\$ 1,929,529</u>

See notes to financial statements

Growing Up Green Charter School II

Statements of Activities

	<u>Year Ended</u> <u>June 30, 2018</u>	<u>Period from</u> <u>December 15,</u> <u>2015 (inception)</u> <u>to June 30, 2017</u>
OPERATING REVENUE		
Public School District		
Regular student enrollment	\$ 3,658,644	\$ 2,653,592
Students with disabilities	704,991	529,937
Universal pre-kindergarten	331,200	421,550
Facilities funding	540,000	360,000
Grants and Contracts		
Federal - E-Rate, CSP, IDEA, and Titles	387,003	645,842
State and local	19,382	228,086
Total Operating Revenue	<u>5,641,220</u>	<u>4,839,007</u>
EXPENSES		
Program Services		
Regular education	3,160,713	2,469,503
Special education	1,718,685	1,437,859
Other education - after school	147,840	86,912
Total Program Services	<u>5,027,238</u>	<u>3,994,274</u>
Supporting Services		
Management and general	771,754	653,691
Fundraising	13,292	4,282
Total Expenses	<u>5,812,284</u>	<u>4,652,247</u>
(Deficit) Surplus from Operations	<u>(171,064)</u>	<u>186,760</u>
SUPPORT AND OTHER REVENUE		
Contributions	59,350	38,042
Other income	93	233
Total Support and Other Revenue	<u>59,443</u>	<u>38,275</u>
Change in Net Assets	(111,621)	225,035
NET ASSETS, UNRESTRICTED		
Beginning of period	<u>225,035</u>	<u>-</u>
End of period	<u>\$ 113,414</u>	<u>\$ 225,035</u>

See notes to financial statements

Growing Up Green Charter School II

Statement of Functional Expenses

Year Ended June 30, 2018

(with summarized totals for the period from December 15, 2015 (inception) to June 30, 2017)

	No. of Positions	2018				2017			
		Program Services			Total	Management and General	Fundraising	Total	Total
		Regular Education	Special Education	After School					
Personnel Services Costs									
Administrative staff personnel	11	\$ 374,968	\$ 193,982	\$ -	\$ 568,950	\$ 218,091	\$ 7,565	\$ 794,606	\$ 593,367
Instructional personnel	33	1,319,876	773,823	86,360	2,180,059	-	-	2,180,059	1,455,060
Non-instructional personnel	<u>2</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>76,947</u>	<u>-</u>	<u>76,947</u>	<u>-</u>
Total Salaries and Staff	<u>46</u>	<u>1,694,844</u>	<u>967,805</u>	<u>86,360</u>	<u>2,749,009</u>	<u>295,038</u>	<u>7,565</u>	<u>3,051,612</u>	<u>2,048,427</u>
Fringe benefits and payroll taxes		357,497	204,141	18,216	579,854	62,234	1,596	643,684	418,623
Retirement		30,401	17,360	1,549	49,310	5,292	136	54,738	34,920
Legal fees		13,608	7,771	693	22,072	2,369	61	24,502	85,189
Accounting and audit services		-	-	-	-	137,146	-	137,146	170,182
Other purchased services		138,789	46,289	1,974	187,052	106,969	523	294,544	312,446
Rent expense		572,665	327,009	29,180	928,854	99,690	2,556	1,031,100	1,031,100
Repairs and maintenance		23,880	13,636	1,217	38,733	4,156	107	42,996	46,209
Insurance		16,942	9,674	863	27,479	2,949	76	30,504	24,546
Utilities		28,496	16,272	1,452	46,220	4,961	127	51,308	34,707
Supplies and materials		112,265	30,210	593	143,068	1,631	42	144,741	174,877
Equipment and furnishings		16,442	6,023	317	22,782	1,085	28	23,895	41,304
Staff and professional development		12,789	3,090	-	15,879	-	-	15,879	14,016
Marketing and recruiting		29,720	11,654	692	42,066	2,365	61	44,492	57,451
Technology		27,546	15,729	1,404	44,679	4,795	123	49,597	46,739
Food services		3,758	908	-	4,666	-	-	4,666	10,080
Student services		13,145	3,175	-	16,320	-	-	16,320	2,206
Office expense		21,994	12,560	1,121	35,675	3,829	98	39,602	37,097
Depreciation and amortization		40,122	22,910	2,044	65,076	6,984	179	72,239	48,559
Other		5,810	2,469	165	8,444	30,261	14	38,719	13,569
Total Expenses		<u>\$ 3,160,713</u>	<u>\$ 1,718,685</u>	<u>\$ 147,840</u>	<u>\$ 5,027,238</u>	<u>\$ 771,754</u>	<u>\$ 13,292</u>	<u>\$ 5,812,284</u>	<u>\$ 4,652,247</u>

Growing Up Green Charter School II

Statements of Cash Flows

	Year Ended June 30, 2018	Period from December 15, 2015 (inception) to June 30, 2017
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	\$ (111,621)	\$ 225,035
Adjustments to reconcile change in net assets to net cash from operating activities		
Depreciation and amortization	72,239	48,559
Deferred rent	491,100	671,100
Changes in operating assets and liabilities		
Grants and contracts receivable	33,822	(172,930)
Prepaid expenses and other current assets	(80,400)	(61,514)
Security deposits	(118,490)	(74,780)
Accounts payable and accrued expenses	(23,537)	110,355
Accrued payroll and payroll taxes	71,338	239,948
Refundable advances	(24,783)	29,178
Due to related party	161,362	369,423
Net Cash from Operating Activities	471,030	1,384,374
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of property and equipment	(582,649)	(984,396)
(Payment of) proceeds from line of credit	(284,490)	284,490
Restricted cash	(25,073)	(25,020)
Net Cash from Investing Activities	(892,212)	(724,926)
 Net Change in Cash and Cash Equivalents	 (421,182)	 659,448
CASH AND CASH EQUIVALENTS		
Beginning of year	659,448	-
End of year	\$ 238,266	\$ 659,448

See notes to financial statements

Growing Up Green Charter School II

Notes to Financial Statements
June 30, 2018 and 2017

1. Organization and Tax Status

Growing Up Green Charter School II (the "School") is a New York State, not-for-profit educational corporation that was incorporated on December 15, 2015 to operate a Charter School pursuant to Article 56 of the Education Law of the State of New York. The School was granted a provisional charter on December 15, 2015 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York. The School's mission is to empower children to be conscious, contributing members of their community through a rigorous curriculum and an engaging green culture. Graduates of the School will be prepared to attend high performing schools where their interdisciplinary academic foundations, knowledge of sustainability, and strong sense of self sets them apart as leaders of the future. Classes commenced in Jamaica, New York, on September 8, 2016 and the School provided education to approximately 278 students in grades pre-kindergarten through third during the 2017-2018 academic year.

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

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

2. Summary of Significant Accounting Policies

Basis of Presentation and Use of Estimates

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

Growing Up Green Charter School II

Notes to Financial Statements
June 30, 2018 and 2017

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

Net Asset Presentation

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

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

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

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

The School had no temporarily or permanently restricted net assets at June 30, 2018 and 2017.

Cash and Cash Equivalents

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

Restricted Cash

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

Growing Up Green Charter School II

Notes to Financial Statements
June 30, 2018 and 2017

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

Property and Equipment

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

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

Equipment	5 years
Furniture and fixtures	7 years
Software	3 years

Property and equipment are reviewed for impairment if the use of the asset significantly changes or another indicator of possible impairment is identified. If the carrying amount for the asset is not recoverable, the asset is written down to its fair value. There were no asset impairments for the year ended June 30, 2018 and for the period from December 15, 2015 (inception) to June 30, 2017.

Refundable Advances

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

Revenue and Support

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

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

Growing Up Green Charter School II

Notes to Financial Statements
June 30, 2018 and 2017

2. Summary of Significant Accounting Policies (continued)

Functional Expense Allocation

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

Accounting for Uncertainty in Income Taxes

The School recognizes the effect of income tax positions only if those positions are more likely than not to be sustained. Management has determined that the School had no uncertain tax positions that would require financial statement recognition or disclosure. All Forms 990 filed by the School are subject to examination.

Prior Year Summarized Comparative Financial Information

The statement of functional expenses includes prior-year summarized comparative information in total but not by function. Such information does not include sufficient detail to constitute a presentation in conformity with U.S. GAAP. Accordingly, such information should be read in conjunction with the School's statement of functional expenses for the period from December 15, 2015 (inception) to June 30, 2017, from which the summarized information was derived.

Subsequent Events Evaluation by Management

Management has evaluated subsequent events for disclosure and/or recognition in the financial statements through the date that the financial statements were available to be issued, which date is October 5, 2018.

Reclassification

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

3. Grants and Contracts Receivable

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

Growing Up Green Charter School II

Notes to Financial Statements
June 30, 2018 and 2017

4. Property and Equipment

Property and equipment consists of the following at June 30:

	2018	2017
Equipment	\$ 124,140	\$ 106,333
Furniture and fixtures	94,474	61,855
Software	3,126	3,126
Leasehold improvements	804,951	466,715
Construction in progress	540,354	346,367
	<u>1,567,045</u>	<u>984,396</u>
Accumulated depreciation and amortization	<u>(120,798)</u>	<u>(48,559)</u>
	<u>\$ 1,446,247</u>	<u>\$ 935,837</u>

Construction in progress at June 30, 2018 and 2017 consists of various improvements associated with the facilities at 84-35 152nd street, Jamaica, New York (see Note 9).

5. Employee Benefit Plan

The School maintains a pension plan qualified under Internal Revenue Code 401(k), for the benefit of its eligible employees. Under the plan, the School provided matching contributions up to 5% of the participant's annual compensation. Total employer match for the year ended June 30, 2018 and for the period from December 15, 2015 (inception) to June 30, 2017 amounted to \$49,873 and \$29,425.

6. Concentration of Credit Risk

Financial instruments that potentially subject the School to concentrations of credit and market risk consist principally of cash and cash equivalents on deposit with financial institutions, which from time to time may exceed the Federal Deposit Insurance Corporation ("FDIC") limit. The School does not believe that a significant risk of loss due to the failure of a financial institution presently exists. As of June 30, 2018 and 2017, approximately \$40,000 and \$430,000 of cash was maintained with an institution in excess of FDIC limits.

7. Concentration of Revenue and Support

The School receives a substantial portion of its revenue and support from the New York City Department of Education. For the year ended June 30, 2018 and for the period from December 15, 2015 (inception) to June 30, 2017, the School received approximately 92% and 81% of its total revenue and support from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

Growing Up Green Charter School II

Notes to Financial Statements
June 30, 2018 and 2017

8. Related Party Transactions

Friends of Growing Up Green

The School is an affiliate of Friends of Growing Up Green (“Friends of GUG”), a New York State not-for-profit corporation, through common management. Friends of GUG supports the School through technical and financial assistance. There were no material transactions between Friends of GUG and the School for the year ended June 30, 2018 and for the period from December 15, 2015 (inception) to June 30, 2017.

Growing Up Green Charter School

The School is an affiliate of Growing Up Green Charter School (“GUG”), a New York State not-for-profit education corporation who both share common management and board members. The School was not required to consolidate financial statement with GUG as the School does not have an economic interest in the net assets of GUG. During the year ended June 30, 2018 and for the period from December 15, 2015 (inception) to June 30, 2017, GUG charged \$247,872 and \$112,654 of operating expenses to the School.

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

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

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

Growing Up Green Charter School II

Notes to Financial Statements
June 30, 2018 and 2017

9. Commitments

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

On June 8, 2018, the School entered into a non-cancelable operating lease for office and classroom space at 89-25 161st Street, Jamaica, New York, expiring on June 30, 2050. The lease provides for rent escalations and the School is responsible for utilities, real estate taxes and other operating expenses. Rent commences on July 1, 2019.

The future minimum lease payments for both facilities, not inclusive of renewal options, are as follows for the years ending June 30:

2019	\$ 720,000
2020	1,368,420
2021	1,993,024
2022	2,699,378
2023	3,374,728
Thereafter	<u>134,600,266</u>
	<u>\$ 144,755,816</u>

The School recognizes rent expense on a straight-line basis over the term of the lease. Rent expense in excess of payments is recorded as deferred rent in the accompanying statements of financial position. Rent expense for the year ended June 30, 2018 and for the period from December 15, 2015 (inception) to June 30, 2017 was \$1,031,100 for each period.

10. Contingency

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



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

Independent Auditors' Report

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

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

Internal Control Over Financial Reporting

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

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

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

Compliance and Other Matters

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

Purpose of this Report

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

PKF O'Connor Davies, LLP

Harrison, New York
October 5, 2018



Annual Financial Statement Audit Report

School Name:	Growing Up Green Charter School II
Date (Report is due Nov. 1):	November 1, 2018
Primary District of Location (If NYC select NYC DOE):	New York City Department of Education
If located in NYC DOE select CSD:	NYCSD #28
School Fiscal Contact Name:	Matthew Greenberg
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	PKF O'Connor Davies
School Audit Contact Name:	Gus Saliba
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]
Audit Period:	2017-18
Prior Year:	2016-17

The following items are required to be included:

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

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

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

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

	<u>2018</u>	<u>2017</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$ 238,266	\$ 659,448
Grants and contracts receivable	139,108	172,930
Accounts receivables	-	-
Prepaid Expenses	141,914	61,514
Contributions and other receivables	-	-
Other current assets	-	-
TOTAL CURRENT ASSETS	519,288	893,892
<u>NON-CURRENT ASSETS</u>		
Property, Building and Equipment, net	\$ 1,446,247	\$ 935,837
Restricted Cash	50,093	25,020
Security Deposits	193,470	74,780
Other Non-Current Assets	-	-
TOTAL NON-CURRENT	1,689,810	1,035,637
TOTAL ASSETS	<u>2,209,098</u>	<u>1,929,529</u>
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 86,818	\$ 110,355
Accrued payroll, payroll taxes and benefits	311,286	239,948
Current Portion of Loan Payable	-	-
Due to Related Parties	530,985	369,423
Refundable Advances	4,395	29,178
Deferred Revenue	-	-
Other Current Liabilities	-	<u>284,490</u>
TOTAL CURRENT	933,484	1,033,394
<u>LONG-TERM LIABILITIES</u>		
Loan Payable; Due in More than One Year	\$ -	-
Deferred Rent	1,162,200	671,100
Due to Related Party	-	-
Other Long-Term Liabilities	-	-
TOTAL LONG-TERM	1,162,200	671,100
TOTAL LIABILITIES	<u>2,095,684</u>	<u>1,704,494</u>

NET ASSETS

Unrestricted	\$ 113,414	\$ 225,035
Temporarily restricted	-	-
Permanently restricted	-	-
TOTAL NET ASSETS	<u>113,414</u>	<u>225,035</u>
TOTAL LIABILITIES AND NET ASSETS	<u><u>2,209,098</u></u>	<u><u>1,929,529</u></u>

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

	2018			2017
	Unrestricted	Temporarily Restricted	Total	Total
OPERATING REVENUE				
State and Local Per Pupil Revenue - Reg. Ed	\$ 3,658,644	\$ -	\$ 3,658,644	\$ 2,653,592
State and Local Per Pupil Revenue - SPED	704,991	-	704,991	529,937
State and Local Per Pupil Facilities Revenue	540,000	-	540,000	360,000
Federal Grants	387,003	-	387,003	645,842
State and City Grants	19,382	-	19,382	228,086
Other Operating Income	331,200	-	331,200	421,550
Food Service/Child Nutrition Program	-	-	-	-
TOTAL OPERATING REVENUE	5,641,220	-	5,641,220	4,839,007
EXPENSES				
Program Services				
Regular Education	\$ 3,160,713	\$ -	\$ 3,160,713	\$ 2,469,503
Special Education	1,718,685	-	1,718,685	1,437,859
Other Programs	147,840	-	147,840	86,912
Total Program Services	5,027,238	-	5,027,238	3,994,274
Management and general	771,754	-	771,754	653,691
Fundraising	13,292	-	13,292	4,282
TOTAL EXPENSES	5,812,284	-	5,812,284	4,652,247
SURPLUS / (DEFICIT) FROM OPERATIONS	(171,064)	-	(171,064)	186,760
SUPPORT AND OTHER REVENUE				
Interest and Other Income	\$ 93	\$ -	\$ 93	\$ 233
Contributions and Grants	59,350	-	59,350	38,042
Fundraising Support	-	-	-	-
Investments	-	-	-	-
Donated Services	-	-	-	-
Other Support and Revenue	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	59,443	-	59,443	38,275
Net Assets Released from Restrictions / Loss on Disposal	\$ -	\$ -	\$ -	\$ -
CHANGE IN NET ASSETS	(111,621)	-	(111,621)	225,035
NET ASSETS - BEGINNING OF YEAR	\$ 225,035	\$ -	\$ 225,035	\$ -
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-

NET ASSETS - END OF YEAR

\$ 113,414 \$ - \$ 113,414 \$ 225,035

**Growing Up Green Charter School II
Statement of Cash Flows**

as of June 30

	<u>2018</u>	<u>2017</u>
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ (111,621)	\$ 225,035
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	72,239	48,559
Grants Receivable	33,822	(172,930)
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	(80,400)	(61,514)
Accounts Payable	(23,537)	110,355
Accrued Expenses	-	-
Accrued Liabilities	71,338	239,948
Contributions and fund-raising activities	-	-
Miscellaneous sources	161,562	369,423
Deferred Revenue	(24,783)	29,178
Interest payments	-	-
Deferred Rent	491,100	671,100
Security Deposit	(118,690)	(74,780)
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ 471,030	\$ 1,384,374
CASH FLOWS - INVESTING ACTIVITIES	\$	\$
Purchase of equipment	(582,649)	(984,396)
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ (582,649)	\$ (984,396)
CASH FLOWS - FINANCING ACTIVITIES	\$	\$
Principal payments on long-term debt	(284,490)	284,490
Other	(25,073)	(25,020)
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ (309,563)	\$ 259,470
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ (421,182)	\$ 659,448
Cash at beginning of year	659,448	-
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 238,266	\$ 659,448

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

		2018						
		Program Services				Supporting Services		
	No. of Positions	Regular	Special	Other	Total	Fundraising	Management and General	Total
		Education	Education	Education		Education	Education	
		\$	\$	\$	\$	\$	\$	\$
Personnel Services Costs								
Administrative Staff Personnel	11.40	366,672	216,027	-	582,699	7,565	218,092	225,657
Instructional Personnel	33.00	1,319,876	749,774	86,360	2,156,010	-	-	-
Non-Instructional Personnel	1.80	8,296	2,004	-	10,300	-	76,947	76,947
Total Salaries and Staff	46.20	1,694,844	967,806	86,360	2,749,010	7,565	295,039	302,604
Fringe Benefits & Payroll Taxes		357,497	204,141	18,216	579,855	1,596	62,233	63,829
Retirement		30,401	17,360	1,549	49,310	136	5,292	5,428
Management Company Fees		-	-	-	-	-	-	-
Legal Service		13,608	7,771	693	22,073	61	2,369	2,430
Accounting / Audit Services		-	-	-	-	-	137,146	137,146
Other Purchased / Professional / Consulting Services		138,789	46,289	1,974	187,052	523	106,968	107,491
Building and Land Rent / Lease		572,665	327,009	29,180	928,854	2,556	99,690	102,246
Repairs & Maintenance		23,880	13,636	1,217	38,733	107	4,157	4,264
Insurance		16,942	9,674	863	27,479	76	2,949	3,025
Utilities		28,496	16,272	1,452	46,220	127	4,961	5,088
Supplies / Materials		112,265	30,210	593	143,067	42	1,633	1,675
Equipment / Furnishings		16,442	6,023	317	22,782	28	1,084	1,112
Staff Development		12,789	3,089	-	15,878	-	-	-
Marketing / Recruitment		29,720	11,654	692	42,067	61	2,364	2,425
Technology		27,546	15,729	1,404	44,679	123	4,795	4,918
Food Service		3,758	908	-	4,666	-	-	-
Student Services		13,145	3,175	-	16,320	-	-	-
Office Expense		21,994	12,560	1,121	35,675	98	3,829	3,927
Depreciation		40,120	22,910	2,044	65,074	179	6,984	7,163
OTHER		5,810	2,469	165	8,444	14	30,264	30,278
Total Expenses		\$ 3,160,712	\$ 1,718,685	\$ 147,840	\$ 5,027,237	\$ 13,290	\$ 771,757	\$ 785,047

	2017
Total	
\$	\$
808,356	593,367
2,156,010	1,455,060
87,247	-
3,051,613	2,048,427
643,684	418,623
54,738	34,920
-	-
24,502	85,189
137,146	170,182
294,543	312,446
1,031,100	1,031,100
42,997	46,209
30,504	24,546
51,307	34,707
144,742	174,877
23,893	41,304
15,878	14,016
44,492	57,451
49,597	46,739
4,666	10,080
16,320	2,206
39,602	37,097
72,237	48,559
<u>38,722</u>	<u>13,569</u>
\$ 5,812,284	\$ 4,652,247



Entry 5c Additional Financial Docs

Created: 10/22/2018 • Last updated: 10/29/2018

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

Section Heading

1. Management Letter

<https://nysed-cso-reports.fluidreview.com/resp/19918607/8mMlunnVv3/>

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

2. Form 990

(No response)

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

3. Federal Single Audit

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

(No response)

Explanation for not uploading the Federal Single Audit. Since the school did not receive over \$750,000 in federal funds, the school was exempt from the single audit

4. CSP Agreed Upon Procedure Report

<https://nysed-cso-reports.fluidreview.com/resp/19918607/dQZm1h8CfC/>

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

5. Evidence of Required Escrow Account

<https://nysed-cso-reports.fluidreview.com/resp/19918607/pN6H0Nalce/>

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

6. Corrective Action Plan

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

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

(No response)

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

Growing Up Green Charter School II

Independent Auditors' Report on Communication of
Internal Control Matters

June 30, 2018

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

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

In planning and performing our audit of the financial statements of Growing Up Green Charter School II (the "School") as of and for the year ended June 30, 2018, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting ("internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

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

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

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

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

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

PKF O'Connor Davies, LLP

Harrison, New York
October 5, 2018

INDEPENDENT AUDITORS' REPORT ON APPLYING AGREED-UPON PROCEDURES

Board of Trustees Growing Up Green Charter School II

We have performed the procedures enumerated below, which were agreed to by the management of Growing Up Green Charter School II (the "School") and the New York State Education Department ("NYSED") solely to assist the specified parties in evaluating the School's assertion to NYSED that it has maintained compliance with the requirements of the CSP grant and Federal and NYSED guidelines in managing the CSP grant for the year ended June 30, 2018 (the "period"). The sufficiency of these procedures is solely the responsibility of the specific users of the report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

The procedures we performed and our results are as follows:

Procedure #1: We will obtain the detail of expenditures incurred for the period relating to the CSP grant from the School's accounting software and reconcile to the grant revenue recorded by the School. If the CSP grant revenue does not equal the grant expenditures, we will investigate the differences.

Result: No exceptions noted.

Procedure #2: We will obtain the NYSED approved CSP grant award information, including the budget and any amendments, to determine if the revenue and expenditures recorded for the period appear reasonable.

Result: No exceptions noted.

Procedure #3: We will select a sample from the detail of expenditures obtained in Procedure #1.

- a. Payroll – We will randomly select 10 items or 10% of the total number of payroll items charged to the grant, whichever is less.
- b. Other expenses – We will randomly select 10 items or 10% of the total number of items charged to the grant, whichever is less.
- c. Using the above selected items, we will:
 - i. Determine if the expenditure is in accordance with the purpose of the grant and that pre-opening expenditures are charged to pre-opening periods.

- ii. Determine if the expenditure falls into an approved budget category.
- iii. Determine if the expenditure was charged to the appropriate fiscal period.

Result: No exceptions noted.

Procedure #4: We will obtain FS-25 form(s) submitted to NYSED during the period and perform the following:

- a. Trace expenditures selected in Procedure #3 to requests for reimbursement. Determine that items requested for reimbursement had previously been expended or were expended within a month following the request for reimbursement. If items have not yet been requested for reimbursement, inquire of responsible School officials as to the plan for requesting reimbursement, and determine if a receivable is recorded, if appropriate.
- b. If FS-25 form(s) included amounts on Line 4 (Cash Expenditures Anticipated During Next Month), we will select one FS-25 form and determine if funds were expended within a month following the date of the request.

Result: No exceptions noted.

Procedure #5: For schools with a weighted lottery during the period we will:

- a. Obtain documentation that the school received permission from NYSED Charter School Office for the weighted lottery.
- b. Obtain the results of the weighted lottery.
 - Note that weighted lotteries must be conducted using the NYSED Weighted Lottery Generator (WLG). When the WLG is used, a copy of the 'lottery PDF' should be observed. (This PDF is generated after the WLG has conducted the lottery.)

Result: Not applicable, the School did not conduct a weighted lottery.

Board of Trustees
Growing Up Green Charter School II
Page 3

This agreed-upon procedures engagement was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. We were not engaged to and did not conduct an examination or review, the objective of which would be the expression of an opinion or conclusion, respectively, on the School's compliance with the requirements of the CSP grant. Accordingly, we do not express such an opinion or conclusion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

This report is intended solely for the use of the School and the New York State Education Department, and it is not intended to be and should not be used by anyone other than the specified parties.

PKF O'Connor Davies, LLP

Harrison, New York
October 25, 2018

00013247
 K207

GROWING UP GREEN CHARTER SCHOOL 11
 (ESCROW)
 39-27 28TH STREET
 LONG ISLAND CITY NY 11101



Statement Period
 Jun 1 - Jun 30, 2018
Relationship Manager
 Citibusiness Service Center
 (877) 528-0990

CitiBusiness® ACCOUNT AS OF JUNE 30, 2018

Relationship Summary:

Checking	-----
Savings	\$50,092.87
Checking Plus	-----

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

Type of Charge	No./Units	Price/Unit	Amount
CITIBUSINESS IMMA # [REDACTED]			
Average Daily Collected Balance			\$50,072.29
Total Charges for Services			\$0.00
Net Service Charge			\$0.00

SAVINGS ACTIVITY

CitiBusiness IMMA

[REDACTED]	Beginning Balance:	\$50,082.58
	Ending Balance:	\$50,092.87
Date	Description	Debits Credits Balance
06/29	INTEREST EARNED	10.29 50,092.87

Interest earned year to date \$50.41

Your CitiBusiness IMMA Account Rates

For Balances of	\$0	\$25,000	\$50,000	\$100,000	\$500,000	\$1,000,000	\$10,000,000
to	to	to	to	to	to	to	and over
	\$24,999	\$49,999	\$99,999	\$499,999	\$999,999	\$9,999,999	
6/01 - 6/30	0.100%	0.250%	0.250%	0.350%	0.350%	0.350%	0.350%

0-0



13247

EOLR400H 1076 0038 CFM033 07 180630 PAGE 00001 OF 00001

CUSTOMER SERVICE INFORMATION

IF YOU HAVE QUESTIONS ON:

Insured Money Market

YOU CAN CALL:

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

YOU CAN WRITE:

CitiBusiness
100 Citibank Drive
San Antonio, TX 78245-9966

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

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Entry 5d Financial Services Contact Information

Last updated: 07/23/2018

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

GROWING UP GREEN CS II (REGENTS)Section Heading

1. School Based Fiscal Contact Information

School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
Gina Palma	[REDACTED]	[REDACTED]

2. Audit Firm Contact Information

School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
Gus Saliba	[REDACTED]	[REDACTED]	9

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

Firm Name	Contact Person	Mailing Address	Email	Phone	Years with Firm
Charter School Business Management	Kamilah OBrien	[REDACTED]	[REDACTED]	[REDACTED]	9

New York State Education Department

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

2018-19 Budget & Cash Flow Template

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

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

Growing Up Green Charter School II -

PROJECTED BUDGET FOR 2018-2019 -

July 1, 2017 to June 30, 2018 -

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

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	6,121,113	875,110	-	93	594,545	7,590,861
Total Expenses	5,861,445	679,387	-	14,346	935,682	7,490,861
Net Income	259,667	195,723	-	(14,253)	(341,137)	100,000
Actual Student Enrollment	386	38				-
Total Paid Student Enrollment	353	-				353

PROGRAM SERVICES

SUPPORT SERVICES

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

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

CY Per Pupil Rate

District of Location

\$15,307.00

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

4,813,644	-	-	-	589,727	5,403,371
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
4,813,644				589,727	5,403,371

Special Education Revenue

-	697,885	-	-	-	697,885
---	---------	---	---	---	---------

Grants

- Stimulus
- Other

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

Other State Revenue

1,100,575	120,178	-	-	-	1,220,753
-----------	---------	---	---	---	-----------

TOTAL REVENUE FROM STATE SOURCES

5,914,219	818,063			589,727	7,322,009
------------------	----------------	--	--	----------------	------------------

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs

-	34,200	-	-	-	34,200
---	--------	---	---	---	--------

Title I

81,140	8,860	-	-	-	90,000
--------	-------	---	---	---	--------

Title Funding - Other

9,016	984	-	-	-	10,000
-------	-----	---	---	---	--------

School Food Service (Free Lunch)

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

Grants

- Charter School Program (CSP) Planning & Implementation
- Other

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

Other Federal Revenue

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

TOTAL REVENUE FROM FEDERAL SOURCES

90,155	44,045				134,200
---------------	---------------	--	--	--	----------------

LOCAL and OTHER REVENUE

Contributions and Donations, Fundraising

70,054	7,763	-	41	2,141	80,000
--------	-------	---	----	-------	--------

Erate Reimbursement

19,951	2,321	-	52	2,677	25,000
--------	-------	---	----	-------	--------

Interest Income, Earnings on Investments,

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

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

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

Food Service (Income from meals)

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

Text Book

26,733	2,919	-	-	-	29,652
--------	-------	---	---	---	--------

Other Local Revenue

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

TOTAL REVENUE FROM LOCAL and OTHER SOURCES

116,738	13,003		93	4,818	134,652
----------------	---------------	--	-----------	--------------	----------------

TOTAL REVENUE

6,121,113	875,110		93	594,545	7,590,861
------------------	----------------	--	-----------	----------------	------------------

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

No. of Positions

- Executive Management
- Instructional Management
- Deans, Directors & Coordinators

1.30
1.00
8.00

136,306	22,319	-	8,769	55,798	223,192
71,500	11,000	-	-	27,500	110,000
586,397	64,032	-	-	-	650,429

Growing Up Green Charter School II

PROJECTED BUDGET FOR 2018-2019

July 1, 2017 to June 30, 2018

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

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	6,121,113	875,110	-	93	594,545	7,590,861
Total Expenses	5,861,445	679,387	-	14,346	935,682	7,490,861
Net Income	259,667	195,723	-	(14,253)	(341,137)	100,000
Actual Student Enrollment	386	38				-
Total Paid Student Enrollment	353	-				353

PROGRAM SERVICES

SUPPORT SERVICES

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

CFO / Director of Finance	1.00	-	-	-	58,334	58,334
Operation / Business Manager	1.00	38,750	7,750	-	31,000	77,500
Administrative Staff	5.50	71,802	17,743	-	206,220	295,765
TOTAL ADMINISTRATIVE STAFF	18	904,754	122,844	8,769	378,852	1,415,220
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	18.00	1,079,693	117,897	-	-	1,197,590
Teachers - SPED	11.00	653,372	71,345	-	-	724,717
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	2.00	72,124	7,876	-	-	80,000
Specialty Teachers	8.00	466,104	50,896	-	-	517,000
Aides	-	-	-	-	-	-
Therapists & Counselors	2.00	130,816	14,284	-	-	145,100
INSTRUCTIONAL PERSONNEL COSTS Other	-	72,215	7,886	-	-	80,100
TOTAL INSTRUCTIONAL	41	2,474,323	270,185			2,744,507
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	2.00	-	-	-	74,505	74,505
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	2				74,505	74,505
SUBTOTAL PERSONNEL SERVICE COSTS	61	3,379,077	393,029	8,769	453,357	4,234,233
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		283,928	33,024	-	737	38,093
Fringe / Employee Benefits		509,133	59,219	-	1,321	68,308
Retirement / Pension		-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		793,061	92,243	2,058	106,402	993,764
TOTAL PERSONNEL SERVICE COSTS		4,172,138	485,272	10,827	559,759	5,227,996
CONTRACTED SERVICES						
Accounting / Audit		-	-	-	24,000	24,000
Legal		11,971	1,392	-	1,606	15,000
Management Company Fee		-	-	-	-	-
Nurse Services		-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-
Payroll Services		-	-	-	6,000	6,000
Special Ed Services		-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		84,325	9,310	-	37	259,600
TOTAL CONTRACTED SERVICES		96,296	10,702	68	197,533	304,600

SCHOOL OPERATIONS

Growing Up Green Charter School II

PROJECTED BUDGET FOR 2018-2019

July 1, 2017 to June 30, 2018

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

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	6,121,113	875,110	-	93	594,545	7,590,861
Total Expenses	5,861,445	679,387	-	14,346	935,682	7,490,861
Net Income	259,667	195,723	-	(14,253)	(341,137)	100,000
Actual Student Enrollment	386	38				-
Total Paid Student Enrollment	353	-				353

PROGRAM SERVICES

SUPPORT SERVICES

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Board Expenses	798	93	-	2	107	1,000
Classroom / Teaching Supplies & Materials	155,518	16,982	-	-	-	172,500
Special Ed Supplies & Materials	-	-	-	-	-	-
Textbooks / Workbooks	26,733	2,919	-	-	-	29,652
Supplies & Materials other	-	-	-	-	-	-
Equipment / Furniture - School Operations	-	-	-	-	-	-
Telephone	11,492	1,337	-	30	1,542	14,400
Technology	63,045	7,333	-	164	8,458	79,000
Student Testing & Assessment	13,523	1,477	-	-	-	15,000
Field Trips	18,031	1,969	-	-	-	20,000
Transportation (student)	-	-	-	-	-	-
Student Services - other	8,114	886	-	-	-	9,000
Office Expense	47,174	5,487	-	122	6,329	59,113
Staff Development	39,401	4,416	-	41	2,141	46,000
Staff Recruitment	7,980	928	-	21	1,071	10,000
Student Recruitment / Marketing	13,523	1,477	-	-	-	15,000
School Meals / Lunch	4,508	492	-	-	-	5,000
Travel (Staff)	-	-	-	-	-	-
Fundraising	798	93	-	2	107	1,000
School Operations Other	11,971	1,392	-	31	1,606	15,000
TOTAL SCHOOL OPERATIONS	422,610	47,280		413	21,362	491,665

FACILITY OPERATION & MAINTENANCE

Insurance	28,330	3,295	-	74	3,801	35,500
Janitorial	6,384	743	-	17	857	8,000
Building and Land Rent / Lease	822,857	95,709	-	2,135	110,399	1,031,100
Repairs & Maintenance	47,882	5,569	-	124	6,424	60,000
Equipment / Furniture - Facility Operation & Maintenance	13,567	1,578	-	35	1,820	17,000
Security Contract	59,853	6,962	-	155	8,030	75,000
Utilities	31,922	3,713	-	83	4,283	40,000
TOTAL FACILITY OPERATION & MAINTENANCE	1,010,794	117,568		2,623	135,614	1,266,600

DEPRECIATION & AMORTIZATION

	159,608	18,564	-	414	21,414	200,000
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DISSOLUTION ESCROW & RESERVES / CONTINGENCY

	-	-	-	-	-	-
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TOTAL EXPENSES

	5,861,445	679,387		14,346	935,682	7,490,861
--	------------------	----------------	--	---------------	----------------	------------------

NET INCOME

	259,667	195,723	-	(14,253)	(341,137)	100,000
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ENROLLMENT - *School Districts Are Linked To Above Entries*

	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED
District of Location	391	38	353
School District 2 (Enter Name)			-
School District 3 (Enter Name)			-
School District 4 (Enter Name)			-
School District 5 (Enter Name)			-

Growing Up Green Charter School II

PROJECTED BUDGET FOR 2018-2019

July 1, 2017 to June 30, 2018

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

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	6,121,113	875,110	-	93	594,545	7,590,861
Total Expenses	5,861,445	679,387	-	14,346	935,682	7,490,861
Net Income	259,667	195,723	-	(14,253)	(341,137)	100,000
Actual Student Enrollment	386	38				-
Total Paid Student Enrollment	353	-				353

PROGRAM SERVICES

SUPPORT SERVICES

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
TOTAL ENROLLMENT	391	38	353			
REVENUE PER PUPIL	15,655	23,029	-			
EXPENSES PER PUPIL	14,991	17,879	-			

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

353 K-4, 33 UPK

Operations Manager

Includes Shared staff with Growing Up Green I - Exec Assit., IT Coord., Facilities

UPK and K-4 Teachers

ICT Teachers K-4

Associate UPK Teachers

ELL, Art, Gym, Intervention, Phys Ed, Learning Specialists

School Counselor

After school stipends

1 custodian

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

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>None</p>				


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.

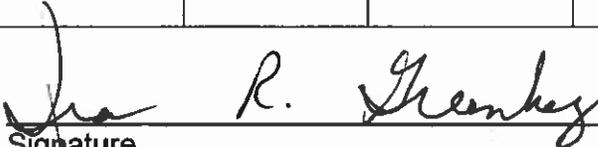
Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<u>NONE</u>			

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 redacted.

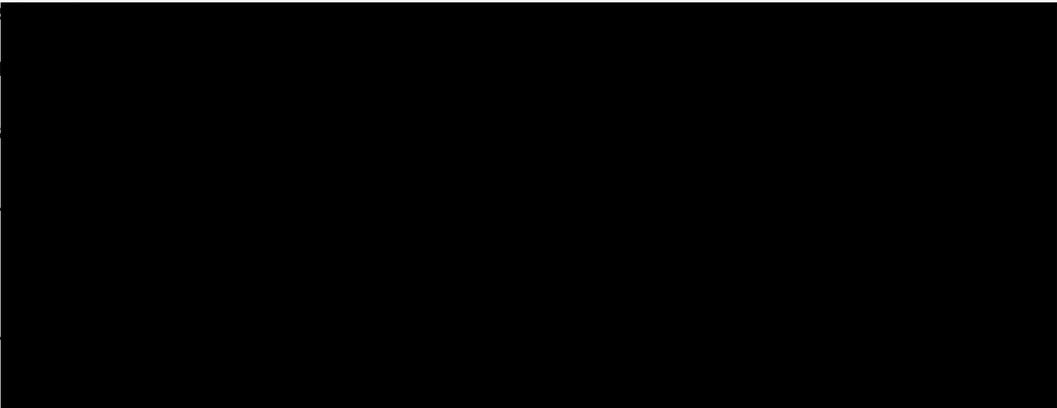
Business Telephone: _____

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:

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

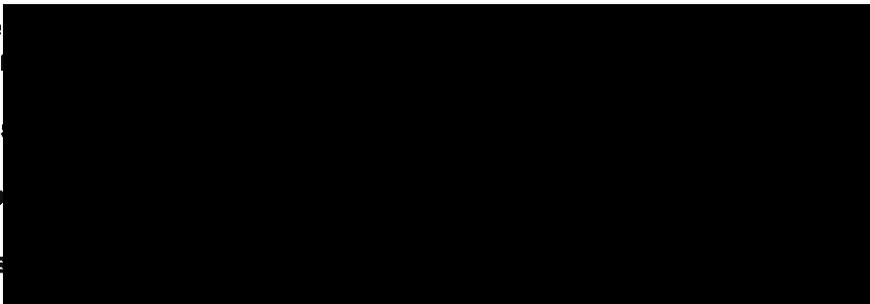
Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone
Business Address

E-mail Address

Home Telephone

Home Address





Entry 8 BOT Table

Created: 06/26/2018 • Last updated: 09/28/2018

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

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

7	Anne Levonen -	Trustee/Member	None	Yes	1	06/01/2018	06/30/2020	5 or less
8				No				
9				No				

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

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

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

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

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

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

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

Thank you.



Entry 9 - Board Meeting Minutes

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 II (REGENTS)

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%20II%20Minutes&type=d&uREC_ID=209358



Entry 10 Enrollment and Retention of Special Populations

Created: 06/26/2018 • Last updated: 07/26/2018

[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 II (REGENTS)Section Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2017-18	Describe Recruitment Plans in 2018-19)
Economically Disadvantaged	The majority of our students are eligible for free and reduced lunch and, having built a positive reputation in the community, word of mouth is particularly effective in attracting these students to our school. We make it clear that our school is free and provides support services and extra-curricular opportunities to all students, regardless of need and income.	We would like to continue to build our relationships with community based organizations around our school. Being new to the neighborhood, the interest in our school is high with close to 1,464 applications for around 109 seats.
English Language Learners	In order to recruit English Language Learners, our materials are translated, our ELL program is described, and our ELL Coordinator and teachers assist with recruitment. We also have bilingual staff to help families with the application process as well participate weekly school tours for potential families.	We would like to continue to build our ELL team and translate our mass mailer and open house information in Bengali, Hindi, and Arabic to serve more families in our district.
Students with Disabilities	Growing Up Green already has a positive presence in the community through partnerships and service learning activities. We partner with these community based organizations, many of them serving at-risk youth/families, who recommend students to our school, spread our recruitment information/events, or allow us to present about our school to their families. Furthermore, the “green” aspects of the school are clearly described in marketing materials, presentations, and discussions with interested families. For students with special needs, the school website and recruitment materials clearly describe the school’s inclusion model, special education services and staffing as well as counseling supports. Furthermore, our Director of Support Services participates in recruitment activities for our future and our incoming families.	Continue to advertise all of our services to our new and incoming families.

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 student community 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 workshops on math, literacy and Responsive Classroom for families.</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 methods (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, Hindi 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 to 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

Created: 07/26/2018 • Last updated: 08/01/2018

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
21	6	6	7	28

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
2	0	0	2	4

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?

	Not Applicable
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Thank you



Entry 12 Uncertified Teachers

Created: 07/31/2018 • Last updated: 08/01/2018

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

**FTE Count of All Certified 22
Teachers as of 6/30/18**

Instructions for Reporting Percent of Uncertified Teachers

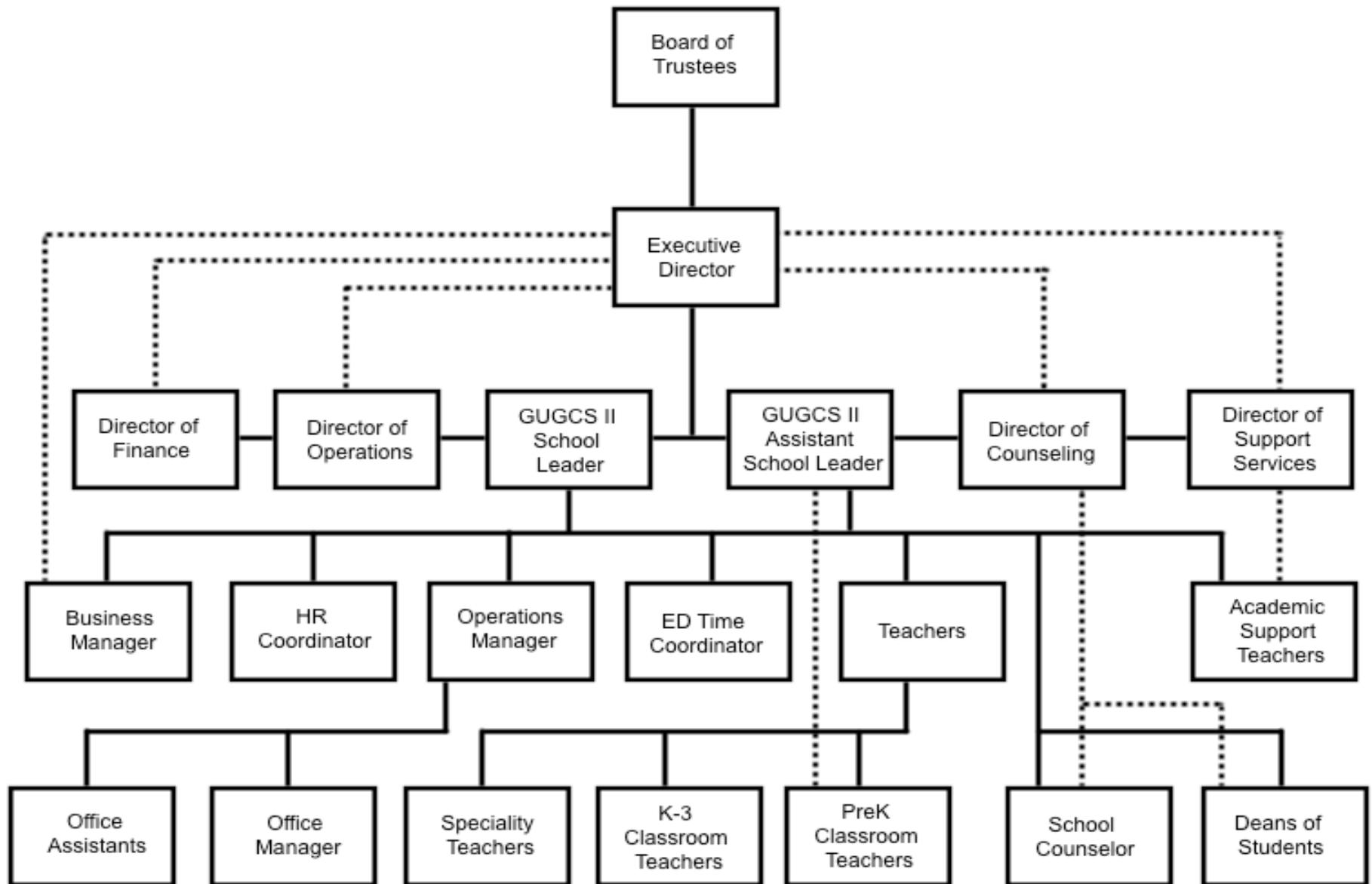
The table below is reflective of the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Enter the relevant full time equivalent (FTE) count of teachers in each column. For example, a school with 20 full time 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)	8
2. FTE count of uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience (6-30-18)	8
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.

Growing Up Green Charter School II Organizational Chart (2017-2018)



GUGCS II Elementary School Calendar 2018-2019 (updated 6.27.18)

GUGCS II Elementary School Calendar 2018-2019 (updated 6.27.18)																				
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 - Opening Meetings (all staff)							3 rd - Labor Day							8 th - Columbus Day						
30 th - First Day of School - 1pm dismissal							4 th - 1pm dismissal (busing for K-3)							9 th - 12 th - Six Week Assessment						
31 st - 1pm dismissal							5 th - First Full Day of School													
							10 th & 11 th - Rosh Hashanah													
							19 th - Yom Kippur													
							25 th - Family Curriculum Night													
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)							3 rd - 7 th - Six Week Assessment							1 st - Winter Recess						
12 th - Veterans Day							21 st - Winter Celebration - 1pm Dismissal							2 nd - Winter Recess (Staff PD Day)						
19 th & 20 th - Family Conferences							22 nd - 29 th Winter Recess							21 st - Dr. Martin Luther King Jr. Day						
21 st - 23 rd - Thanksgiving Break																				
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							14 th & 15 th - Family Conferences							2 nd - 4 th - ELA State Tests (3 rd & 4 th)						
5 th - Lunar New Year														8 th - 12 th - Six Week Assessment						
13 th - NO SCHOOL for PreKindergarten														19 th - 26 th - Spring Recess						
18 th - 22 nd - Mid-Winter 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	7
5	6	7	8	9	10	11	2	3	4	5	6	7	8	8	9	10	11	12	13	14
12	13	14	15	16	17	18	9	10	11	12	13	14	15	15	16	17	18	19	20	21
19	20	21	22	23	24	25	16	17	18	19	20	21	22	22	23	24	25	26	27	28
26	27	28	29	30	31		23	24	25	26	27	28	29	29	30	31				
							30													
1 st - 3 rd - Math State Tests (3 rd & 4 th)							3 rd - Science Written Test (4 th grade)													
13 th - 17 th - Fast Bridge Testing							4 th - Eid al-Fitr													
22 nd - 31 st - Science Performance (4 th)							6 th - NO SCHOOL for PreKindergarten													
24 th & 27 th - Memorial Day							10 th - 14 th - Six Week Assessment													
24 th - Make-Up Snow Day (if needed)							25 th - GUG1 Graduation (1pm Dismissal)													
							26 th - Last Day of School (1pm Dismissal)													
Key		No School for Students					1pm Dismissal					Parent Conferences - 1pm dismissal								

