

Application: Growing Up Green Charter School

Roseanne Byrum - byrum@gugcs.org
2021-2022 Annual Report

Entry 1 School Info and Cover Page

Completed - Sep 28 2022

Instructions

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2021-2022 school year are not required to complete or submit an annual report this year).

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 school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer (**as of June 30, 2022**) or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

GROWING UP GREEN CHARTER SCHOOL 800000063974

a1. Popular School Name

Growing Up Green Charter School

b. CHARTER AUTHORIZER (As of June 30th, 2021)

Please select the correct authorizer as of June 30, 2022 or you may not be assigned the correct tasks.

NEW YORK CITY CHANCELLOR OF EDUCATION

d. DISTRICT / CSD OF LOCATION

CSD #30 - QUEENS

e. DATE OF INITIAL CHARTER

1/2009

f. DATE FIRST OPENED FOR INSTRUCTION

9/2009

c. School Unionized

Is your charter school unionized?

No

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

MISSION STATEMENT

The Growing Up Green Charter School supports children to be conscious, contributing members of their community through a rigorous, anti-racist, anti-bias, 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 and social justice advocates of the future.

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

KEY DESIGN ELEMENTS Briefly describe each Key Design Elements (KDE) as presented in the schools approved charter. 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.

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

informally assess skills in student games and activities, and to gauge the emotional state of the class before the academic day begins.

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

KDE 3

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

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

also a greater understanding of self-awareness and of accountability.

KDE 4

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

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

KDE 5

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

	continue to be an important force in the new charter term to respond to the needs of struggling students.
KDE 6	<p>A Robust Special Education Program: GUGCS has had success in recruiting and retaining students with disabilities and exceeds CSD 30. This is due, in part, to our comprehensive special education program which includes at least one Integrated Co-Teaching Classroom (ICT) on each grade, K through 5th, a 12:1:1 K-1 Bridge Class, and one or two ICT classes per subject area (ELA, Math, Science, and Social Studies) in grades 6-8. We also have robust special education staffing model which includes a Director of Support Services and Intervention in both the elementary and middle school and an IEP Coordinator in the both the elementary and middle school. There are also 6 learning specialists (certified special education teachers) and a speech and language therapist in the elementary school and 6 learning specialists in the middle school. The Support Services team in each school is supported by social work and counseling staff, including the Deans of Students in the elementary school and middle school.</p>
KDE 7	<p>Middle School Advisory: A unique element of our middle school curriculum is Advisory. Every morning, students meet in small cohorts of approximately 15 students to participate in advisory periods. These advisory periods are facilitated by an advisory mentor, who is a member of the GUGCS staff. The advisory mentor's role in a student's academic life is one that specifically builds the kind of trust and adult connection that have been identified as key traits of responsive and high functioning middle schools. The Advisory Periods are an important component of our school mission as we provide emotional and social skills support in addition to strong academic classes. Advisory periods provide students formal opportunities to focus with the advisory mentor and peers on (1) social and emotional development; (2) character education and leadership and (3) their transition from elementary school to middle school (6th grade) and the transition from middle to high school (7th/8th grades).</p>
KDE 8	(No response)
	(No response)

KDE 9	
KDE 10	(No response)

Need additional space for variables

No

h. SCHOOL WEB ADDRESS (URL)

www.gugcs.org
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i. Total Approved Charter Enrollment for 2021-2022 School Year (exclude Pre-K program enrollment)

819

j. Total Enrollment on June 30, 2022 (exclude Pre-K program enrollment)

737

k. Grades Served during the 2021-2022 School Year (exclude Pre-K program students)

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7, 8
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I1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2022-2023?

Yes, 2 sites

GROWING UP GREEN CHARTER SCHOOL 800000063974

School Site 1 (Primary)

m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	39-27 28th St. Long Island City, NY 11101	(347)642-4306	NYC CSD 30	K-5	No

m1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Matthew Greenberg	Executive Director	347-642-4306		greenberg@gugcs.org ,
Operational Leader	Steve Viola	Managing Director of Operations	646-263-4453		viola@gugcs.org ,
Compliance Contact	Nancy Wong	Director of Assessment	516-983-9394		wong@gugcs.org ,
Complaint Contact	Anabel Schmelz	School Leader	347-642-4306		schmelz@gugcs.org ,
DASA Coordinator	Bari Mimoun	School Counselor	347-642-4306		mimoun@gugcs.org ,
Phone Contact for After Hours Emergencies	Matthew Greenberg	Executive Director	347-642-4306		greenberg@gugcs.org ,

m1b. Is site 1 in public (co-located) space or in private space?

Private Space

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.

- Fire inspection certificates must be updated annually. For the upcoming school year 2022-2023, the fire inspection certificate must be dated after July 1, 2021.
- If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2022.

Site 1 Certificate of Occupancy (COO)

[G1 ES Certificate of Occupancy.pdf](#)

Filename: G1 ES Certificate of Occupancy.pdf **Size:** 212.9 kB

Site 1 Fire Inspection Report

[2022 G1 ES FDNY Fire Inspection \(Nov. Submission\).pdf](#)

Filename: 2022 G1 ES FDNY Fire Inspection (Nov. Submission).pdf **Size:** 189.5 kB

Growing Up Green Charter School

School Site 2

m2. SCHOOL SITES

Please provide information on Site 2 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	36-49 11th St. Long Island City, NY 11101	(347)642-4306	NYC CSD 30	6-8	Yes, 6-8

m2a. Please provide the contact information for Site 2.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Matthew Greenberg	Executive Director	347-642-4306		greenberg@gugcs.org ,
Operational Leader	Steve Viola	Managing Director of Operations	646-263-4453		viola@gugcs.org ,
Compliance Contact	Roseanne Byrum	Assessment Coordinator	347-642-4306		byrum@gugcs.org ,
Complaint Contact	Jennifer Slutak	School Leader	347-642-4306		slutak@gugcs.org ,
DASA Coordinator	Alison Rosen	School Counselor	347-642-4306		rosen@gugcs.org ,
Phone Contact for After Hours Emergencies	Matthew Greenberg	Executive Director	347-642-4306		greenberg@gugcs.org ,

m2b. Is site 2 in public (co-located) space or in private space?

Private Space

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2022.

- Fire inspection certificates must be updated annually. For the upcoming school year 2022-2023, the fire inspection certificate must be dated after July 1, 2022.
- If the fire inspection certificate expires after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2022. Please note in the portal that this is the case

Site 1 Certificate of Occupancy (COO)

[G1 MS Certificate of Occupancy.pdf](#)

Filename: G1 MS Certificate of Occupancy.pdf **Size:** 184.8 kB

Site 2 Fire Inspection Report

[2022 G1 MS FDNY Fire Inspection \(Nov. Submission\).pdf](#)

Filename: 2022 G1 MS FDNY Fire Inspection (Nov. Submission).pdf **Size:** 190.5 kB

CHARTER REVISIONS DURING THE 2021-2022 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2021-2022 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	Increase maximum approved enrollment from 819 to 849 in the 2022-2023 school year.		04/11/2022
2	Change in School Name	Merged with other charter school in network to become Growing Up Green Charter Schools; now Regents authorized.	01/18/2022	06/14/2022
3				
4				
5				

More revisions to add?

No

o. Has your school's Board of Trustee's approved a budget for the 2021-2022 FY?

Yes

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).

Name	Roseanne Byrum
Position	Assessment Coordinator
Phone/Extension	347-642-4306-2
Email	byrum@gugcs.org

p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES** to agree.

Responses Selected:

Yes

q. Our signatures (Executive Director/School Leader/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. Click **YES** to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).

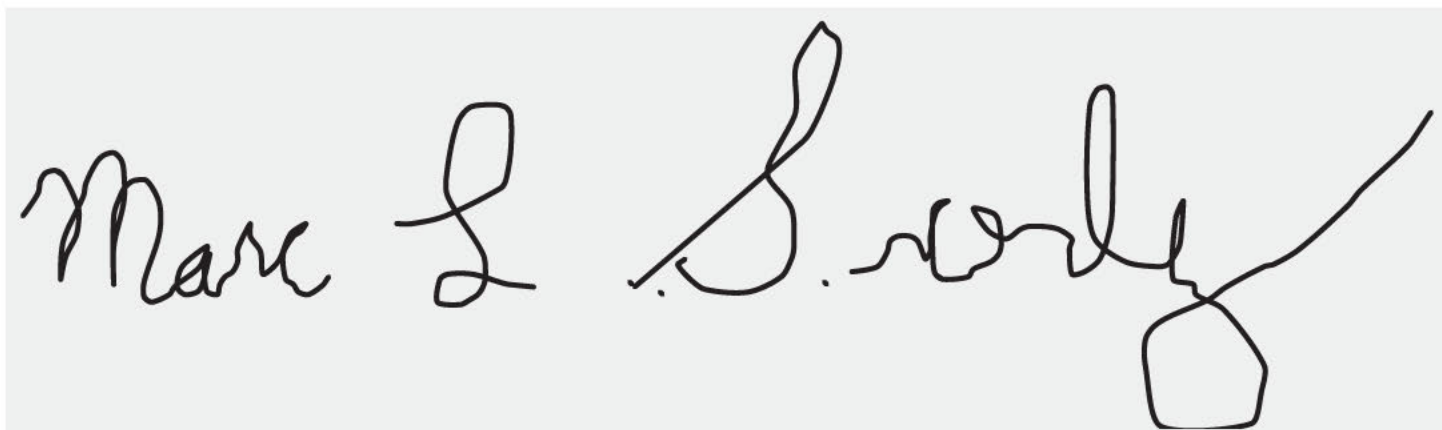
Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date

Aug 1 2022

Thank you.



Entry 3 Progress Toward Goals

Completed - Nov 1 2022

Instructions

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2022**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Regents, NYCDOE, and Buffalo BOE-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 no later than November 2, 2022.

GROWING UP GREEN CHARTER SCHOOL 800000063974

1. ACADEMIC STUDENT PERFORMANCE GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2022**.

2021-2022 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1	Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 3rd—8th graders', who have been enrolled at the school on BEDS day for at least two consecutive years, performing at or above Level 3 on the New York State ELA examination.	<p>New York State Testing Program</p> <p>In Spring 2022, 49.25% of our 2 yr cohort students (3-8) performed at a Level 3 or above on the NY State ELA exam. When last assessed in 2019, 56.49% of our 2 year cohort students (3-8) performed at a Level 3 or above.</p>	Not Met	<p>To reach this goal in the coming year, the following efforts will be made:</p> <ul style="list-style-type: none"> -Development of protocols for analyzing student work -Improvement of vertical alignment -More department time -Increased inquiry and student-centered learning -Revise instructional practice to balance computer and paper-based learning -Restructure scope and sequence -Bring criticality to instruction -Address gaps in learning due to pandemic/remote learning -Focus on early literacy including using the CKLA standards for phonics, a scope and sequence of accountability with games and activities

				<p>aligned to ensure we are taking research based approaches</p> <ul style="list-style-type: none"> -Integration of literacy skills within our current EdTime and Green Living curriculum to ensure students are seeing, hearing and practicing all day and not in isolation -Incorporation of the Science of Reading within our Professional Development for teachers K-5 is also a priority next year -Departmentalization of grades 3-5 to provide more collaboration and allow teachers to focus on data collection, differentiation, and building relationships with students -Network wide coordinators for grades 3-5 to share best practices and bring alignment between the network -Continue reading and writing initiative at MS
Academic Goal 2	Each year, each subgroup of students will meet the safe harbor (SH) target on the NYS ELA exam set forth in the NYS ESSA	New York State Education Department Report Card	Unable to Assess	Results not available by November 1st.

	accountability system.			
Academic Goal 3	Each year, 75% of all tested students (Grades K-5) who have been enrolled in GUGCS for at least two consecutive BEDS dates will perform at or above grade level on the Fountas and Pinnell Benchmark Assessment System.	<p>Fountas and Pinnell Benchmark Assessment System</p> <p>For the following students who have been enrolled at GUGCS for at least two BEDS consecutive BEDS dates:</p> <p>1st Graders (not met) - 34.0% of all tested 1st graders are reading at or above grade level</p> <p>2nd Graders (not met) - 39.7% of all tested 2nd graders are reading at or above grade level</p> <p>3rd Graders (not met) - 53.5% of all tested 3rd graders are reading at or above grade level</p> <p>4th Graders (not met) - 53.9% of all tested 4th graders are reading at or above grade level</p> <p>5th Graders (not met) - 35.0% of all tested 5th graders are reading at or above grade level</p> <p>All students (1-5) -</p>	Not Met	<p>To reach this goal in the coming year, the following efforts will be made:</p> <ul style="list-style-type: none"> -Development of protocols for analyzing student work -Improvement of vertical alignment -More department time -Increased inquiry and student-centered learning -Revise instructional practice to balance computer and paper-based learning -Restructure scope and sequence -Bring criticality to instruction -Address gaps in learning due to pandemic/remote learning -Focus on early literacy including using the CKLA standards for phonics, a scope and sequence of accountability with games and activities aligned to ensure we are taking research based approaches -Integration of literacy skills within our current EdTime and Green Living curriculum to ensure

		not met --> 43.7% of all tested 1st-5th graders are reading at or above grade level		<p>students are seeing, hearing and practicing all day and not in isolation</p> <p>-Incorporation of the Science of Reading within our Professional Development for teachers K-5 is also a priority next year</p> <p>-Departmentalization of grades 3-5 to provide more collaboration and allow teachers to focus on data collection, differentiation, and building relationships with students</p> <p>-Network wide coordinators for grades 3-5 to share best practices and bring alignment between the network</p>
Academic Goal 4	Throughout the course of the school's next charter term, , the school will show progress towards achieving 75 percent of 3rd—8th graders', who have been enrolled at the school on BEDS day for at least two consecutive years, performing at or above Level 3 on the New York State Mathematics examination.	<p>New York State Testing Program</p> <p>In Spring 2022, 40.49% of our 2 yr cohort students (3-7) performed at a Level 3 or above on the NY State Math exam. When last assessed in 2019, 60.48% of our 2 year cohort students (3-7) performed at a Level 3 or above. Please note that no 8th grade students participated in the</p>	Not Met	<p>To reach this goal in the coming year, the following efforts will be made:</p> <p>-Desmos workshops for teachers</p> <p>-Development of protocols for analyzing student work</p> <p>-Improvement of vertical alignment</p> <p>-More department time</p> <p>-Increased inquiry and student-centered learning</p> <p>-Revise instructional</p>

		NY State Math exam because they all took the Algebra I Regents.		<p>practice to balance computer and paper-based learning</p> <ul style="list-style-type: none"> -Restructure scope and sequence -Bring criticality to instruction -Address gaps in learning due to pandemic/remote learning -Increased focus on fostering standards for mathematic practice in math instruction -More professional development surrounding math instruction at both ES and MS -Network math coach collaboration around math mindset
Academic Goal 5	Each year, each subgroup of students will meet the safe harbor (SH) target on the NYS Math exam set forth in the NYS ESSA accountability system.	New York State Education Department Report Card	Unable to Assess	Results not available by November 1st.
Academic Goal 6	Each year, 50% of all Grade 8 students who took Algebra I in Grade 8 and were enrolled in GUGCS for at least two consecutive BEDS dates, will pass the Algebra I New York State Regents Exam	<p>New York State Regents Exam - Algebra I</p> <p>30.43% of our 8th grade students who were enrolled in GUGCS for at least 2 years passed the Algebra I Regents</p>	Not Met	<p>To reach this goal in the coming year, the following efforts will be made:</p> <ul style="list-style-type: none"> -Switch to the Desmos curriculum for 8th grade Algebra -Desmos workshops for teachers -Development of

	with at least a score of 70.	exam with a score of 70 or above.		<p>protocols for analyzing student work</p> <ul style="list-style-type: none"> -Improvement of vertical alignment -More department time -Increased inquiry and student-centered learning -Revise instructional practice to balance computer and paper-based learning -Restructure scope and sequence -Bring criticality to instruction -Address gaps in learning due to pandemic/remote learning -Increased focus on fostering standards for mathematic practice in math instruction -More professional development surrounding math instruction at both ES and MS -Network math coach collaboration around math mindset
Academic Goal 7	Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 4th graders, who have been enrolled at the school on BEDS day	<p>New York State Testing Program</p> <p>In the spring of 2022, 82.9% of 4th graders, who have been enrolled at GUGCS for at least two consecutive BEDS dates,</p>	Met	

	for at least two consecutive years, performing at or above Level 3 on the New York State Science examination.	performed at or above Level 3 on the New York State Science exam.		
Academic Goal 8	Throughout the course of the school's next charter term, the school will show progress towards 75 percent of 8th graders, who have been enrolled at the school on BEDS day for at least two consecutive years, passing the Living Environment Regents exam with a score of at least 65.	<p>New York State Regents Exam - Living Environment</p> <p>47.83% of our 8th grade students who were enrolled in GUGCS for at least 2 years passed the Living Environment Regents exam with a score of at least 65.</p>	Not Met	<p>To reach this goal in the coming year, the following efforts will be made:</p> <ul style="list-style-type: none"> -Development of protocols for analyzing student work -Improvement of vertical alignment -More department time -Increased inquiry and student-centered learning -Revise instructional practice to balance computer and paper-based learning -Restructure scope and sequence -Bring criticality to instruction -Address gaps in learning due to pandemic/remote learning
Academic Goal 9	Each year, the percent of all tested students in each grade level, 3rd-8th, who perform at or above Level 3 on the NYS ELA exam will be greater than the percent of all students in CSD 30	<p>New York State Testing Program</p> <p>42.5% of GUG 3rd graders scored proficient on the 2022 ELA State Exams, while 56.0% of students in CSD30 did. 47.0%</p>	Not Met	<p>To reach this goal in the coming year, the following efforts will be made:</p> <ul style="list-style-type: none"> -Development of protocols for analyzing student work -Improvement of vertical alignment

in the same tested grade who perform at or above Level 3. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE.

of GUG 4th graders scored proficient on the ELA exam, while 52.7% of students in CSD30 did. 25.9% of GUG 5th graders scored proficient on the ELA exam, while 47.2% of students in CSD30 did. 54.5% of GUG 6th graders scored proficient on the ELA exam, while 65.2% of students in CSD30 did. 55.0% of GUG 7th graders scored proficient while 58.5% of CSD30 students did. 56.0% of GUG 8th graders scored proficient while 63.7% of CSD30 students did.

- More department time
- Increased inquiry and student-centered learning
- Revise instructional practice to balance computer and paper-based learning
- Restructure scope and sequence
- Bring criticality to instruction
- Address gaps in learning due to pandemic/remote learning
- Focus on early literacy including using the CKLA standards for phonics, a scope and sequence of accountability with games and activities aligned to ensure we are taking research based approaches
- Integration of literacy skills within our current EdTime and Green Living curriculum to ensure students are seeing, hearing and practicing all day and not in isolation
- Incorporation of the Science of Reading within our Professional Development for teachers K-5 is also a priority next year
- Departmentalization of grades 3-5 to

				provide more collaboration and allow teachers to focus on data collection, differentiation, and building relationships with students -Network wide coordinators for grades 3-5 to share best practices and bring alignment between the network -Continue reading and writing initiative at MS
Academic Goal 10	Each year, the percent of all tested students in each grade level, 3rd-8th, who perform at or above Level 3 on the NYS Math exam will be greater than the percent all students in CSD 30 in the same tested grade who perform at or above Level 3. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE.	New York State Testing Program Students in grades 3 and 4 met this goal. In grade 3, 54.4% of GUG students score at or above a Level 3, while 51.4% of students in CSD30 did. In grade 4, 54.9% of GUG students scored at or above a Level 3, while 48.5% of CSD30 students did.	Met	

2. Do have more academic goals to add?

Yes

2021-2022 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	2019-2020 progress toward attainment of goal Met/Not Met/Unable to Assess During Due to Closure
Academic Goal 11	Each year, the percent of all tested students in each grade level, 3rd-8th, who perform at or above Level 3 on the NYS Math exam will be greater than the percent all students in CSD 30 in the same tested grade who perform at or above Level 3. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE.	<p>New York State Testing Program</p> <p>Students in grades 5-7 fell short of reaching this goal in Spring 2022.</p> <p>In grade 5, 37.6% of GUG students scored at or above a Level 3, while 41.6% of CSD30 students did.</p> <p>In grade 6, 18.9% of GUG students scored at or above a Level 3, while 42.6% of CSD30 students did.</p> <p>In grade 7, 16.5% of GUG students scored at or above a Level 3, while 43.2% of CSD30 students did.</p>	Not Met	<p>To reach this goal in the coming year, the following efforts will be made:</p> <ul style="list-style-type: none"> -Desmos workshops for teachers -Development of protocols for analyzing student work -Improvement of vertical alignment -More department time -Increased inquiry and student-centered learning -Revise instructional practice to balance computer and paper-based learning -Restructure scope and sequence -Bring criticality to instruction -Address gaps in learning due to pandemic/remote learning -Increased focus on fostering standards for mathematic practice in math instruction -More professional

				development surrounding math instruction at both ES and MS -Network math coach collaboration around math mindset
Academic Goal 12	Each year, each 3rd through 8th grade-level cohort of students (i.e. students who have been enrolled at the School for at least 2 consecutive BEDS dates) will reduce by one-quarter the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75% at or above Level 3 on the current year's NYS ELA exam. If the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's NYS ELA exam, the grade level cohort is expected to demonstrate some growth (above 75 percent) in the current year.	New York State Testing Program	Unable to Assess	Unable to accurately assess because no comparable data available. Data from 2021 is incomplete because most students did not take the exam due to remote learning.
Academic Goal 13	Each year, each 3rd through 8th grade-level cohort of students (i.e. students who have	FastBridge Learning - aReading assessment Students in grades	Not Met	To reach this goal in the coming year, the following efforts will be made: -Development of

been enrolled at the School for at least 2 consecutive BEDS dates) will reduce by one-quarter the gap between the average NCE score on the previous year's FastBridge Reading exam and an NCE of 50 for the current year's FastBridge exam by grade. If the average NCE score of a grade level cohort exceeded an NCE of 50 on the previous year's FastBridge Reading exam, the grade level cohort is expected to demonstrate some growth above an average NCE score of 50 in the current year.

3-8 did not reach this goal this year.

Grade 3 students had an average NCE of 60 in Spring 2021 while they had an average NCE of 43 in Spring 2022.

Grade 4 students had an average NCE of 54 in Spring 2022, surpassing the benchmark of an NCE of 50. However, they dipped slightly from an average NCE of 55.23 in Spring 2021.

Grade 5 students had an average NCE of 55 in Spring 2021 while they had an average NCE of 42 in Spring 2022.

Grade 6 students had an average NCE of 51 in Spring 2022, surpassing the benchmark of an NCE of 50. However, they dipped slightly from an average NCE of 55 in Spring 2021.

Grade 7 students had an average NCE of 50 in Spring 2021 while they had an average NCE of 43 in Spring 2022.

protocols for analyzing student work

- Improvement of vertical alignment
- More department time
- Increased inquiry and student-centered learning
- Revise instructional practice to balance computer and paper-based learning
- Restructure scope and sequence
- Bring criticality to instruction
- Address gaps in learning due to pandemic/remote learning
- Focus on early literacy including using the CKLA standards for phonics, a scope and sequence of accountability with games and activities aligned to ensure we are taking research based approaches
- Integration of literacy skills within our current EdTime and Green Living curriculum to ensure students are seeing, hearing and practicing all day and not in isolation
- Incorporation of the Science of Reading within our Professional

		<p>Grade 8 students had an average NCE of 49 in Spring 2021 while they had an average NCE of 44 in Spring 2022.</p> <p>Please note that the Spring 2021 data does not have high reliability and validity as students took the assessments at home due to remote learning.</p>		<p>Development for teachers K-5 is also a priority next year</p> <ul style="list-style-type: none"> -Departmentalization of grades 3-5 to provide more collaboration and allow teachers to focus on data collection, differentiation, and building relationships with students -Network wide coordinators for grades 3-5 to share best practices and bring alignment between the network -Continue reading and writing initiative at MS
Academic Goal 14	Students (K-5) who remained in the school for the entire year will on average show at least 3 levels of growth on the Fountas and Pinnell Benchmark Assessment System between September and June of each school year.	<p>Fountas and Pinnell Benchmark Assessment System</p> <p>Percent of the following students at each grade level who show at least 3 levels of growth on the F&P assessment:</p> <p>Kindergarten - 61.6%</p> <p>1st grade - 74.3%</p> <p>2nd grade - 69.9%</p> <p>3rd grade - 74.7%</p> <p>4th grade - 44.2%</p> <p>5th grade - 56.7%</p> <p>K-5: 63.1% of all tested students</p>	Not Met	<p>To reach this goal in the coming year, the following efforts will be made:</p> <ul style="list-style-type: none"> -Development of protocols for analyzing student work -Improvement of vertical alignment -More department time -Increased inquiry and student-centered learning -Revise instructional practice to balance computer and paper-based learning -Restructure scope and sequence -Bring criticality to instruction

showed at least 3
levels of growth

- Address gaps in learning due to pandemic/remote learning
- Focus on early literacy including using the CKLA standards for phonics, a scope and sequence of accountability with games and activities aligned to ensure we are taking research based approaches
- Integration of literacy skills within our current EdTime and Green Living curriculum to ensure students are seeing, hearing and practicing all day and not in isolation
- Incorporation of the Science of Reading within our Professional Development for teachers K-5 is also a priority next year
- Departmentalization of grades 3-5 to provide more collaboration and allow teachers to focus on data collection, differentiation, and building relationships with students
- Network wide coordinators for grades 3-5 to share best practices and

				bring alignment between the network
Academic Goal 15	Each year, each 3rd through 8th grade-level cohort of students (i.e. students who have been enrolled at the School for at least 2 consecutive BEDS dates) will reduce by one-quarter the gap between the percent at or above Level 3 on the previous year's State Math exam and 75% at or above Level 3 on the current year's NYS Math exam. If the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's NYS Math exam, the grade level cohort is expected to demonstrate some growth (above 75 percent) in the current year.	New York State Testing Program	Unable to Assess	Unable to accurately assess because no comparable data available. Data from 2021 is incomplete because most students did not take the exam due to remote learning.
Academic Goal 16	Each year, each 3rd through 8th grade-level cohort of students (i.e. students who have been enrolled at the School for at least 2 consecutive BEDS dates) will reduce by one-quarter the gap	FastBridge Learning - aMath assessment Students in grades 6-8 met this goal. In grade 6, students had an average NCE of 49.72 in Spring 2021, while in	Met	

	<p>between the average NCE score on the previous year's FastBridge Math exam and an NCE of 50 for the current year's FastBridge exam by grade. If the average NCE score of a grade level cohort exceeded an NCE of 50 on the previous year's FastBridge Math exam, the grade level cohort is expected to demonstrate some growth above an average NCE score of 50 in the current year.</p>	<p>Spring 2022 they had an average NCE of 50.00, exceeding their growth goal of 49.79.</p> <p>In grade 7, students had an average NCE of 42.98 in Spring 2021, while in Spring 2022 they had an average NCE of 51.04, exceeding their growth goal of 44.74.</p> <p>In grade 8, students had an average NCE of 43.54 in Spring 2021, while in Spring 2022 they had an average NCE of 51.33, exceeding their growth goal of 45.16.</p> <p>Please note that the Spring 2021 data does not have high reliability and validity as students took the assessments at home due to remote learning.</p>		
Academic Goal 17	Each year, each 3rd through 8th grade-level cohort of students (i.e. students who have been enrolled at the School for at least 2 consecutive BEDS	<p>FastBridge Learning - aMath assessment</p> <p>Students in grades 3-8 did not reach this goal this year.</p> <p>Grade 3 students</p>	Not Met	<p>To reach this goal in the coming year, the following efforts will be made:</p> <p>-Development of protocols for analyzing student work</p>

	<p>dates) will reduce by one-quarter the gap between the average NCE score on the previous year's FastBridge Math exam and an NCE of 50 for the current year's FastBridge exam by grade. If the average NCE score of a grade level cohort exceeded an NCE of 50 on the previous year's FastBridge Math exam, the grade level cohort is expected to demonstrate some growth above an average NCE score of 50 in the current year.</p>	<p>had an average NCE of 54.99 in Spring 2021 while they had an average NCE of 48 in Spring 2022.</p> <p>Grade 4 students had an average NCE of 48.97 in Spring 2021 while they had an average NCE of 46 in Spring 2022.</p> <p>Grade 5 students had an average NCE of 49.72 in Spring 2021 while they had an average NCE of 37 in Spring 2022.</p> <p>Please note that the Spring 2021 data does not have high reliability and validity as students took the assessments at home due to remote learning.</p>		<ul style="list-style-type: none"> -Improvement of vertical alignment -Increased inquiry and student-centered learning -Bring criticality to instruction -Address gaps in learning due to pandemic/remote learning -Departmentalization of grades 3-5 to provide more collaboration and allow teachers to focus on data collection, differentiation, and building relationships with students -Network wide coordinators for grades 3-5 to share best practices and bring alignment between the network -Increased focus on fostering standards for mathematic practice in math instruction -More professional development surrounding math instruction at both ES and MS
Academic Goal 18	Each year, the school will be deemed in "Good Standing" on its NYSED Report Card.	New York State Education Department Report Card	Unable to Assess	Results not available by November 1st.
Academic Goal 19				
Academic Goal 20				

3. Do have more academic goals to add?

No

4. ORGANIZATION GOALS

For the 2021-2022 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2021-2022 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1	Each year, the school will have an average daily student attendance rate of at least 95%.	<p>Growing Up Green uses PowerSchool, a Student Information System (SIS) to document daily attendance.</p> <p>Growing Up Green's daily attendance rate was 91% for the 2021-2022 school year.</p>	Not Met	Due to the ongoing pandemic and its quarantine protocols and guidelines, each time a student was absent because of Covid it counted toward their overall attendance for the year. This is the factor that made Growing Up Green's attendance rate 4% lower than its goal.
Org Goal 2	Each year, 95% of all students enrolled on the last day of the school year will return the following September.	<p>Enrollment Information</p> <p>As of July 1, 2022, there are 7 students who have submitted discharge paperwork. 99% of students enrolled on the last day of school will return the following school year.</p>	Met	
Org Goal 3	Each year, the school will comply will all applicable laws, rules, regulations and contract terms including but not limited to, the New	Board Policies and Meetings	Met	GUGCS I complies with all applicable laws, rules, regulations and contract terms as noted in our Employee

	<p>York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the Individuals with Disabilities Education Act and the Family Educational Rights and Privacy Act.</p>			<p>Handbook, our Family Handbook, and our Board policies.</p>
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 exceeded enrollment and retention targets as prescribed by the Board of Regents through the State Education of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program.</p>	<p>Enrollment and Retention Marketing</p>	<p>Met</p>	
Org Goal 5	<p>Per the charter agreement, each year, student enrollment will be at or within 15% below full enrollment as delineated in the approved renewal application. This will be measured each</p>	<p>Enrollment Information</p> <p>10.3% below target enrollment</p>	<p>Met</p>	

	year by an analysis of student enrollment figures in ATS.			
Org Goal 6	Each year, the School will make progress towards meeting or surpassing the New York City averages in positive student, parent, and teacher responses in all areas of the survey including rigorous instruction, supportive environment, collaborative teachers, effective school leadership, strong family-community ties, and trust.	NYC School Survey	Met	
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				

Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

No

6. FINANCIAL GOALS

2021-2022 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1	Each year, the School will undergo an independent financial audit that will result in an unqualified opinion and no major findings. A finding is "major" if it indicates a deliberate act of wrongdoing, reckless conduct or causes a loss of confidence in the abilities or integrity of the school or seriously jeopardizes the continued operation of the school.	Independent Financial Audit Findings	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 Managing Director of Finance and then distributed to the school admin and board of directors	Not Met	Take a more conservative student enrollment number for the revenue portion of our budget.
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

No

Thank you.

Entry 4 - Audited Financial Statements

Completed - Oct 25 2022

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements and related documents in PDF format into the SUNY Epicenter system no later than **November 1, 2022**. SUNY CSI will forward to NYSED CSO. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

ALL Regents, NYCDOE, and Buffalo BOE-authorized charter schools must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2022**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a PDF file, ensuring that security features such as password protections are removed from all school uploaded documents.

PLEASE NOTE: This task appears as visible and optional task in the online portal until August 1 2022 but will be identified as a required task thereafter and due on November 1, 2022. This is a required task, and it is marked optional for administrative purposes only.

[Growing Up Green FST with Mgmt Ltr](#)

Filename: Growing_Up_Green_FST_with_Mgmt_Ltr.pdf Size: 398.0 kB

Entry 4b – Audited Financial Report Template (BOR/NYC/BOE)

Completed - Oct 23 2022

[Instructions - Regents-Authorized Charter Schools ONLY](#)

Regents-authorized schools must download and complete the Excel spreadsheet entitled “Audited Financial Report Template” from the online portal or the [2021-2022 Annual Reports](#) webpage. Upload the completed file in Excel format and submit by **November 1, 2022**.

EDUCATION CORPORATIONS WITH MORE THAN ONE SCHOOL SHOULD COMPLETE THE EXCEL SPREADSHEET FOR THE EDUCATION CORPORATION AS A WHOLE, NOT FOR THE INDIVIDUAL SCHOOLS. PLEASE SUBMIT THE SAME EXCEL SPREADSHEET FOR EACH OF THE SCHOOLS.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

[GUG I FY22 Audit Template](#)

Filename: GUG_I_FY22_Audit_Template.xlsx Size: 78.7 kB

Entry 4c – Additional Financial Documents

Completed - Oct 23 2022

Instructions - Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents and submit by **November 1, 2022**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a “federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold.”

1. Advisory and/or Management letter

2. Federal Single Audit
3. CSP Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school^[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

^[1] Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is \$100,000.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

[Bank Stmt June 2022 3532 FY22 FRB GUG I](#)

Filename: Bank Stmt June 2022 3532 FY22 FRB GUG I.pdf Size: 74.3 kB

[Federal Single Audit](#)

Filename: Federal_Single_Audit.docx Size: 11.7 kB

Entry 4d - Financial Services Contact Information

Completed - Oct 23 2022

Regents, NYCDOE, and Buffalo BOE authorized schools should enter financial contact information directly into the form within the portal by **November 1, 2022**.

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Anita Amoh	amoh@gugcs.org	347-624-2329

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			7

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	Karen Daniels	237 West 35th St., Suite 301, New York, NY 10001			13

Entry 5 – Fiscal Year 2022-2023 Budget

Completed - Oct 26 2022

SUNY-authorized charter schools should download the [2022-23 Budget and Quarterly Report Template and the 2022-23 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed template into Epicenter. SUNY CSI will forward to NYSED CSO. **Due November 1, 2022.**

Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY22 Budget using the [2022-2023 Budget Template](#) in the portal or from the Annual Report website. **Due November 1, 2022.**

The assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, 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.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

[GUG I NYSED final-2022-2023-ar-budget](#)

Filename: GUG_I_NYSED_final-2022-2023-ar-budget.xlsx Size: 45.5 kB

Entry 6 – Board of Trustees Disclosure of Financial Interest Form

Completed - Sep 28 2022

Due on August 1, 2022, each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2021-2022 school year must complete and sign a [Trustee Disclosure of Financial Interest Form](#). Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for completing the form for trustees who left the board during the reporting year.**

Forms completed from past years will not be accepted. **Only the latest version of the form** (updated in April, 2022) is acceptable.).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the education corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

[2021-2022 GUG I BOT Financial Disclosure Forms](#)

Filename: 2021-2022_GUG_I_BOT_Financial_Disc_tOq3zL7.pdf Size: 3.7 MB

Entry 7 BOT Membership Table

Completed - Sep 28 2022

Instructions

Required of ALL charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 7 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

GROWING UP GREEN CHARTER SCHOOL 800000063974

Authorizer:

Who is the authorizer of your charter school?

NYCDOE

1. 2021-2022 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee 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 2021-2022
1	Jeff Mueller		Trustee/Member	Executive, Finance	Yes	5	07/01/2020	12/06/2021	5 or less
2	Reid Chase		Trustee/Member	Finance	Yes	5	07/01/2020	08/06/2021	5 or less
3	Kate Hooker		Chair	Executive, Academic, New Member Mentoring	Yes	7	07/01/2020	11/03/2021	5 or less
4	Kathryn Klingenstein		Trustee/Member	Executive	Yes	3	07/01/2020	08/18/2021	5 or less
5	Anne Levonen		Treasurer	Executive, Finance	Yes	2	07/01/2020	06/30/2022	11
6	Marc Greenberg		Chair	Executive, New Member Mentoring	Yes	2	07/01/2020	06/30/2022	11
7	Pastor Corwin Mason		Trustee/Member	Executive	Yes	2	07/01/2020	06/30/2022	7
8	Kelly Russotti		Secretary	Executive	Yes	1	07/01/2020	06/30/2022	11

				Academi c					
9	Peter Davis		Trustee/ Member	Finance	Yes	1	04/20/20 21	06/30/20 22	8

1a. Are there more than 9 members of the Board of Trustees?

Yes

1b. Board Member Information

	Tru tee Name	Tru tee Email Address	Po ition on the Board	Committe e Affiliation s	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 2021- 2022
10	Kiah Hufane		Trustee/ Member	Academi c	Yes	1	12/01/20 20	06/30/20 22	10
11									
12									
13									
14									
15									

1c. Are there more than 15 members of the Board of Trustees?

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2022	6
b.Total Number of Members Added During 2021-2022	2
c. Total Number of Members who Departed during 2021-2022	4
d.Total Number of members, as set in Bylaws, Resolution or Minutes	6

3. Number of Board meetings held during 2021-2022

12

4. Number of Board meetings scheduled for 2022-2023

12

Total number of Voting Members on June 30, 2022:

6

Total number of Voting Members added during the 2021-2022 school year:

2

Total number of Voting Members who departed during the 2021-2022 school year:

4

Total Maximum Number of Voting members in 2021-2022, as set by the board in bylaws, resolution, or minutes:

NA

Total number of Non-Voting Members on June 30, 2022:

0

Total number of Non-Voting Members added during the 2021-2022 school year:

0

Total number of Non-Voting Members who departed during the 2021-2022 school year:

0

Total Maximum Number of Non-Voting members in 2021-2022, as set by the board in bylaws, resolution or minutes:

1

Board members attending 8 or fewer meetings during 2021-2022

6

Thank you.

Entry 8 Board Meeting Minutes

Completed - Sep 28 2022

Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY

Schools must upload a complete set of monthly board meeting minutes (July 2021-June 2022), which should match the number of meetings held during the 2021-2022 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by **August 1, 2022**.

GUG I Board Minutes (August 2021)

Filename: GUG_I_Board_Minutes_August_2021.pdf Size: 57.6 kB

GUG I Board Minutes (April 2022)

Filename: GUG_I_Board_Minutes_April_2022.pdf Size: 61.1 kB

GUG I Board Minutes (July 2021)

Filename: GUG_I_Board_Minutes_July_2021.pdf Size: 61.9 kB

GUG I Board Minutes (January 2022)

Filename: GUG_I_Board_Minutes_January_2022.pdf Size: 60.0 kB

GUG I Board Minutes (June 2022)

Filename: GUG_I_Board_Minutes_June_2022.pdf Size: 61.1 kB

GUG I Board Minutes (March 2022)

Filename: GUG_I_Board_Minutes_March_2022.pdf Size: 58.9 kB

GUG I Board Minutes (May 2022)

Filename: GUG_I_Board_Minutes_May_2022.pdf Size: 58.7 kB

GUG I Board Minutes (December 2021)

Filename: GUG_I_Board_Minutes_December_2021.pdf Size: 60.6 kB

GUG I Board Minutes (November 2021)

Filename: GUG_I_Board_Minutes_November_2021.pdf Size: 60.0 kB

GUG I Board Minutes (February 2022)

Filename: GUG_I_Board_Minutes_February_2022.pdf Size: 61.1 kB

GUG I Board Minutes (October 2021)

Filename: GUG_I_Board_Minutes_October_2021.pdf Size: 60.1 kB

GUG I Special Board Meeting (1

Filename: GUG_I_Special_Board_Meeting_1.18.22.pdf Size: 57.4 kB

GUG I Board Minutes (September 2021)

Filename: GUG_I_Board_Minutes_September_2021.pdf Size: 64.2 kB

Entry 9 Enrollment & Retention

Completed - Sep 28 2022

Instructions for submitting Enrollment and Retention Efforts

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2021-2022 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), 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 2022-2023.

Entry 9 Enrollment and Retention of Special Populations

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2021-2022	Describe Recruitment Plans in 2022-2023
Economically Disadvantaged	<p>We hired the Associate Director of Student Enrollment to manage recruitment and retention efforts across all schools. Since we are back in-person we will have both remote and in-person open houses. 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. Few highlights: three recruitment events at Queensbridge and Ravenswood Public Housing as well as targeted school tours for parents in that community.</p>	<p>Our Director of Student Enrollment will continue to manage and implement new practices around recruitment and retention efforts across all schools. In addition to hosting in-person/virtual open houses and tours throughout the school year, we are planning additional outreach events at nearby Queensbridge and Ravenswood Public Housing. We will also host targeted school tours for the families within these communities. Through these relationships, along with our existing partnerships with community-based organizations focusing on at-risk youth/families, we will be able to continue to spread the information about our schools more widely throughout District 30.</p>
English Language Learners	<p>We will work with Community Based Organizations to recruit in the MLL population as well as continue to have remote and in-person events in where multiple languages are spoken.</p>	<p>In order to recruit English Language Learners, our materials are translated, our ELL program is described, and our ELL Coordinator and teachers assist with recruitment. We also have bilingual staff to help families with the application process, and these staff members participate in the weekly school tours for potential/prospective families. We will also continue to work with Community Based Organizations to recruit and cultivate our MLL population, as well as continue to have remote and in-person events in where multiple languages are spoken</p>

Students with Disabilities	We will work with our community-based organizations serving students with disabilities, and encourage them to join our recruitment events in-person or online to further engage with this community.	For students with special needs, the school website and recruitment materials clearly describe the school's inclusion model, special education services and staffing as well as counseling supports. Furthermore, our Director of Special Education participates in recruitment activities for our future and our incoming families. We will also encourage our community-based organizations serving students with disabilities to join our recruitment events in-person or online to further engage with this community.
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Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2021-2022	Describe Retention Plans in 2022-2023
Economically Disadvantaged	Continue to provide our families an open space to address their concerns and be involved in our community. This includes monthly parent association meetings, presence at Parent Teacher Organization meeting and any other communication methods (email, phone, etc).	Growing Up Green has a diverse background of students from many economic backgrounds. We provide subsidized afterschool programming, extra support services through our Special Education department, small classroom sizes to provide extra attention to students in need as well as workshops for families around math, literacy and behavioral models to help solidify learning taught at school at home. We will also continue to provide our families an open space to address their concerns and be involved in our community. This includes monthly parent association meetings, presence at Parent Teacher Organization meeting and any other communication methods (email, phone, etc).
English Language Learners	Continue to provide our families an open space to address their concerns and be involved in our community. This includes monthly parent association meetings, daily morning meetings and any other communication method (email, phone, etc). Also utilizing the translation service and bilingual staff to accomplish this goal.	Our ELL Coordinator and ELL teachers support limited English proficient students through a variety of techniques. 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 work closely with community organizations to ensure families have the supports they need, so their children can succeed. We will continue to provide our families an open space to address their concerns and be involved in our community, which includes monthly parent association meetings, daily morning meetings, and other communication methods (email, phone, etc). In addition, we

		will continue to utilize the DOE translation service and bilingual staff to accomplish this goal.
Students with Disabilities	Continue to provide all our families with the services they need - especially with IEP meetings, speech/language therapy, occupational therapy, hearing services, counseling and physical therapy.	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 at least one ICT class per grade. In addition, the special education services can be found throughout the school and offer speech and language therapy, occupational therapy, hearing services, counseling, and physical therapy.

Entry 10 – Teacher and Administrator Attrition

Completed - Sep 28 2022

Form for "Entry 10 – Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation

A. TEACH System – Employee Clearance

Charter schools must ensure that all prospective employees^[1] receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel who are provided or assigned by the district of location, or related/contracted service providers.** 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.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

^[1] Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at http://www.nysed.gov/common/nysed/files/programs/charter-schools/employee_fingerprintoct19.pdf or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospa/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

Attestation

Responses Selected:

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

Entry 11 Percent of Uncertified Teachers

Completed - Oct 29 2022

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

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.

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. 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 line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2022)	2
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2022)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2022)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2022)	3
Total Category A: 5 or 30% whichever is less	5.0

CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.

	FTE Count
i. Mathematics	0
ii. Science	3
iii. Computer Science	0
iv. Technology	0
v. Career and Technical Education	0
Total Category B: not to exceed 5	3.0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2022)	5
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2022)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2022)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2022)	0
Total Category C: not to exceed 5	5.0

TOTAL FTE COUNT OF UNCERTIFIED TEACHERS (Sum of Categories A, B AND C)

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total	13

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	16

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	54

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	83

Thank you.



Entry 12 Organization Chart

Completed - Sep 28 2022

[Instructions](#)

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

Upload the 2021-2022 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should **not** appear on the chart.

G1 Org Chart (2021-22)

Filename: G1_Org_Chart_2021-22.pdf Size: 74.0 kB

Entry 13 School Calendar

Completed - Sep 28 2022

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 1, 2022 submission. Charter schools must upload a final school calendar into the portal and may do so at any time but no later than **September 15, 2022**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools "... *unless the school's charter requires more instructional time than is required under the regulations.*"

Board of Regents-authorized charter schools also are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month. See an example of a calendar showing the requested information. Schools are encouraged to use a calendar template and ensure there is a monthly tally of instructional days.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

GUG Calendar 2022-2023 (Rev

Filename: GUG_Calendar_2022-2023_Rev_6.7.22.pdf Size: 179.4 kB

Entry 14 Links to Critical Documents on School Website

Completed - Sep 28 2022

[Instructions](#)

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Current Annual Report (i.e., 2021-2022 Annual Report);^[1]
2. Board meeting notices, agendas and documents;
3. New York State School Report Card;
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY);
5. District-wide safety plan, not a building level safety plan (as per the September 2021 [Emergency Response Plan Memo](#);
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records. (Example: See [NYSED Subject Matter List](#))

^[1] Each charter school is required to make the Annual Report publicly available by August 1 and to post on their respective charter school website. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., Report when financials have been submitted in November.)

Form for Entry 14 Links to Critical Documents on School Website

School Name: Growing Up Green Charter School

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

	Link to Documents
1. Current Annual Report (i.e., 2021-2022 Annual Report)	https://www.gugcs.org/apps/pages/index.jsp?dir=NYSED%20Annual%20Reports&uREC_ID=209356&type=d&pREC_ID=409549&pageIndex=1
2. Board meeting notices, agendas and documents	https://www.gugcs.org/apps/pages/index.jsp?dir=Growing%20Up%20Green%20Charter%20Schools%20Board%20Minutes/GUG%20I%20Minutes/GI%20SY%202021-2022&uREC_ID=209358&type=d&pageIndex=1
3. New York State School Report Card	https://www.gugcs.org/apps/pages/index.jsp?uREC_ID=209356&type=d&termREC_ID=&pREC_ID=860859
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	https://www.gugcs.org/apps/pages/index.jsp?uREC_ID=209356&type=d&termREC_ID=&pREC_ID=1013352
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo	https://www.gugcs.org/apps/pages/index.jsp?uREC_ID=209356&type=d&termREC_ID=&pREC_ID=860864
6. Authorizer-approved FOIL Policy	https://www.gugcs.org/apps/pages/index.jsp?uREC_ID=209356&type=d&termREC_ID=&pREC_ID=860895
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	https://www.gugcs.org/apps/pages/index.jsp?uREC_ID=209356&type=d&termREC_ID=&pREC_ID=860895

Thank you.



Growing Up Green Charter School

Financial Statements

June 30, 2022 and 2021

Independent Auditors' Report

Board of Trustees
Growing Up Green Charter School

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of Growing Up Green Charter School (a nonprofit organization), which comprise the statements of financial position as of June 30, 2022 and 2021, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the financial statements present fairly, in all material respects, the financial position of Growing Up Green Charter School as of June 30, 2022 and 2021, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

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. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Growing Up Green Charter School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for 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.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Growing Up Green Charter School's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 Growing Up Green Charter School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Growing Up Green Charter School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 18, 2022, on our consideration of Growing Up Green Charter 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 Growing Up Green Charter 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 Growing Up Green Charter School's internal control over financial reporting and compliance.

PKF O'Connor Davies, LLP

Harrison, New York
October 18, 2022

Growing Up Green Charter School

Statements of Financial Position

	June 30,	
	2022	2021
ASSETS		
Current Assets		
Cash	\$ 3,890,672	\$ 6,050,820
Grants and contracts receivable	611,723	285,645
Prepaid expenses and other current assets	272,996	272,498
Due from related party	1,547,986	554,094
Total Current Assets	6,323,377	7,163,057
Property and equipment, net	893,600	928,058
Restricted cash - line of credit	1,002,246	762,868
Restricted cash - escrow	71,055	70,993
Security deposits	213,433	213,155
	<u>\$ 8,503,711</u>	<u>\$ 9,138,131</u>
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable and accrued expenses	\$ 274,126	\$ 354,420
Accrued payroll and payroll taxes	1,060,890	1,263,377
Deferred rent, current portion	46,971	36,793
Refundable advances	125,487	93,455
Total Current Liabilities	1,507,474	1,748,045
Deferred rent	233,402	293,235
Total Liabilities	1,740,876	2,041,280
Net assets, without donor restrictions	6,762,835	7,096,851
	<u>\$ 8,503,711</u>	<u>\$ 9,138,131</u>

See notes to financial statements

Growing Up Green Charter School

Statements of Activities

	Year Ended June 30,	
	2022	2021
OPERATING REVENUE		
Public School District		
Regular student enrollment	\$ 12,632,697	\$ 13,124,821
Students with disabilities	1,851,899	1,932,418
Facilities funding	686,778	430,239
Grants and Contracts		
Federal grants	718,375	308,245
Federal E-Rate and IDEA	222,963	211,987
State and local	30,701	22,582
Total Operating Revenue	<u>16,143,413</u>	<u>16,030,292</u>
EXPENSES		
Program Services		
Regular education	9,394,719	7,548,737
Special education	5,284,095	5,794,066
Other education - after school	15,801	10,012
Total Program Services	<u>14,694,615</u>	<u>13,352,815</u>
Supporting Services		
Management and general	1,892,042	1,670,030
Fundraising	59,897	154,796
Total Expenses	<u>16,646,554</u>	<u>15,177,641</u>
(Deficit) Surplus from Operations	<u>(503,141)</u>	<u>852,651</u>
SUPPORT AND OTHER REVENUE		
Gain on forgiveness of		
Paycheck Protection Program Loan	-	947,791
Gain on transfer of lease to related party	134,137	-
Contributions	11,892	21,905
Other income	23,096	18,830
Total Support and Other Revenue	<u>169,125</u>	<u>988,526</u>
Change in Net Assets	(334,016)	1,841,177
NET ASSETS		
Beginning of year	<u>7,096,851</u>	<u>5,255,674</u>
End of year	<u>\$ 6,762,835</u>	<u>\$ 7,096,851</u>

See notes to financial statements

Growing Up Green Charter School

Statement of Functional Expenses Year Ended June 30, 2022

	No. of Positions	Program Services			Management and General	Fundraising	Total
		Regular Education	Special Education	After School			
Personnel Services Costs							
Administrative staff personnel	26	\$ 1,108,740	\$ 404,968	\$ -	\$ 605,968	\$ 47,387	\$ 2,167,063
Instructional personnel	102	4,547,888	2,891,859	12,695	3,980	-	7,456,422
Non-Instructional personnel	8	120,146	55,035	-	261,240	292	436,713
Total Personnel Services Costs	135	5,776,774	3,351,862	12,695	871,188	47,679	10,060,198
Fringe benefits and payroll taxes							
Retirement		1,334,263	779,198	2,965	203,467	11,135	2,331,028
Legal fees		63,304	36,969	141	9,654	528	110,596
Accounting and audit services		-	-	-	26,928	-	26,928
Other purchased services		-	-	-	84,365	-	84,365
Rent expense		218,845	59,489	-	405,466	555	684,355
Repairs and maintenance		1,030,996	600,758	-	165,457	-	1,797,211
Insurance		33,316	19,413	-	5,347	-	58,076
Utilities		63,758	37,152	-	10,232	-	111,142
Supplies and materials		77,009	44,873	-	12,359	-	134,241
Equipment and furnishings		177,542	59,444	-	7,660	-	244,646
Staff and professional development		33,417	10,913	-	1,311	-	45,641
Marketing and recruiting		19,833	4,833	-	20,443	-	45,109
Technology		76,188	33,858	-	7,239	-	117,285
Food services		104,027	60,616	-	16,695	-	181,338
Student services		4,289	1,045	-	-	-	5,334
Office expense		103,928	25,325	-	-	-	129,253
Depreciation and amortization		74,278	43,282	-	11,920	-	129,480
Loss on disposal of property and equipment		149,249	86,967	-	23,952	-	260,168
Other		7,706	4,490	-	1,237	-	13,433
		45,997	23,608	-	7,122	-	76,727
Total Expenses		\$ 9,394,719	\$ 5,284,095	\$ 15,801	\$ 1,892,042	\$ 59,897	\$ 16,646,554

Growing Up Green Charter School

Statement of Functional Expenses Year Ended June 30, 2021

	No. of Positions	Regular Education	Special Education	Program Services After School	Total	Management and General	Fundraising	Total
Personnel Services Costs								
Administrative staff personnel	33	\$ 1,159,110	\$ 512,401	\$ -	\$ 1,671,511	\$ 574,830	\$ 99,405	\$ 2,345,746
Instructional personnel	93	3,530,669	3,202,109	5,640	6,738,418	193	-	6,738,611
Non-Instructional personnel	10	101,237	53,959	-	155,196	270,309	1,028	426,533
Total Personnel Services Costs	135	4,791,016	3,768,469	5,640	8,565,125	845,332	100,433	9,510,890
Fringe benefits and payroll taxes								
Retirement		1,048,908	825,040	1,235	1,875,183	185,071	21,988	2,082,242
Legal fees		78,647	61,861	93	140,601	13,877	1,649	156,127
Accounting and audit services		19,211	15,111	23	34,345	3,390	403	38,138
Other purchased services		-	-	-	-	78,153	-	78,153
Rent expense		82,645	31,054	24	113,723	257,385	2,525	373,633
Repairs and maintenance		759,661	597,527	894	1,358,082	134,036	15,925	1,508,043
Insurance		71,965	56,606	85	128,656	12,698	1,509	142,863
Utilities		49,176	38,680	58	87,914	8,677	1,031	97,622
Supplies and materials		97,078	76,358	114	173,550	17,129	2,035	192,714
Equipment and furnishings		137,642	46,855	1,466	185,963	4,282	509	190,754
Staff and professional development		14,648	4,646	2	19,296	345	41	19,682
Marketing and recruiting		23,713	5,807	-	29,520	46,584	-	76,104
Technology		53,341	27,092	30	80,463	4,570	543	85,576
Food services		75,737	59,572	89	135,398	13,363	1,588	150,349
Student services		702	172	-	874	-	-	874
Office expense		20,216	4,951	-	25,167	-	-	25,167
Depreciation and amortization		44,307	34,851	52	79,210	7,818	929	87,957
Other		147,019	115,641	173	262,833	25,940	3,082	291,855
Total Expenses		\$ 7,548,737	\$ 5,794,066	\$ 10,012	\$ 13,352,815	\$ 1,670,030	\$ 154,796	\$ 15,177,641

Growing Up Green Charter School

Statements of Cash Flows

	Year Ended June 30,	
	2022	2021
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	\$ (334,016)	\$ 1,841,177
Adjustments to reconcile change in net assets to net cash from operating activities		
Depreciation and amortization	260,168	291,855
Deferred rent	84,482	76,876
Gain on forgiveness of Paycheck Protection Program loan	-	(947,791)
Gain on transfer of leases to related party	(134,137)	-
Loss on disposal of property and equipment	13,433	-
Changes in operating assets and liabilities		
Grants and contracts receivable	(326,078)	22,556
Prepaid expenses and other current assets	(498)	(87,607)
Due from related party	(993,892)	(152,706)
Security deposits	(278)	(133,885)
Accounts payable and accrued expenses	(80,294)	220,721
Accrued payroll and payroll taxes	(202,487)	323,222
Refundable advances	32,032	93,455
Net Cash from Operating Activities	(1,681,565)	1,547,873
CASH FLOW FROM INVESTING ACTIVITY		
Purchases of property and equipment	(239,143)	(473,765)
Net Change in Cash and Restricted Cash	(1,920,708)	1,074,108
CASH AND RESTRICTED CASH		
Beginning of year	6,884,681	5,810,573
End of year	<u>\$ 4,963,973</u>	<u>\$ 6,884,681</u>

Growing Up Green Charter School

Notes to Financial Statements June 30, 2022 and 2021

1. Organization and Tax Status

Growing Up Green Charter School (the “School”) is a New York State, not-for-profit educational corporation that was incorporated on December 16, 2008 to operate a Charter School pursuant to Article 56 of the Education Law of the State of New York. The School was granted a provisional charter on December 16, 2008 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York (the “Board of Regents”). The Board of Regents approved and issued several renewals to the School’s charter expiring on June 30, 2027. The School’s mission is to empower children to be conscious, contributing members of their community through a rigorous curriculum and an engaging green culture. Graduates of the School will be prepared to attend high performing schools where their interdisciplinary academic foundations, knowledge of sustainability, and strong sense of self sets them apart as leaders of the future. Classes commenced in Long Island City, New York, on September 9, 2009 and the School provided education to approximately 750 students in grades kindergarten through eighth during the 2021-2022 academic year.

Effective July 1, 2022, the School merged into Growing Up Green Charter School II. The School ceased to exist as a legal entity in conjunction with the merger. The plan of the merger was approved by the New York State Board of Regents on June 2, 2022.

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

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

2. Summary of Significant Accounting Policies

Basis of Presentation and Use of Estimates

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

Growing Up Green Charter School

Notes to Financial Statements
June 30, 2022 and 2021

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:

Net assets without donor restrictions - consist of resources available for the general support of the School's operations. Net assets without donor restrictions may be used at the discretion of the School's management and/or the Board of Trustees.

Net assets with donor restrictions – represents amounts restricted by donors for specific activities of the School or to be used at a future date. The School records contributions as net assets with donor restrictions 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, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions. The School had no net assets with donor restrictions as of June 30, 2022 and 2021.

Restricted Cash

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

Under a line of credit agreement, the School granted the lender a security interest in one of its deposit accounts (see Note 9). At June 30, 2022 and 2021, there was no balance payable on the line of credit.

The following table provides a reconciliation of cash and restricted cash reported within the statements of financial position to the amounts presented in the statements of cash flows for the years ended June 30:

	2022	2021
Cash	\$3,890,672	\$6,050,820
Restricted cash - line of credit	1,002,246	762,868
Restricted cash - escrow	71,055	70,993
	<u>\$4,963,973</u>	<u>\$6,884,681</u>

Growing Up Green Charter School

Notes to Financial Statements
June 30, 2022 and 2021

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. 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
Website development	5 years

Property and equipment are reviewed for impairment if the use of the asset significantly changes or another indicator of possible impairment is identified. If the carrying amount for the asset is not recoverable, the asset is written down to its fair value. There were no asset impairments for the years ended June 30, 2022 and 2021.

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 net assets with donor restrictions 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 net assets without donor restrictions. Contributions of assets other than cash are recorded at their estimated fair value at the date of donation.

Growing Up Green Charter School

Notes to Financial Statements June 30, 2022 and 2021

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

Marketing and Recruiting

Marketing and recruiting costs are expensed as incurred for staff and student recruitment. Marketing and recruiting expense for the years ended June 30, 2022 and 2021 was \$117,285 and \$85,576.

Measure of Operations

The statement of activities reports all changes in net assets, including changes in net assets from operating and non-operating activities. Operating activities consist of those items attributable to the School's ongoing services. Non-operating activities include revenue and support from non-governmental and other sources that include contributions revenue, gain on forgiveness of Paycheck Protection Program loan, gain on transfer of lease to related party, and other activities considered to be a more non-recurring nature.

Functional Expense Allocation

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

Accounting for Uncertainty in Income Taxes

The School recognizes the effect of income tax positions only if those positions are more likely than not to be sustained. Management has determined that the School had no uncertain tax positions that would require financial statement recognition or disclosure. The School is no longer subject to examinations by the applicable taxing jurisdictions for years prior to June 30, 2019.

3. Grants and Contracts Receivable

Grants and contracts receivable consist of federal, state, city entitlements and grants. The School expects to collect these receivables within one year. Management has assessed the need for an allowance and has determined that such allowance is not necessary.

Growing Up Green Charter School

Notes to Financial Statements June 30, 2022 and 2021

4. Property and Equipment

Property and equipment, net consists of the following at June 30:

	2022	2021
Equipment	\$ 1,248,624	\$ 1,460,699
Furniture and fixtures	623,748	617,015
Software and website development	3,550	19,133
Leasehold improvements	1,561,658	1,496,708
Construction in progress	26,983	-
	<u>3,464,563</u>	<u>3,593,555</u>
Accumulated depreciation and amortization	<u>(2,570,963)</u>	<u>(2,665,497)</u>
	<u>\$ 893,600</u>	<u>\$ 928,058</u>

Construction in progress at June 30, 2022 consists of architect fees and renovation costs, related to the elementary school science lab project.

Assets with a cost basis of \$368,135 and accumulated depreciation of \$354,702 were disposed of during the year ended June 30, 2022. Loss on disposal of property and equipment was \$13,433 for the year ended June 30, 2022.

5. Liquidity and Availability of Financial Assets

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use within one year of the statement of financial position date, are comprised of the following at June 30:

	2022	2021
Cash	\$ 3,890,672	\$ 6,050,820
Grants and contracts receivable	611,723	285,645
Due from related party	1,547,986	554,094
	<u>\$ 6,050,381</u>	<u>\$ 6,890,559</u>

As part of the School's liquidity management plan, the status of grants and contracts receivable is monitored regularly and any excess cash is held in liquid instruments until it is required for operational use. To help manage unanticipated liquidity needs, the School has a letter of credit in the amount of \$1,000,000, which it could draw upon as further disclosed in Note 11. The School will continue to rely on funding received from the New York City Department of Education to cover its future operating costs (see Note 8).

6. Employee Benefit Plan

The School maintains a pension plan qualified under Internal Revenue Code 401(k), for the benefit of its eligible employees. Under the plan, the School provided matching contributions up to 5% of the participant's annual compensation. Employer match for the years ended June 30, 2022 and 2021 amounted to \$110,596 and \$156,127.

Growing Up Green Charter School

Notes to Financial Statements June 30, 2022 and 2021

7. Concentration of Credit Risk

Financial instruments that potentially subject the School to concentrations of credit and market risk consist principally of cash and restricted cash 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, 2022 and 2021, approximately \$4,710,000 and \$6,630,000 of cash and restricted cash was maintained with an institution in excess of FDIC limits.

8. Concentration of Revenue and Support

The School receives a substantial portion of its revenue and support from the New York City Department of Education. For the years ended June 30, 2022 and 2021, the School received approximately 93% and 91% 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.

9. Related Party Transactions (not disclosed elsewhere)

Friends of Growing Up Green

The School is an affiliate of Friends of Growing Up Green ("Friends of GUG"), a New York State not-for-profit corporation, through common management. Friends of GUG supports the School through real estate and facilities-related needs, technical and financial assistance. During the years ended June 30, 2022 and 2021, the School charged \$249,214 and \$31,327 of operating expenses to Friends of GUG.

Effective July 1, 2021, the lease agreement for one facility used by the School was transferred to Friends of GUG (see Note 10) and a new sublease agreement was entered into between Friends of GUG (sublandlord) and the School (subtenant). As a result of this transfer, an unamortized deferred rent liability was written off resulting in a non-operating gain of \$134,137 which is reported as gain on transfer of lease to related party in the statements of activities for year ended June 30, 2022.

Growing Up Green Charter School II

The School is an affiliate of Growing Up Green Charter School II ("GUG II"), a New York State not-for-profit education corporation who both share common management and board members. The School was not required to consolidate financial statements with GUG II as the School does not have an economic interest in the net assets of GUG II. During the years ended June 30, 2022 and 2021, the School charged \$1,298,772 and \$511,397 of operating expenses to GUG II.

On March 21, 2017, the School co-signed a \$750,000 commercial line of credit with a financial institution along with GUG II. The School assigned and granted the lender a security interest in one of its deposit accounts with the financial institution. The line of credit was paid in full by GUG II and was closed on October 21, 2021. At June 30, 2022 and 2021, the pledged amount was \$0 and \$762,868.

Growing Up Green Charter School

Notes to Financial Statements June 30, 2022 and 2021

9. Related Party Transactions (continued)

For operational efficiency and purchasing power, the School shares certain operating expenses with Friends of GUG and GUG II. The balance due from related parties consists of the following at June 30:

	2022	2021
Friends of GUG	\$ 249,214	\$ 42,697
GUG II	1,298,772	511,397
	<u>\$ 1,547,986</u>	<u>\$ 554,094</u>

10. Commitments

Facility Leases

The School is obligated under a non-cancelable operating lease for office and classroom space at 39-27 28th Street, Long Island City, New York, which expires on August 31, 2029. The lease provides for rent escalations and the School is responsible for utilities, real estate taxes and other operating expenses.

On May 15, 2014, the School entered into an agreement to lease additional property at 36-49 11th Street, Long Island City, New York for a period of 10 years. The lease provides for rent escalations and the School is responsible for utilities, real estate taxes and other operating expenses. This location became the home of Growing Up Green Middle School starting with the 2014-2015 academic year. In July 2021, the lease agreement was transferred to Friends of GUG (see Note 9) and a new sublease agreement between Friends of GUG (sublandlord) and the School (subtenant) was executed effective July 1, 2021 for a period of 3 years ending on June 30, 2024.

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

2023	\$ 1,750,240
2024	1,788,630
2025	1,104,836
2026	1,132,457
2027	1,160,769
Thereafter	<u>2,613,405</u>
	<u>\$ 9,550,337</u>

The School recognizes rent expense on a straight-line basis over the term of the lease. Rent expense in excess of payments is recorded as deferred rent in the accompanying statements of financial position. Rent expense for the years ended June 30, 2022 and 2021 amounted to \$1,797,211 and \$1,508,043.

Growing Up Green Charter School

Notes to Financial Statements June 30, 2022 and 2021

10. Commitments (continued)

Equipment Leases

The School leases various copiers under non-cancelable operating leases expiring at various dates through October 2026. The future minimum lease payments under the copier leases are as follows for the years ending June 30:

2023	\$ 53,466
2024	53,466
2025	53,466
2026	17,822
	<u>\$ 178,220</u>

Equipment leasing expense for the years ended June 30, 2022 and 2021 amounted to \$53,466 and \$49,265, included in office expense in the accompanying statements of functional expenses.

11. Line of Credit

On October 15, 2021, the School entered into a secured \$1,000,000 revolving line of credit agreement with First Republic Bank to provide working capital. The line has no expiration date and bears interest at the Wall Street Journal Prime Rate minus 1.00%. Interest is payable on a monthly basis. The line is secured by a \$1,000,000 certificate of deposit with the bank, as required by the agreement. There was no outstanding balance under the line of credit as of June 30, 2022.

12. Paycheck Protection Program Loan Payable

On May 29, 2020, the School received loan proceeds in the amount of \$941,895 under the Paycheck Protection Program (the "PPP"). The PPP, established as part of the Coronavirus Aid, Relief and Economic Security Act (the "CARES Act"), provides for loans to qualifying entities for amounts up to 2.5 times the 2019 average monthly payroll expenses of the qualifying entity. The PPP loan bears an interest rate of 1% per annum. All or a portion of the PPP loan principal and accrued interest were forgivable as long as the borrower used the loan proceeds for eligible purposes, as described in the CARES Act, over a period of between eight and twenty-four weeks (the "Covered Period"). Loan payments of principal or interest are deferred until the amount of loan forgiveness is determined by the United States Small Business Administration ("SBA").

On February 26, 2021, the PPP loan was fully forgiven by the SBA, and as such, the School has recognized the proceeds as other revenue in the accompanying statements of activity..

Growing Up Green Charter School

Notes to Financial Statements June 30, 2022 and 2021

13. Contingency

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

14. Risks and Uncertainties

The School's operations and financial performance may be affected by the recent COVID-19 outbreak which has spread globally and is expected to adversely affect economic conditions throughout the world. If the outbreak continues and conditions worsen, the School may experience a disruption in operations as well as a decline in revenue activities. Economic uncertainty is related to the potential reduction and/or delays in state and local per pupil operating revenue, shortfalls and variations in enrollment, and operational and other changes that could increase expenses. The outbreak may adversely affect the School's activities, financial condition, results of operations, and cash flows. Management is closely monitoring the impact of COVID-19 and believes the School is taking appropriate actions to mitigate the negative impact. However, management is unable to estimate the financial impact, if any, related to this matter.

15. 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 issue, which date is October 18, 2022

Effective July 1, 2022, the School merged into Growing Up Green Charter School II ("GUG II"). The School ceased to exist as a legal entity in conjunction with the merger. The plan of the merger was approved by the New York State Board of Regents on June 2, 2022.

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

Independent Auditors' Report

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

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Growing Up Green Charter School (the "School") (a nonprofit organization), which comprise the statement of financial position as of June 30, 2022, 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 18, 2022.

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) as a basis for designing 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 financial statements. 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 entity'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 entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

PKF O'Connor Davies, LLP

Harrison, New York
October 18, 2022

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

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

In planning and performing our audit of the financial statements of Growing Up Green Charter School (the "School") as of and for the year ended June 30, 2022, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting ("internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

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

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be 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 management, audit committee, the Board of Trustees, The State Education Department of the State University of New York, and others within the School, and is not intended to be 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 School personnel during the course of our audit.

PKF O'Connor Davies, LLP

Harrison, New York
October 18, 2022

Account Statement

BUSINESS REWARD MONEY MARKET
SAVINGS



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Page 1 of 3

Statement Period: June 01, 2022-
June 30, 2022

Account Number: [REDACTED]

GROWING UP GREEN CHARTER SCHOOL
(ESCROW ACCOUNT)
3927 28TH ST
LONG ISLAND CITY NY 11101-3728

Account Summary

Beginning Balance	\$71,043.57	Average Daily Balance	\$71,043.57
Total Deposits and Credits	\$11.15	Minimum Balance	\$71,043.57
Total Withdrawals and Debits	\$0.00	Service Charges	\$0.00
Total Checks Paid	\$0.00	Interest Paid This Period	\$11.15
Ending Balance	\$71,054.72	Interest Year to Date	\$26.70

Account Activity

Date	Description	Amount
Deposits and Credits		
06/30	INTEREST CREDIT	\$11.15
	Total Deposits and Credits	\$11.15
	ANNUAL PERCENTAGE YIELD EARNED (APY-E)	0.19%
	INTEREST EARNED THIS STATEMENT PERIOD	\$11.15

Account Statement

BUSINESS REWARD MONEY MARKET
SAVINGS



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Page 3 of 3

Statement Period: June 01, 2022-
June 30, 2022

Account Number: [REDACTED]

GROWING UP GREEN CHARTER SCHOOL

Fee Summary

	Total For This Period	Total Year-to-Date
Total Overdraft Fees	\$0.00	\$0.00
Total Returned Item Fees	\$0.00	\$0.00

Message

If you receive a call, text or email from a First Republic representative requesting the verification of your password, user ID, PIN, 3-digit CVV number, account number, card number or any other personal information, and you wish to validate the authenticity of the request, please hang up and contact our Client Care Center at (888) 408-0288.

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Reid Chase

Name of Charter School Education Corporation:

Growing Up Green Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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 you

7. Identify each individual, business, corporation, union association, firm, partnership, 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) operated 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☒ **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

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. The personal contact information provided below will be redacted.



Reid Chase

Reid Chase (Jul 2, 2022 10:28 EDT)

7/2/22

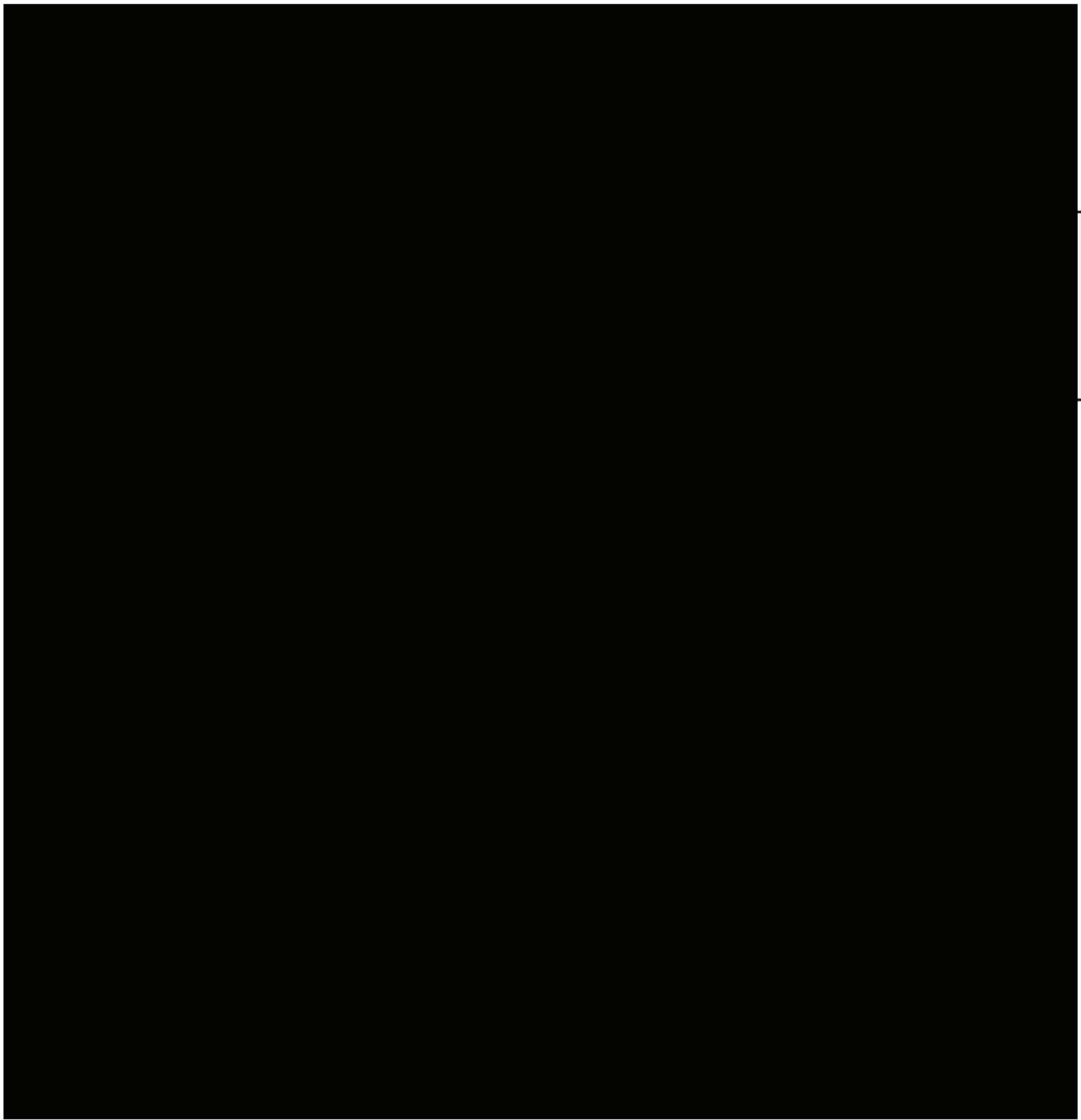
Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022



Disclosure of Financial Interest by a Current or Former Trustee
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Trustee Name:

Peter Davis

Name of Charter School Education Corporation:

Growing Up Green Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☐ **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☐ **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☐ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☐ No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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 you

7. Identify each individual, business, corporation, union association, firm, partnership, 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) operated 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☒ **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

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. The personal contact information provided below will be redacted.

Business Telephone:

212 773 7042

Business Address:

401 9th Ave, New York, NY 10001

E-mail Address:

peter.davis@ey.com

Home Telephone:

212 865 2712

Home Address:

215 W 98th Street, Apt 3F, New York, NY 10025

7/18/2022

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Marc Greenberg

Name of Charter School Education Corporation:

Growing Up Green Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).
Board Chair (interim)

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☒ **Yes** ☐ **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

Matthew Greenberg is the School's founder and Executive Dir. Matthew and I are first cousins.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☒ Yes ☐ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

As noted above, Matthew Greenberg and I are 1st cousins.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

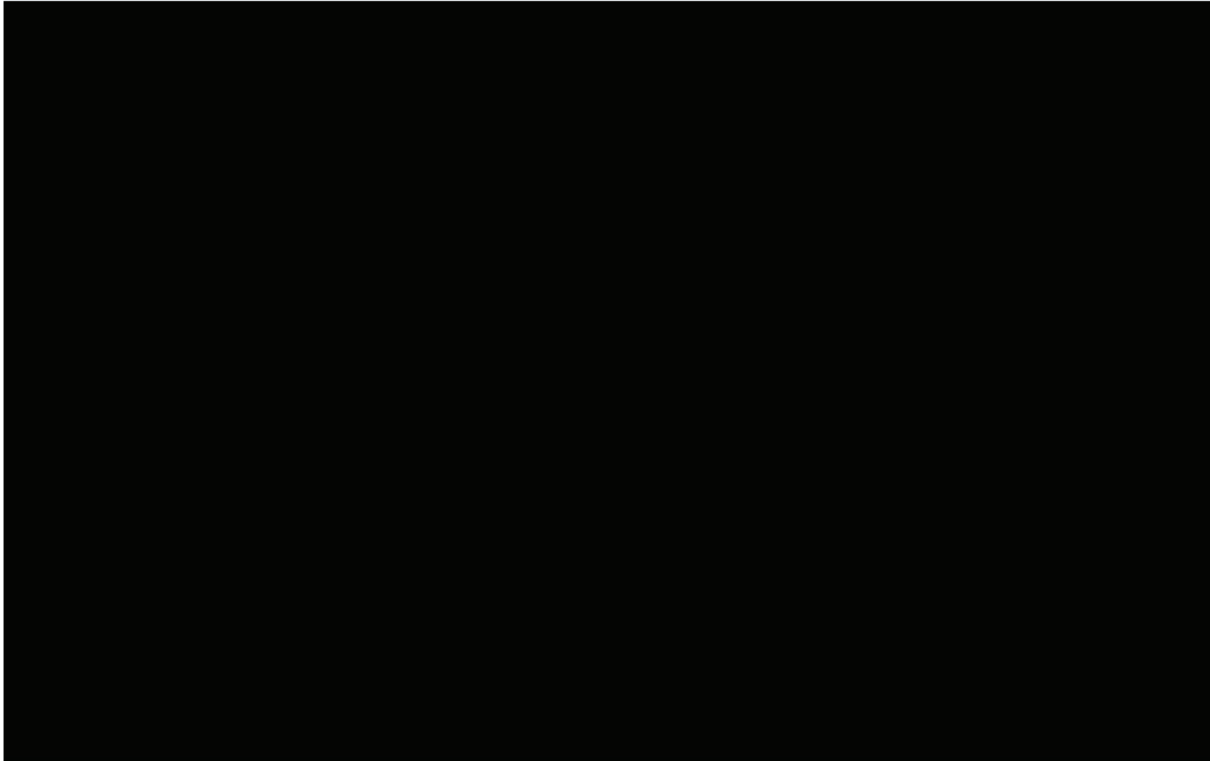
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, 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) operated 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☒ **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

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. The personal contact information provided below will be redacted.




Marc L Greenberg (Jun 26, 2022 03:51 EDT)

June 26, 2022

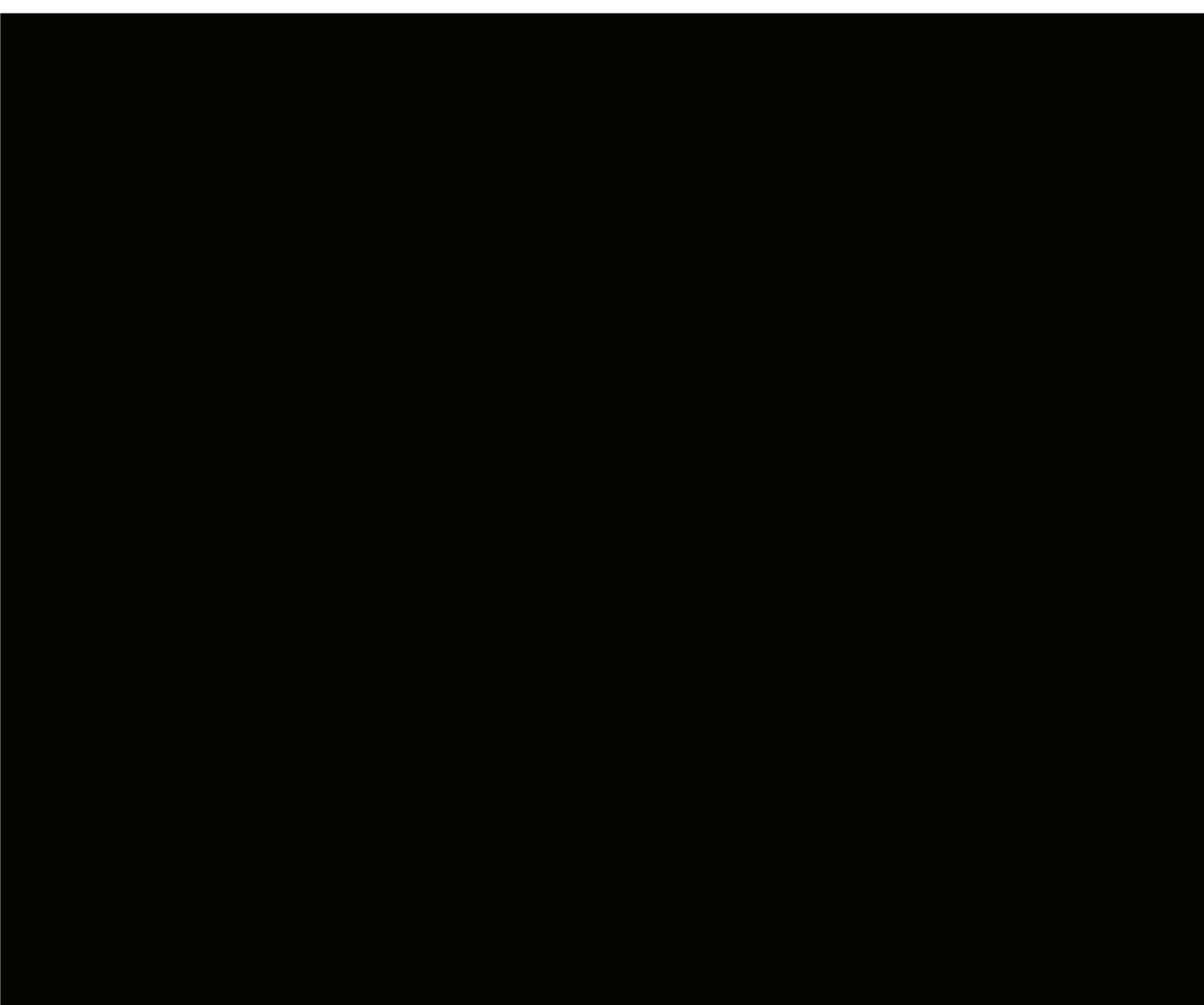
Signature

Date

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- Digitally certified PDF signature
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last revised 04/2022



Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Kate Hooker

Name of Charter School Education Corporation:

Growing Up Green Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Co-chair

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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 you

7. Identify each individual, business, corporation, union association, firm, partnership, 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) operated 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☒ **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

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. The personal contact information provided below will be redacted.



Kate Hooker

Kate Hooker (Jun 22, 2022 13:34 EDT)

June 22, 2022

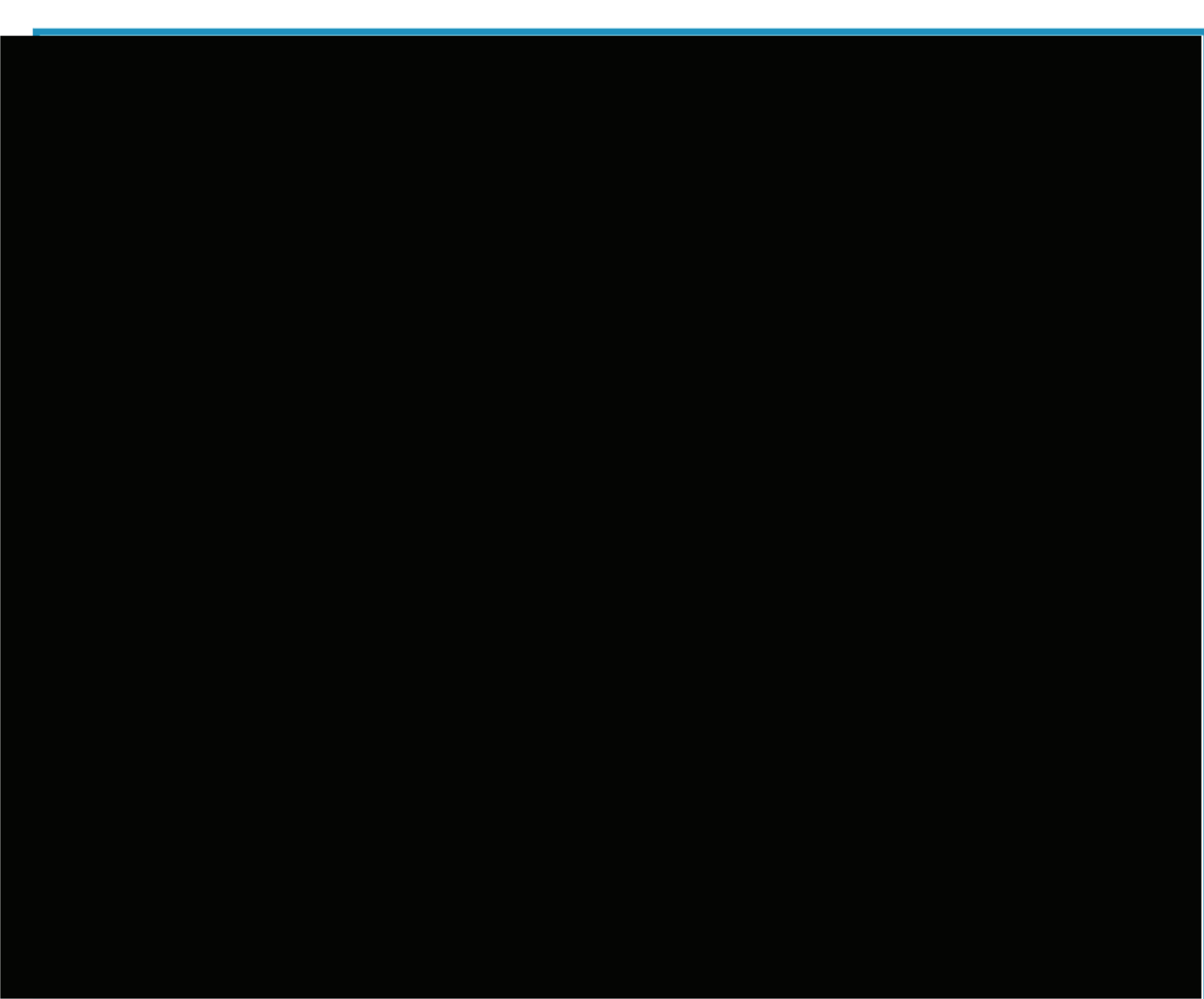
Signature

Date

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last revised 04/2022



Adobe Acrobat Sign

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Kiah J. Hufane

Name of Charter School Education Corporation:

Growing Up Green Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).
- Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

N/A

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

N/A

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

N/A

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

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

N/A

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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 you

7. Identify each individual, business, corporation, union association, firm, partnership, 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) operated 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☒ **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

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. The personal contact information provided below will be redacted.



Kiah J. Hufane

06/22/22

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
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last revised 04/2022



Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Kathryn Klingenstein

Name of Charter School Education Corporation:

Growing Up Green Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).
member, vice-chair

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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 you

7. Identify each individual, business, corporation, union association, firm, partnership, 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) operated 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☒ **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

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. The personal contact information provided below will be redacted.



Kathryn Klingenstein
Kathryn Klingenstein (Jun 22, 2022 15:38 EDT)

6/22/22

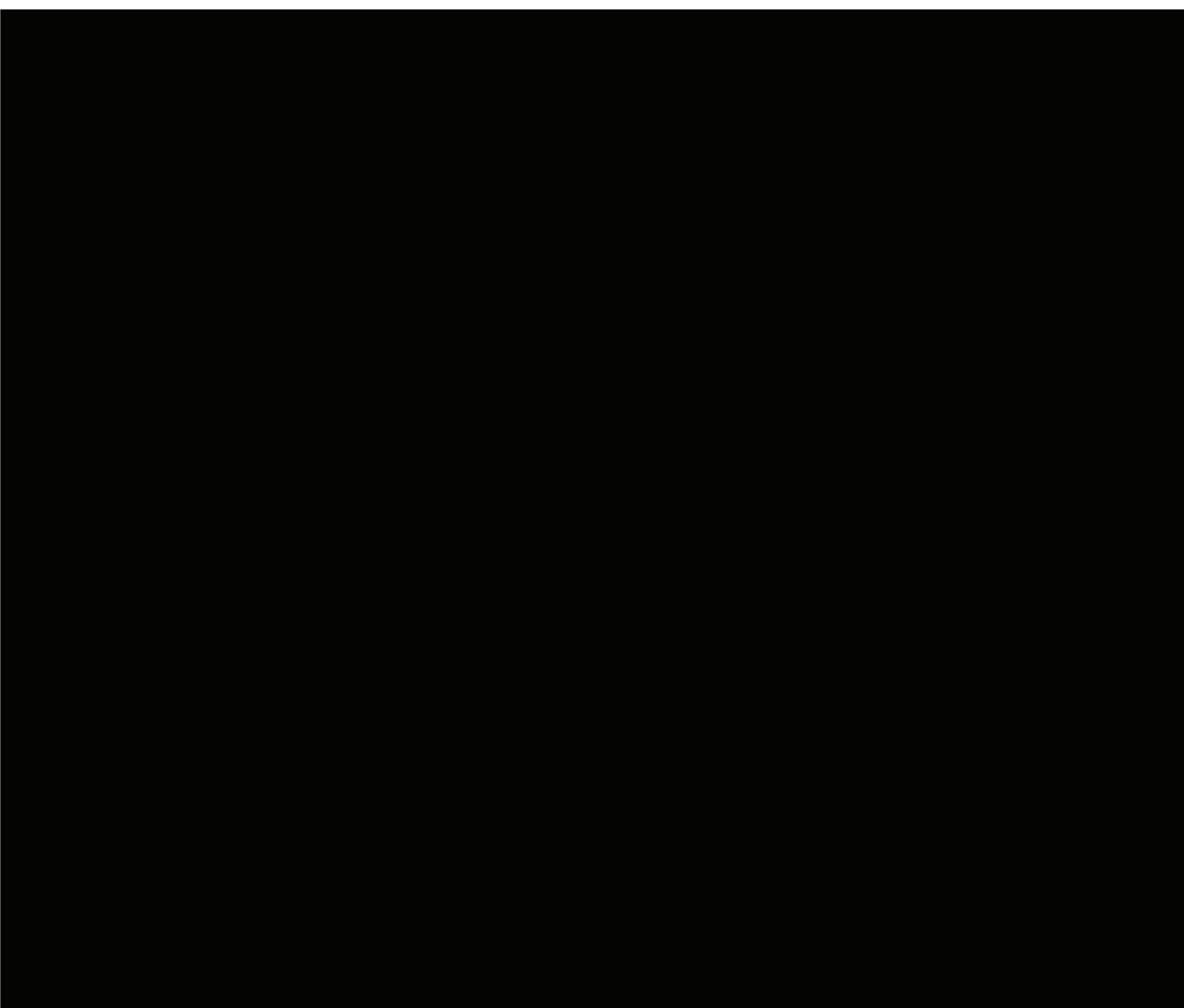
Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022



Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Anne Levonen

Name of Charter School Education Corporation:

Growing Up Green Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Treasurer

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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 you

7. Identify each individual, business, corporation, union association, firm, partnership, 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) operated 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☒ **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

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. The personal contact information provided below will be redacted.



Anne Levonen

Anne Levonen (Jul 5, 2022 07:42 EDT)

7/5/22

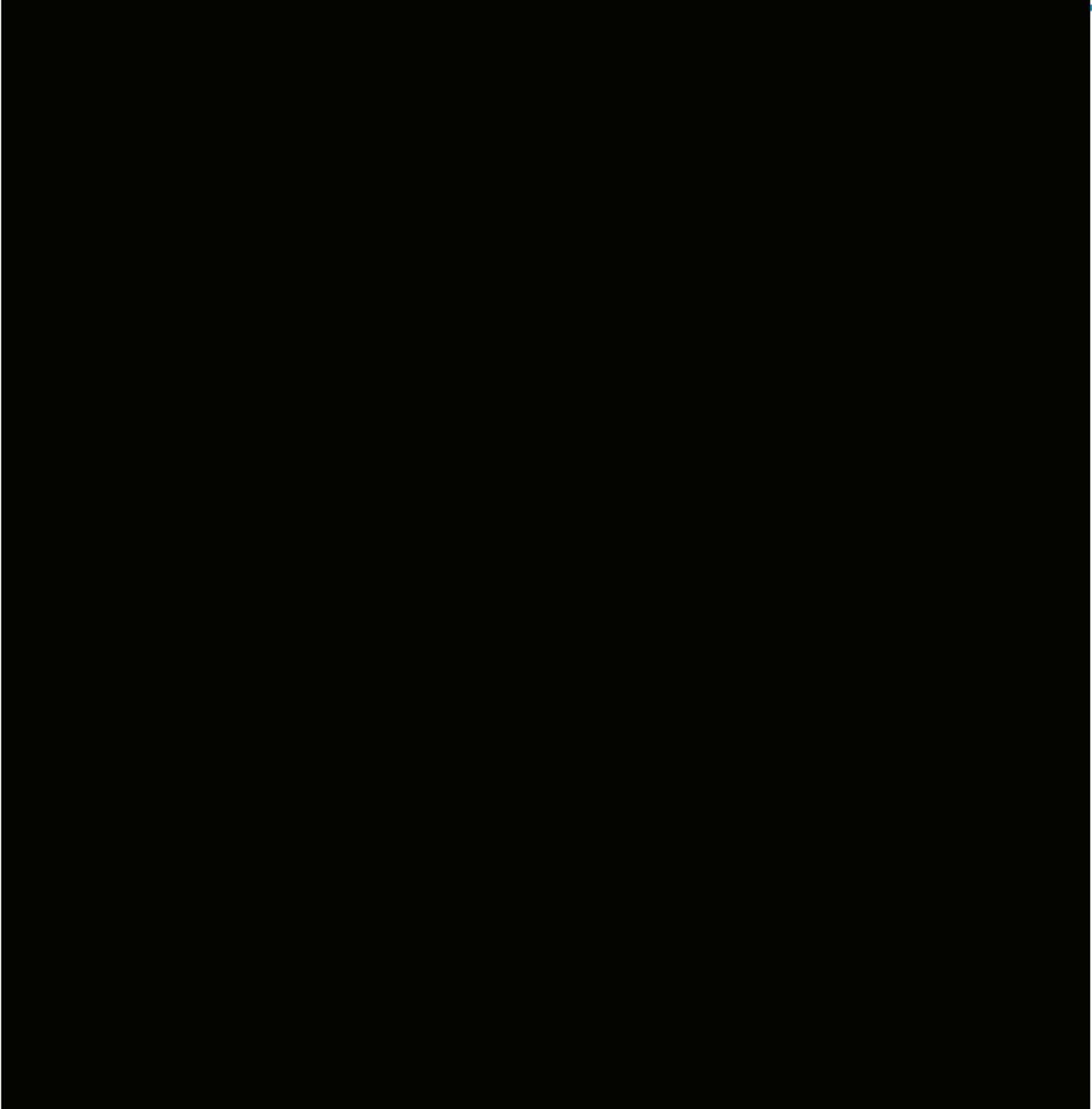
Signature

Date

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- Digitally certified PDF signature
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last revised 04/2022



Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Corwin Mason

Name of Charter School Education Corporation:

Growing Up Green Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board Member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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 you

7. Identify each individual, business, corporation, union association, firm, partnership, 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) operated 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☒ **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

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. The personal contact information provided below will be redacted.



Corwin Mason

Corwin Mason (Jun 23, 2022 14:21 EDT)

6/23/2022

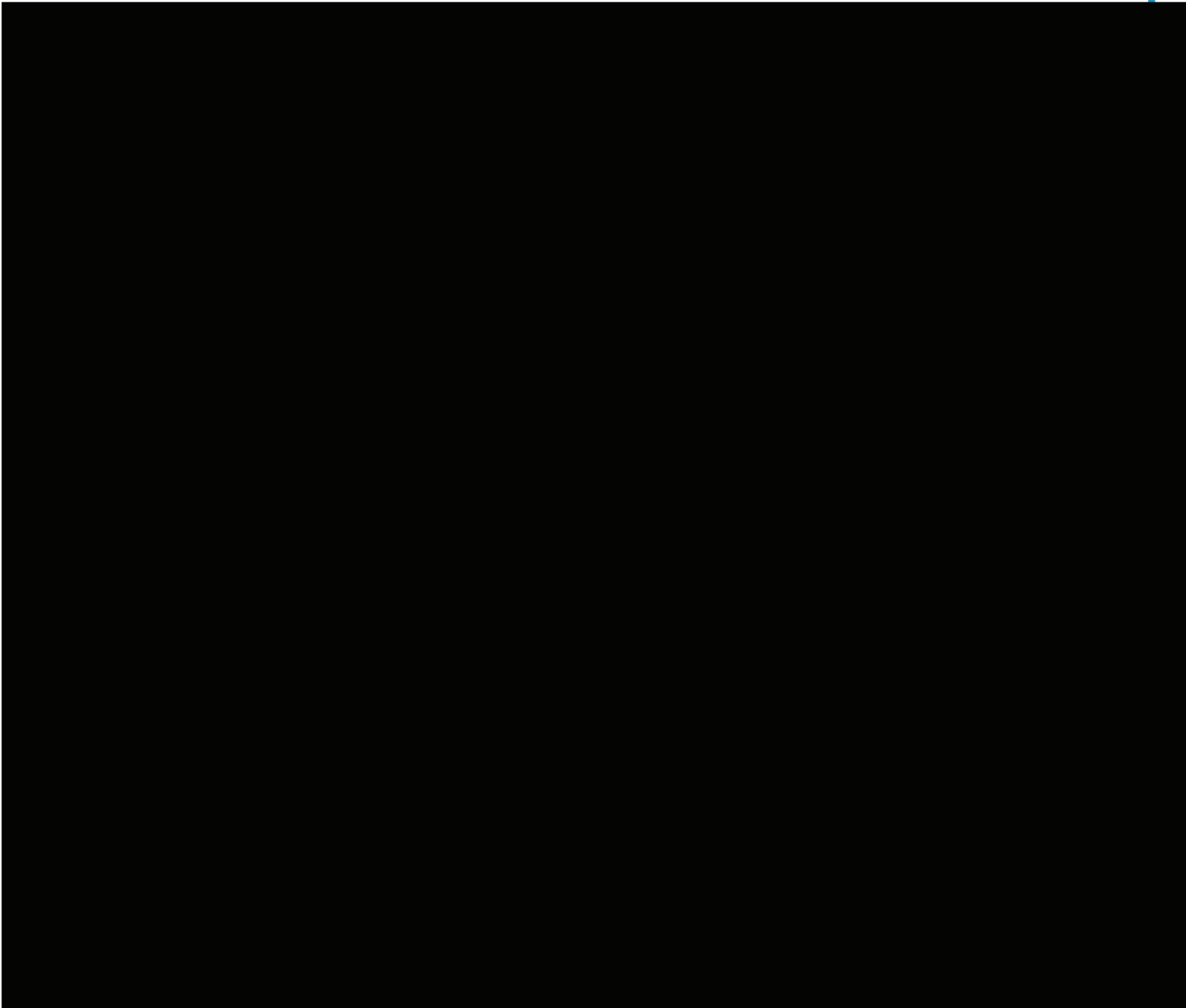
Signature

Date

Acceptable signature formats include:

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last revised 04/2022



Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Jeff mueller

Name of Charter School Education Corporation:

Growing Up Green Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Chair

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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 you

7. Identify each individual, business, corporation, union association, firm, partnership, 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) operated 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☒ **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

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. The personal contact information provided below will be redacted.



Jeff Mueller

July 2 2023

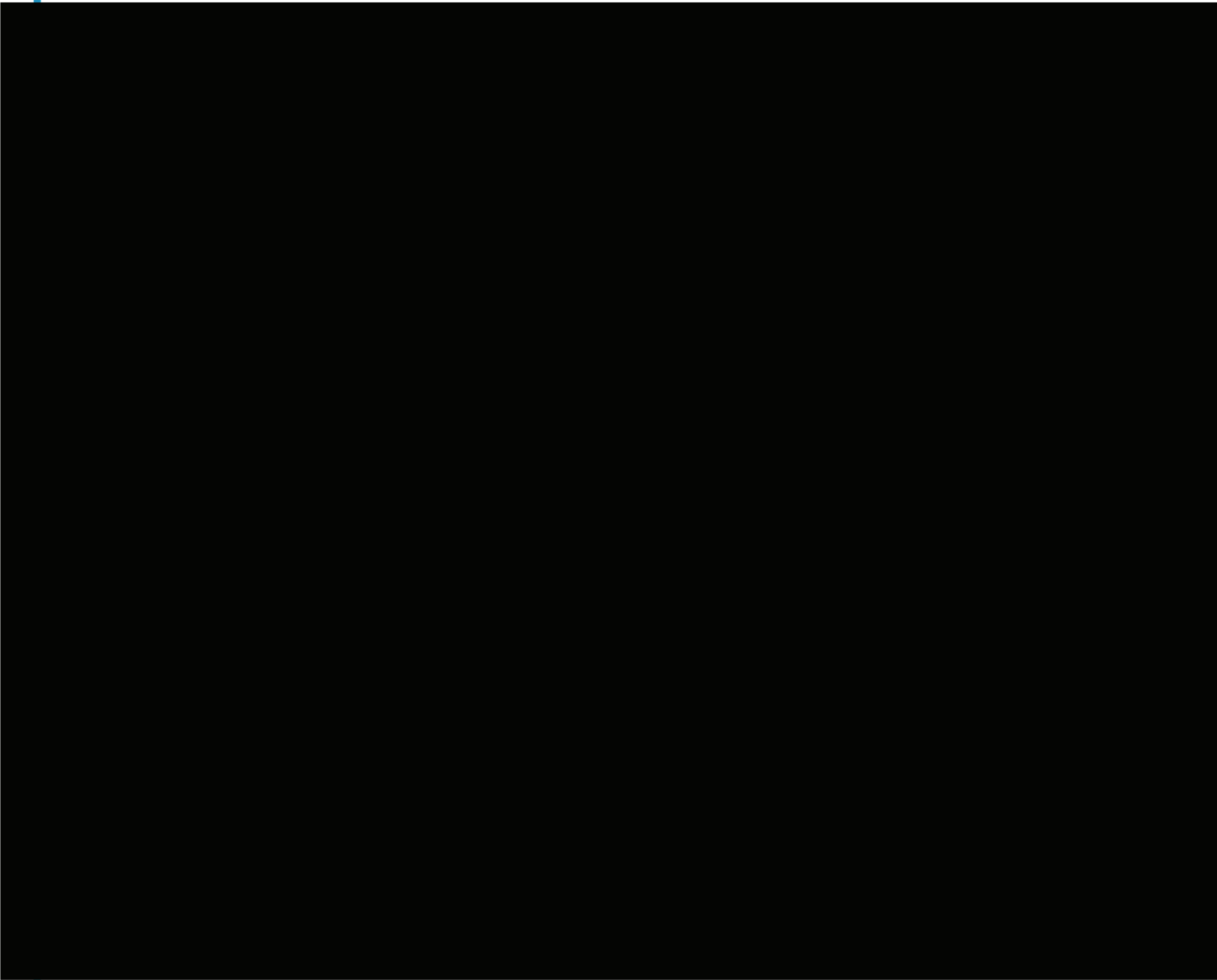
Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
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last revised 04/2022



Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Kelly Russotti

Name of Charter School Education Corporation:

Growing Up Green Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).
secretary

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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 you

7. Identify each individual, business, corporation, union association, firm, partnership, 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) operated 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☒ **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

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. The personal contact information provided below will be redacted.



Kelly Russotti

6/27/22

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022



Adobe Acrobat Sign

GROWING UP GREEN I CHARTER SCHOOL BOARD MEETING

Board Meeting Date: Tuesday, August 17th, 2021

Location: Growing Up Green II Middle School, 84-35 152nd St, Jamaica, NY 11432

Commencement Time: 7:30pm

In attendance:

Matthew Greenberg (Founder and Executive Director for Growing Up Green Charter Schools), Desmond Holliday (Executive Assistant to Matthew Greenberg), Erin Acosta (Director of Development at Growing Up Green Charter Schools), Kathryn Klingenstein (Board Co-Chair), Kate Hooker (Board Co-Chair), Anne Levonen (Board Treasurer), Kiah Hufane (Board Trustee), Pastor Corwin Mason (Board Trustee), Kelly Russotti (Board Secretary), Kate McGrath (General Counsel and Director of Human Resources at Growing Up Green Charter Schools), Tomi Okuyemi (School Leader of Growing Up Green II Elementary School), Andrew Wintner (School Leader of Growing Up Green II Middle School), Latoya Lindsay (Growing Up Green Community and Family Engagement Coordinator)

Commencement

Kate Hooker moved to open the meeting for Growing Up Green I Charter School.

Previous Month's Board Meeting Minutes

Kate Hooker moved to approve the June and July minutes for the Growing Up Green I Charter School. Anne Levonen seconded the motion, all were in favor.

Renewal and Staff Updates

Kate McGrath gave a few updates regarding the upcoming Growing Up Green I renewal process, as well as our staff vaccination policy.

Financials

Anita Amoh went through the summary financial reports for Growing Up Green I Charter School. Kate Hooker moved to approve a credit line increase at Growing Up Green I, Anne Levonen seconded the motion. All were in favor.

GROWING UP GREEN I CHARTER SCHOOL BOARD MEETING

Board Meeting Date: Tuesday, April 19th, 2021

Location:

<https://zoom.us/j/95454016164?pwd=NE5zU0NVWXloZGs2OXJBOHpqckh2QT09>

Commencement Time: 7:00pm

In attendance:

Matthew Greenberg (Founder and Executive Director for Growing Up Green Charter Schools), Desmond Holliday (Executive Assistant to Matthew Greenberg), Anita Amoh (Director of Finance at Growing Up Green Charter Schools), Anne Levonen (Board Treasurer), Kiah Hufane (Board Trustee), Peter Davis (Board Trustee), Marc Greenberg (Interim Board Chair), Kelly Russotti (Board Secretary), Pastor Corwin Mason (Board Trustee), Debbie Lister (Education Board Partners), Tania Quigley (Cerini & Associates, LLP)

Commencement

Marc Greenberg opened the meeting for Growing Up Green I Charter School.

Previous Month's Board Meeting Minutes

Peter Davis moved to approve the March minutes for the Growing Up Green I Charter School. Kiah Hufane seconded the motion, all were in favor.

Executive Director Report

Matthew Greenberg presented the executive report for Growing Up Green Charter Schools.

Education Board Partners Share

Debbie Lister gave an update on recruiting for new board members.

401k Audit Presentation

Tania Quigley gave a presentation regarding the audit of the Growing Up Green Charter Schools 401k program.

Financials

Anita Amoh went through the summary financial reports for Growing Up Green I Charter School.

Fundraising Update

Matthew Greenberg gave a fundraising update.

GROWING UP GREEN I CHARTER SCHOOL BOARD MEETING

Board Meeting Date: Tuesday, July 27th, 2021

Location:

Growing Up Green Charter School I Elementary School

<https://zoom.us/j/95454016164?pwd=NE5zU0NVWXloZGs2OXJBOHpqckh2QT09>

Commencement Time: 7:00pm

In attendance:

Matthew Greenberg (Founder and Executive Director for Growing Up Green Charter Schools), Kathryn Klingenstein (Board Co-Chair), Kate Hooker (Board Co-Chair), Desmond Holliday (Executive Assistant to Matthew Greenberg), Marc Greenberg (Board Trustee), Kelly Russotti (Board Secretary), Anita Amoh (Director of Finance), Cassandra Smith (Director of Support Services at Growing Up Green), Peter Davis (Board Trustee), Erin Acosta (Director of Development at Growing Up Green Charter Schools)

Commencement

Kathryn Klingenstein moved to open the meeting for Growing Up Green I Charter School.

Executive Director Report

Matthew Greenberg presented the executive report for Growing Up Green Charter Schools. He spoke about the Charter Renewal process at Growing Up Green I, Summer Professional Development, health & safety protocols for when we return to full in-person learning in September, and the cross-campus vaccination mandate for all staff.

Financials

Anita Amoh went through the summary financial reports for Growing Up Green I Charter School.

GROWING UP GREEN II CHARTER SCHOOL BOARD MEETING

Board Meeting Date: Tuesday, July 27th, 2021, 7:30pm

Location:

<https://zoom.us/j/95454016164?pwd=NE5zU0NVWXloZGs2OXJBOHpqckh2QT09>

In attendance:

Matthew Greenberg (Founder and Executive Director for Growing Up Green Charter Schools), Kathryn Klingenstein (Board Co-Chair), Kate Hooker (Board Co-Chair), Desmond Holliday (Executive Assistant to Matthew Greenberg), Marc Greenberg (Board Trustee), Kelly Russotti (Board Secretary), Anita Amoh (Director of Finance), Cassandra Smith (Director of Support Services at Growing Up Green), Peter Davis (Board Trustee), Erin Acosta (Director of Development at Growing Up Green Charter Schools)

Commencement

Kathryn Klingenstein moved to open the meeting for Growing Up Green I Charter School.

Financials

Anita Amoh went through the financial reports for Growing Up Green II Charter School.

GROWING UP GREEN I CHARTER SCHOOL BOARD MEETING

Board Meeting Date: Tuesday, January 18th, 2021

Location:

<https://zoom.us/j/95454016164?pwd=NE5zU0NVWXloZGs2OXJBOHpqckh2QT09>

Commencement Time: 7:30pm

In attendance:

Matthew Greenberg (Founder and Executive Director for Growing Up Green Charter Schools), Desmond Holliday (Executive Assistant to Matthew Greenberg), Erin Acosta (Director of Development at Growing Up Green Charter Schools), Anne Levonen (Board Treasurer), Kiah Hufane (Board Trustee), Peter Davis (Board Trustee), Marc Greenberg (Interim Board Chair), Kelly Russotti (Board Secretary), Kate McGrath (General Counsel and Director of Human Resources at Growing Up Green Charter Schools), Leslie Cruz (CSBM Representative)

Commencement

Marc Greenberg opened the meeting for Growing Up Green I Charter School.

Previous Month's Board Meeting Minutes

Kiah Hufane moved to approve the December minutes for the Growing Up Green I Charter School. Peter Davis seconded the motion, all were in favor.

Executive Director Report

Matthew Greenberg presented the executive report for Growing Up Green Charter Schools.

Financials

Leslie Cruz went through the summary financial reports for Growing Up Green I Charter School.

Fundraising Update

Erin Acosta gave a fundraising update.

GROWING UP GREEN CHARTER SCHOOL BOARD MEETING

Board Meeting Date: Tuesday, 21st, 2022, 7:00pm

Location:

<https://zoom.us/j/95454016164?pwd=NE5zU0NVWXloZGs2OXJBOHpqckh2QT09>

In attendance:

Matthew Greenberg (Founder and Executive Director for Growing Up Green Charter Schools), Desmond Holliday (Executive Assistant to Matthew Greenberg), Erin Acosta (Director of Development at Growing Up Green Charter Schools), Anne Levonen (Board Treasurer), Kiah Hufane (Board Trustee), Peter Davis (Board Trustee), Marc Greenberg (Interim Board Chair), Kelly Russotti (Board Secretary), Nancy Wong (Director of Assessment at Growing Up Green Charter Schools), Danielle Williams, Anabel Schmelz, Johanna Kriegel (Growing Up Green Charter Schools)

Executive Session

The Board held an executive session to discuss the Executive Director's compensation.

Commencement

Marc Greenberg opened the meeting for Growing Up Green Charter School.

Previous Month's Board Meeting Minutes

Kiah Hufane moved to approve the May minutes for the Growing Up Green Charter School. Peter Davis seconded the motion, all were in favor.

Executive Director Report

Matthew Greenberg presented the executive report for Growing Up Green Charter Schools.

Financials

Anita Amoh went through the summary financial reports for Growing Up Green Charter School.

Next Year's Budget

Anita Amoh went through the proposed budget for Growing Up Green for School Year 2022-2023. Anne Levonen moved to approve the budget. Peter Davis seconded the motion, all were in favor.

Fundraising Update

Erin Acosta gave a fundraising update.

GROWING UP GREEN CHARTER SCHOOL BOARD MEETING

Board Meeting Date: Tuesday, March 15th, 2022

Location:

<https://zoom.us/j/95454016164?pwd=NE5zU0NVWXloZGs2OXJBOHpqckh2QT09>

Commencement Time: 7:00pm

In attendance:

Matthew Greenberg (Founder and Executive Director for Growing Up Green Charter Schools), Desmond Holliday (Executive Assistant to Matthew Greenberg), Erin Acosta (Director of Development at Growing Up Green Charter Schools), Anne Levonen (Board Treasurer), Kiah Hufane (Board Trustee), Marc Greenberg (Interim Board Chair), Kelly Russotti (Board Secretary), Kate McGrath (General Counsel and Director of Human Resources at Growing Up Green Charter Schools)

Commencement

Marc Greenberg opened the meeting for Growing Up Green I Charter School.

Previous Month's Board Meeting Minutes

Kiah Hufane moved to approve the February minutes for the Growing Up Green I Charter School. Marc Greenberg seconded the motion, all were in favor.

Executive Director Report

Matthew Greenberg presented the executive report for Growing Up Green Charter Schools.

Financials

Anita Amoh went through the summary financial reports for Growing Up Green I Charter School.

Fundraising Update

Erin Acosta gave a fundraising update.

GROWING UP GREEN I CHARTER SCHOOL BOARD MEETING

Board Meeting Date: Tuesday, May 17th 2021, 7:00pm

Location:

<https://zoom.us/j/95454016164?pwd=NE5zU0NVWXloZGs2OXJBOHpqckh2QT09>

In attendance:

Matthew Greenberg (Founder and Executive Director for Growing Up Green Charter Schools), Erin Acosta (Director of Development at Growing Up Green Charter Schools), Anne Levonen (Board Treasurer), Kiah Hufane (Board Trustee), Pastor Corwin Mason (Board Trustee), Peter Davis (Board Trustee), Marc Greenberg (Interim Board Chair), Kelly Russotti (Board Secretary), Cliff Schneider (Counsel to Growing Up Green Charter Schools)

Commencement

Marc Greenberg opened the meeting for Growing Up Green Charter School.

Previous Month's Board Meeting Minutes

Kiah Hufane moved to approve the April minutes for the Growing Up Green Charter School. Anne Levonen seconded the motion, all were in favor.

Sublease Approval

Cliff Schneider provided information regarding real estate items for the Board to consider. Marc Greenberg moved to pass these sublease amendments. Pastor Mason seconded the motion, all were in favor.

Financials

Anita Amoh went through the financial reports for Growing Up Green II Charter School.

GROWING UP GREEN I CHARTER SCHOOL BOARD MEETING

Board Meeting Date: Tuesday, December 21st, 2021, 7:30pm

Location:

<https://zoom.us/j/95454016164?pwd=NE5zU0NVWXloZGs2OXJBOHpqckh2QT09>

In attendance:

Matthew Greenberg (Founder and Executive Director for Growing Up Green Charter Schools), Desmond Holliday (Executive Assistant to Matthew Greenberg), Erin Acosta (Director of Development at Growing Up Green Charter Schools), Anne Levonen (Board Treasurer), Pastor Corwin Mason (Board Trustee), Peter Davis (Board Trustee), Marc Greenberg (Interim Board Chair), Kelly Russotti (Board Secretary), Kate McGrath (General Counsel and Director of Human Resources at Growing Up Green Charter Schools), Tomi Okuyemi (School Leader of Growing Up Green II Elementary School), Andrew Wintner (School Leader of Growing Up Green II Middle School), Leslie Cruz (CSBM representative), Grayson (GUG parent), Katie Ringer (GUG parent), Erin Gurzynski (GUG I ES Parent), Milva's iPhone, Daria Malakhova (GUG parent), 15859430146, Ian Malakhov, Jeremiah Dushki (GUG parent), Lyynsie (GUG parent)

Commencement

Marc Greenberg opened the meeting for Growing Up Green Charter School.

Previous Months' Board Meeting Minutes

Peter Davis moved to approve the October minutes for the Growing Up Green Charter School. Pastor Corwin Mason seconded the motion, all were in favor. Marc Greenberg moved to approve the November minutes for the Growing Up Green Charter School. Peter Davis seconded the motion, all were in favor.

Financials

Leslie Cruz went through the financial reports for Growing Up Green Charter School.

FPP Revision

Kate McGrath presented items to be revised on the Growing Up Green FPP. Marc Greenberg moved to approve the revisions. Anne Levonen seconded the motion, all were in favor.

GROWING UP GREEN I CHARTER SCHOOL BOARD MEETING

Board Meeting Date: Tuesday, November 16th, 2021

Location:

<https://zoom.us/j/95454016164?pwd=NE5zU0NVWXloZGs2OXJBOHpqckh2QT09>

Commencement Time: 7:00pm

In attendance:

Matthew Greenberg (Founder and Executive Director for Growing Up Green Charter Schools), Desmond Holliday (Executive Assistant to Matthew Greenberg), Erin Acosta (Director of Development at Growing Up Green Charter Schools), Marc Greenberg (Interim Board Chair), Anne Levonen (Board Treasurer), Kiah Hufane (Board Trustee), Don Gardner (Assistant School Leader of Growing Up Green I Elementary School), Jennifer Slutak (School Leader of Growing Up Green I Middle School), Dr. Nancy Wong (Director of Assessment at Growing Up Green Charter Schools)

Commencement

Marc Greenberg opened the meeting for Growing Up Green I Charter School.

Executive Director Report

Matthew Greenberg presented the executive report for Growing Up Green Charter Schools.

G1 & G2 Merger

Dr. Nancy Wong presented information about the upcoming merger of Growing Up Green and Growing Up Green II Charter Schools.

Growing Up Green 1 School Updates

Don Gardner and Jennifer Slutak presented updates from Growing Up Green I Elementary and Middle Schools, respectively.

Financials

Matthew Greenberg went through the summary financial reports for Growing Up Green I Charter School.

Fundraising Update

Erin Acosta gave a fundraising update.

GROWING UP GREEN I CHARTER SCHOOL BOARD MEETING

Board Meeting Date: Tuesday, February 15th, 2021

Location:

<https://zoom.us/j/95454016164?pwd=NE5zU0NVWXloZGs2OXJBOHpqckh2QT09>

Commencement Time: 7:00pm

In attendance:

Matthew Greenberg (Founder and Executive Director for Growing Up Green Charter Schools), Desmond Holliday (Executive Assistant to Matthew Greenberg), Erin Acosta (Director of Development at Growing Up Green Charter Schools), Kate McGrath (General Counsel and Director of Human Resources at Growing Up Green Charter Schools), Anne Levonen (Board Treasurer), Kiah Hufane (Board Trustee), Pastor Corwin Mason (Board Trustee), Marc Greenberg (Interim Board Chair), Kelly Russotti (Board Secretary), Debbie Lister (Education Board Partners), Luz Munoz (Growing Up Green 2 Parent), Mayan Abecasis (Growing Up Green Parent)

Commencement

Marc Greenberg opened the meeting for Growing Up Green I Charter School.

Previous Month's Board Meeting Minutes

Kiah Hufane moved to approve the January minutes for the Growing Up Green I Charter School. Kelly Russotti seconded the motion, all were in favor.

Executive Director Report

Matthew Greenberg presented the executive report for Growing Up Green Charter Schools.

Education Board Partners Share

Debbie Lister shared information regarding the board survey that was sent in November, and next steps to the board recruitment process going forward.

Enrollment Strategic Plan

Director of Enrollment, Janna Lunetta, gave a presentation on Growing Up Green Charter Schools' enrollment strategic plan.

Financials

Anita Amoh went through the summary financial reports for Growing Up Green I Charter School.

Fundraising Update

Erin Acosta gave a fundraising update.

GROWING UP GREEN I CHARTER SCHOOL BOARD MEETING

Board Meeting Date: Tuesday, October 19th, 2021

Location:

<https://zoom.us/j/95454016164?pwd=NE5zU0NVWXloZGs2OXJBOHpqckh2QT09>

Commencement Time: 7:30pm

In attendance:

Matthew Greenberg (Founder and Executive Director for Growing Up Green Charter Schools), Desmond Holliday (Executive Assistant to Matthew Greenberg), Erin Acosta (Director of Development at Growing Up Green Charter Schools), Marc Greenberg (Interim Board Chair), Anne Levonen (Board Treasurer), Kate McGrath (General Counsel and Director of Human Resources at Growing Up Green Charter Schools), Kate Hooker (Board Trustee), Kiah Hufane (Board Trustee), Pastor Corwin Mason (Board Trustee), Peter Davis (Board Trustee), Kelly Russotti (Board Secretary), Aris Colgan (School Leader of Growing Up Green I Elementary School), Jennifer Slutak (School Leader of Growing Up Green I Middle School), Tomi Okuyemi (School Leader of Growing Up Green II Elementary School), Andrew Wintner (School Leader of Growing Up Green II Middle School), Debbie Lister (Representative from Education Board Partners), Don Gardner (Assistant School Leader of Growing Up Green Elementary School), Nancy Wong (Director of Assessment at Growing Up Green Charter Schools)

Commencement

Marc Greenberg opened the meeting for Growing Up Green I Charter School.

Previous Month's Board Meeting Minutes

Kate Hooker moved to approve the September minutes for the Growing Up Green I Charter School. Pastor Corwin Mason seconded the motion, all were in favor.

Financials

Anita Amoh went through the summary financial reports for Growing Up Green I Charter School.

Line of Credit Resolution

Marc Greenberg moved to approve a revised resolution to grant Growing Up Green I a line of credit. Kiah Hufane seconded the motion, all were in favor.

GROWING UP GREEN I CHARTER SCHOOL SPECIAL BOARD MEETING

Board Meeting Date: Tuesday, January 18th, 2022

Location:

<https://zoom.us/j/95454016164?pwd=NE5zU0NVWXloZGs2OXJBOHpqckh2QT09>

Commencement Time: 7:00pm

In attendance:

Matthew Greenberg (Founder and Executive Director for Growing Up Green Charter Schools), Desmond Holliday (Executive Assistant to Matthew Greenberg), Erin Acosta (Director of Development at Growing Up Green Charter Schools), Anne Levonen (Board Treasurer), Kiah Hufane (Board Trustee), Peter Davis (Board Trustee), Marc Greenberg (Interim Board Chair), Kelly Russotti (Board Secretary), Kate McGrath (General Counsel and Director of Human Resources at Growing Up Green Charter Schools)

Commencement

Marc Greenberg opened the special meeting for Growing Up Green I Charter School.

Merger of Growing Up Green and Growing Up Green II

Marc Greenberg made the motion to merge Growing Up Green and Growing Up Green II. Peter Davis seconded the motion, all were in favor.

GROWING UP GREEN I CHARTER SCHOOL BOARD MEETING

Board Meeting Date: Tuesday, September 21st, 2021

Location:

<https://zoom.us/j/95454016164?pwd=NE5zU0NVWXloZGs2OXJBOHpqckh2QT09>

Commencement Time: 7:00pm

In attendance:

Matthew Greenberg (Founder and Executive Director for Growing Up Green Charter Schools), Desmond Holliday (Executive Assistant to Matthew Greenberg), Erin Acosta (Director of Development at Growing Up Green Charter Schools), Kate Hooker (Board Chair), Anne Levonen (Board Treasurer), Peter Davis (Board Trustee), Marc Greenberg (Board Trustee), Kate McGrath (General Counsel and Director of Human Resources at Growing Up Green Charter Schools), Jennifer Slutak (School Leader of Growing Up Green I Middle School), Pastor Corwin Mason (Board Trustee), Kiah Hufane (Board Trustee), Kelly Russotti (Board Secretary), John Dietrich, Dr. Shadiatu Moustapha, Melonie Mayzoub (GUGCS ES2 Parent), Teddy W., Miri Stollar (GUGCS ES2I Parent)

Commencement

Kate Hooker moved to open the meeting for Growing Up Green I Charter School.

Executive Director Report

Matthew Greenberg presented the executive report for Growing Up Green Charter Schools.

Movement to approve interim Board Chair

Kate Hooker moved to instate Marc Greenberg as the interim Board Chair. Peter Davis seconded the motion, all were in favor.

Previous Month's Board Meeting Minutes

Kate Hooker moved to approve the August Board minutes for the Growing Up Green I Charter School. Anne Levonen seconded the motion, all were in favor.

Emergency Town Hall 9/15

Erin Acosta presented information regarding our Emergency Town Hall that was held on September 15th, 2021.

Growing Up Green 1 School Updates

Jennifer Slutak presented updates from Growing Up Green I Elementary and Middle Schools, respectively.

Financials

Anita Amoh went through the summary financial reports for Growing Up Green I Charter School.

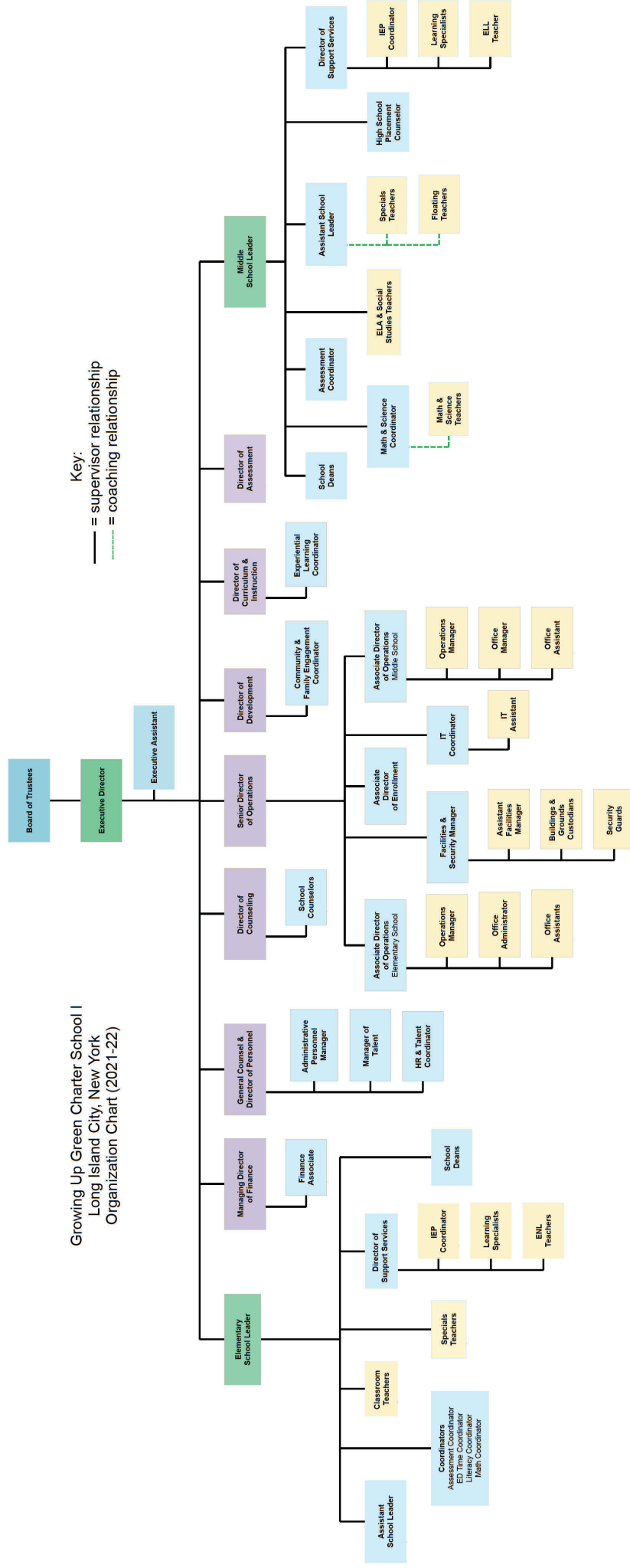
Fundraising Update

Erin Acosta gave a fundraising update. She spoke about Growing Up Green's fundraising goals for the school year.

Real Estate Items

Kate McGrath shared details regarding the leases at Growing Up Green 1. Marc Greenberg moved the resolution approving the St. Rita's Lease Assignment + Sublease, Kate Hooker seconded the motion, all were in favor. Marc Greenberg moved to approve the resolution ratifying the 10th St Lease Amendment and approving the leasehold mortgage, Kelly Russotti seconded the motion, all were in favor.

Growing Up Green Charter School I
Long Island City, New York
Organization Chart (2021-22)



Growing Up Green Charter Schools Calendar

2022 - 2023

August 2022							September 2022							October 2022								
S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa		
	1	2	3	4	5	6					1	2	3							1		
7	8	9	10	11	12	13		4	5	6	7	8	9	10		2	3	4	5	6	7	8
14	15	16	17	18	19	20		11	12	13	14	15	16	17		9	10	11	12	13	14	15
21	22	23	24	25	26	27		18	19	20	21	22	23	24		16	17	18	19	20	21	22
28	29	30	31					25	26	27	28	29	30			23	24	25	26	27	28	29
																30	31					
16-17 Summer PD (new staff only) 18-30 Summer PD (all staff) 31 First Day of School 1pm dismissal							1-2 1pm dismissal 5 Labor Day 26-27 Rosh Hashanah							5 Yom Kippur 10 Indigenous Peoples' Day								
November 2022							December 2022							January 2023								
S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa		
		1	2	3	4	5					1	2	3		1	2	3	4	5	6	7	
6	7	8	9	10	11	12		4	5	6	7	8	9	10		8	9	10	11	12	13	14
13	14	15	16	17	18	19		11	12	13	14	15	16	17		15	16	17	18	19	20	21
20	21	22	23	24	25	26		18	19	20	21	22	23	24		22	23	24	25	26	27	28
27	28	29	30					25	26	27	28	29	30	31		29	30	31				
2 MS Family Conferences 8 Election Day Asynchronous for students (Staff PD) 11 Veterans Day 21-22 ES Family Conferences 23-25 Thanksgiving Break							22 Winter Carnival 1pm Dismissal 23-30 Winter Recess							2 Winter Recess 3 Asynchronous for students (Staff PD) 16 Martin Luther King, Jr. Day								
February 2023							March 2023							April 2023								
S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa		
			1	2	3	4				1	2	3	4							1		
5	6	7	8	9	10	11		5	6	7	8	9	10	11		2	3	4	5	6	7	8
12	13	14	15	16	17	18		12	13	14	15	16	17	18		9	10	11	12	13	14	15
19	20	21	22	23	24	25		19	20	21	22	23	24	25		16	17	18	19	20	21	22
26	27	28						26	27	28	29	30	31			23	24	25	26	27	28	29
																30						
1 MS Family Conferences 20-24 Midwinter Recess							9-10 ES Family Conferences 20 Asynchronous for students (Staff PD)							6-14 Spring Recess 19-20 ELA State Testing (3 rd -8 th) 21 Eid al-Fitr								
May 2023							June 2023							July 2023								
S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa	S	M	T	W	Th	F	Sa		
	1	2	3	4	5	6					1	2	3							1		
7	8	9	10	11	12	13		4	5	6	7	8	9	10		2	3	4	5	6	7	8
14	15	16	17	18	19	20		11	12	13	14	15	16	17		9	10	11	12	13	14	15
21	22	23	24	25	26	27		18	19	20	21	22	23	24		16	17	18	19	20	21	22
28	29	30	31					25	26	27	28	29	30			23	24	25	26	27	28	29
2-4 Math State Testing (3 rd -7 th) 24 MS Family Conferences 26-29 Memorial Day							1 Asynchronous for students (Staff PD) 19 Juneteenth 22 8 th Grade Graduation 1pm Dismissal 23 Last Day of School 1pm Dismissal															
Key	No School for Students & Staff								1pm Dismissal						State Testing							
	Elementary Conferences Asynchronous for ES Students only								Middle School Conferences Asynchronous for MS Students only						Asynchronous for ALL students							



FIRE DEPARTMENT

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

BUREAU OF FIRE PREVENTION

Public Buildings Unit

DATE: 09.22.2022.

PREMISES

Growing Up Charter School
36-49 11th Street
Queens NY 11106

Growing Up Charter School
36-49 11th Street
Queens NY 11106

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 **09.15.2022**.

~~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



FIRE DEPARTMENT

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

BUREAU OF FIRE PREVENTION

Public Buildings Unit

DATE: 09.22.2022.

PREMISES

Growing Up Charter School
39-27 28th Street
Queens NY 11101

Growing Up Charter School
39-27 28th Street
Queens NY 11101

To Whom It May Concern:

The New York City Fire Department ("FDNY"), Bureau of Fire Prevention, Public Buildings Unit conducted an inspection of the above-referenced premises on **09.15.2022**.

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

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

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

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

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

Examined by: _____
Tomasz Korbas, Supervising Inspector, PBU

DEPARTMENT OF BUILDINGS

BOROUGH OF

QUEENS

, THE CITY OF NEW YORK

Date 6/29/73No. 185473

CERTIFICATE OF OCCUPANCY

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

This certificate supersedes C. O. No.

THIS CERTIFIES that the ~~now~~ altered ~~existing~~ building—premises located at11-01/11-09 37 AvenueBlock 352 Lot 1

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

BEGINNING at a point on the Northeast ~~existing~~ distant feet from the corner formed by the intersection of 37 Avenue and 11 Street running thence N. 465.42 feet; thence S. 365.34 feet; thence W. 50.06 feet; thence E. 185.21 feet; thence S. 100.06 feet; thence W. 135.15 feet; running thence feet to the point or place of beginning, conforms substantially to the approved plans and specifications, and to the requirements of the Building Code, the Zoning Resolution and all other laws and ordinances, and of the rules of the Board of Standards and Appeals, applicable to a building of its class and kind at the time the permit was issued; and

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

~~Alter~~ Alt. No. 984/71

Occupancy classification—

G (new Code)

Height

2stories, feet.

Date of completion—

6/14/73

Located in

M1-1

Zoning District.

at time of issuance of permit.

Construction classification— IIC (new code)

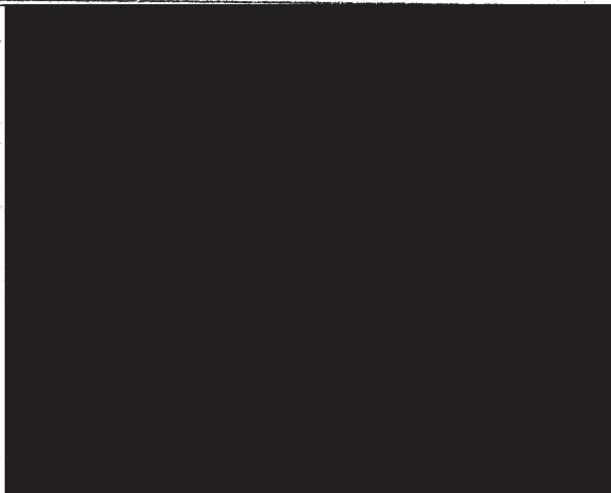
This certificate is issued subject to the limitations hereinafter specified and to the following resolutions of the Board of Standards and Appeals: and The City Planning Commission:

(Calendar numbers to be inserted here)

PERMISSIBLE USE AND OCCUPANCY

Off-Street Parking Spaces _____

Off-Street Loading Berths _____

STORY	LIVE LOADS Lbs. per Sq. Ft.	PERSONS ACCOMMODATED	USE
Cellar	O.G.		
1st	O.G. & 120	115	
2nd	120	132	
Roof	100		

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

OFFICE COPY—DEPARTMENT OF BUILDINGS

H. S. [Signature]
Borough Superintendent

STORY	LIVE LOADS Lbs. per Sq. Ft.	PERSONS ACCOMMODATED	USE
1	100	100	Office
2	100	100	Office
3	100	100	Office
4	100	100	Office
5	100	100	Office
6	100	100	Office
7	100	100	Office
8	100	100	Office
9	100	100	Office
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100	100	100	Office

Borough Superintendent

DEPARTMENT OF BUILDINGS

BOROUGH OF

QUEENS

, THE CITY OF NEW YORK

Date

10/27/67

No.

170961

CERTIFICATE OF OCCUPANCY

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

This certificate supersedes C. O. No.

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

9-27 28th Street

Block 398

Lot 1,37, 38,39

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

BEGINNING at a point on the North side of 40th Ave
 distant 0 feet East from the corner formed by the intersection of
 40th Ave and 28th St
 running thence E 347.35 feet; thence E 100 feet;
 thence S 147.36 feet; thence E 100.11 feet;
 running thence S 200.19 feet; thence W 200.21 feet;

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

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

Alt. No.—

Alt 452/64

Construction classification—

Occupancy classification—

Public

Height 2 & Basement stories, 31

Fireproof feet.

Date of completion—

11/21/66

Located in M 1-3

Zoning District.

at time of issuance of permit.

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

PERMISSIBLE USE AND OCCUPANCY

Off-Street Parking Spaces

Off-Street Loading Berths

STORY	LIVE LOADS Lbs. per Sq. Ft.	PERSONS ACCOMMODATED	USE
Basmt	100 O.G.		
1st	60 & 100	460	
2nd	60 & 100	460	

U. Loring Sigman

1992

Borough Superintendent