New York State Education Department

Remote Renewal Site Visit Report for BoR-Authorized Charter Schools under the 2015 Charter School Performance Framework
2020-2021

Growing Up Green Charter School II

Remote Renewal Site Visit Date(s): November 30-December 1, 2020
Date of Report: February 26, 2021

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SCHOOL DESCRIPTION

Charter School Summary[1]

Name of Charter School	Growing Up Green Charter School II
Board Co-Chairs	Kathryn Klingenstein and Kate Hooker
District of location	NYC CSD 28
Opening Date	Fall 2016
Charter Terms	Initial Term: September 1, 2016 – June 30, 2021
Current Term Authorized Grades/ Approved Enrollment	K - Grade 6/ 542 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K - Grade 8/ 784 students
Comprehensive Management Service Provider	None
Facilities	• 84-35 152nd Street, Jamaica - Private Space • 89-25 161st Street, Jamaica - Private Space
Mission Statement	*The Growing Up Green Charter School II empowers children to be conscious, contributing members of their community through a rigorous curriculum and an engaging green culture. Graduates of GUG II will be prepared to attend high-performing schools where their interdisciplinary academic foundation, knowledge of sustainability, and strong sense of self sets them apart as leaders of the future.*

Key Design Elements	• Dedication to Academic Rigor
	• Expansive Support Services that include:
	  ○ Integrated Co-Teaching and Special Education Teacher Support Services
	  ○ Intervention
	  ○ English Language Learners
	  ○ Counseling
	• Hands-On Learning in the Local Environment
	• Actionable Assessment System
	• Green Education
	• Deliberate School Culture
	• Professional Environment

Requested Revisions	None

Noteworthy: Growing Up Green II (GUG II) has established a nurturing community dedicated to supporting the academic and social-emotional needs of its students. During the COVID-19 pandemic, the school has worked to ensure that all students have internet connectivity and the technology to support remote learning. The school has opened a food pantry to support families that are experiencing food insecurity.

[1] The information in this section was provided by the NYS Education Department Charter School Office.

Renewal Outcomes

Pursuant to the Board of Regents Renewal Policy, the following are possible renewal outcomes:

- **Full-Term Renewal:** A school's charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.

- **Short-Term Renewal:** A school's charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal**,** which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:

  (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school's being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**
  (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.

- **Non-Renewal:** A school's charter will not be renewed if the school does not apply for renewal or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school's charter will be terminated upon its expiration and the school will be required to comply with the Charter School Office's Closing Procedures to ensure an orderly closure by the end of the school year.

Please Note: The Regents may include additional terms, conditions, and/or requirements in a school's Full-Term or Short-Term Renewal charter to address specific situations or areas of concern. For example, a school may meet the standards for full-term renewal or short-term renewal with regard to its educational success but may be required to address organizational deficiencies that need to be corrected but do not prevent the Regents from making the required legal findings for renewal. A school may also meet the standards for full-term renewal or short-term renewal of only a portion of its educational program (e.g., for the elementary school program, but not the middle school program). Such additional terms and/or requirements may include, but are not limited to, restrictions on the number of students and grades to be served by the school, additional student performance metrics, heightened reporting requirements, or specific corrective action.

COVID-19 PANDEMIC NOTE: As of the publication of this report, New York State is in the midst of responding to the COVID-19 pandemic. NYSED understands that these are not normal times and state assessments for grades 3-8 as well as high school students were canceled for the 2019-2020 school year (see the applicable memos at http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/law.html). The NYSED Charter School Performance Framework is a robust document that allows NYSED to continue to use it as an evaluative tool even during the current statewide crisis. With state assessments cancelled for the 2019-2020 school year, Benchmark 1 allows for the use of longitudinal data and NYSED has been

continuing to monitor and evaluate schools through the lens of the Performance Framework during the current crisis as Board of Regents-authorized charter schools have been implementing robust continuity of learning plans and adhering to NYSED's Remote Monitoring and Oversight Plan. Therefore, NYSED will continue to use the Performance Framework and Board of Regents renewal policies to evaluate, in a summative manner, applicable charter schools for renewal recommendation determinations.

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2016 to 2017	Year 2 2017 to 2018	Year 3 2018 to 2019	Year 4 2019 to 2020	Year 5 2020 to 2021
Grade Configuration	K - Grade 2	K - Grade 3	K - Grade 4	K - Grade 5	K - Grade 6
Total Approved Enrollment	186	249	353	431	542

Proposed Renewal Term Grade Levels and Projected Enrollment Requested by the School[2]

	Year 1 2021 to 2022	Year 2 2022 to 2023	Year 3 2023 to 2024	Year 4 2024 to 2025	Year 5 2025 to 2026
Grade Configuration	K - Grade 7	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8
Total Proposed Enrollment	624	697	721	748	784[3]

METHODOLOGY

A two-day remote renewal site visit was conducted at GUG II on November 30 and December 1, 2020. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, members of the executive leadership and instructional leadership teams, special populations and culture/climate support staff, teachers, and parents. In cooperation with school leadership, the CSO administered anonymous online surveys to parents.

The team conducted 10 remote classroom observations in K - Grade 6. The observations were approximately 20 minutes in length and conducted jointly with instructional leaders. NYSED utilizes the

[2] This proposed chart was submitted by GUG II in its renewal application. It reflects the projected grade levels and enrollment approved by the Board of Regents in February 2020. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

[3] GUG II is already authorized to serve 812 students in K - Grade 8 and will do so in the 2026-2027 school year.

CSO's remote Classroom Observation Worksheet as a lens for remote classroom observations. It is shared with the school prior to the site visit, and can be found in the Renewal SV Protocol.

The documents and data reviewed by the team before, during, and after the site visit included the following:

- **Current 2020-2021 organizational chart;**
- **A 2020-2021 master school schedule;**
- **Board materials (roster, minutes, and strategic plan, if applicable) and a narrative describing the board's self-evaluation process;**
- **Narrative describing the process used to evaluate school leadership;**
- **Narrative describing the process school leadership uses to evaluate teachers;**
- **NYCDOE School Quality Reports showing survey results;**
- **Spring 2020 CSO COVID-19 Parent Survey Results;**
- **Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;**
- **NYSED Attachment 1: Academic and Enrollment Data;**
- **NYSED Attachment 2: Fiscal Dashboard Data;**
- **Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;**
- **Admissions and Waitlist information;**
- **Faculty/Staff Roster;**
- **Fingerprint Clearance Certificates for all instructional and non-instructional staff;**
- **School-submitted Annual Reports during current charter term;**
- **School's Self-Evaluation Tool;**
- **Prior CSO monitoring reports (check-in, mid-term, renewals);**
- **Spring 2020 Continuity of Learning Plan;**
- **School's 2020 renewal application;**
- **School's 2018 Notice of Concern and 2019 Notice of Deficiency; and**
- **Any supplementary evidence or data submitted to NYSED by the school.**

BENCHMARK ANALYSIS

The 2015 Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2015 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
Exceeds	The school meets the performance benchmark; potential exemplar in this area.
Meets	The school generally meets the performance benchmark; few concerns are noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

For the site visit conducted from November 30 to December 1, 2020 at GUG II, see the following Performance Framework benchmark ratings and narrative.

New York State Education Department
2015 Charter School Performance Framework Ratings[4]

	2015 Performance Benchmark	Level
Educational Success	**Benchmark 1: Student Performance:** The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	**Approaches**
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	**Meets**
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	**Meets**
Organizational Soundness	**Benchmark 4: Financial Condition:** The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	**Meets**
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	**Meets**
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	**Approaches**
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	**Meets**
Faithfulness to Charter & Law	**Benchmark 8: Mission and Key Design Elements:** The school is faithful to its mission and has implemented the key design elements included in its charter.	**Meets**
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	**Approaches**
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	**Approaches**

[4] Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the 2019 Charter School Performance Framework, and all other charter schools use the 2015 Charter School Performance Framework until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Summary of Findings

- GUG II is in year five of operation and serves students in K - Grade 6. During its current charter term, the school is rated in the following manner: meeting six benchmarks and approaching four benchmarks. A summary of those ratings is provided below.

- **Summary of Areas of Strengths**:

  Since its opening in the fall of 2016, GUG II has had two years of NYS testing data. In 2018-2019, the most recent state testing year, the school outperformed both the district of location (NYC CSD 28) and the state in English Language Arts (ELA) and math for students with disabilities (SWDs) and English language learners (ELLs). While the school did not meet or exceed district proficiency levels in ELA and math for all students in the aggregate and those students who are economically disadvantaged (ED), ED students did exceed state proficiency levels in ELA by six percentage points in 2018-2019. In addition, all students as well as the ELL and ED student populations at GUG II achieved greater gains in ELA from 2017-2018 to 2018-2019 than the same populations in NYC CSD 28 and the state. The school has been responsive to the need for raising the performance of students in general, as compared to the district and has instituted instructional and curricular improvements to increase student performance. The school has a robust assessment system which includes the school-developed Looking Forward/ Looking Back (LFLB) assessment which tracks how well students have mastered NYS learning standards that have been taught. The school's social and emotional learning program is instituted school-wide and is based in Responsive Classroom techniques. The school has a robust system of professional development (PD) that includes individual coaching for all teachers and supports their continual improvement. Staff retention has increased over the charter term and there is a high degree of collaboration among staff members. Evidence of the school's implementation of the KDEs was found through conversations with school leaders, the board of trustees, teachers, and parents as well as during remote classroom observations by the CSO team.

- **Summary of Areas in Need of Improvement**:

  According to NYSED data from 2018-2019, the most recent year the state exams were conducted, all students in the aggregate and ED students at GUG II performed below NYC CSD 28 in ELA and math. Since the 2018-2019 mid-term site visit, in which many deficiencies in the school's board of trustees were noted, the board has been working to improve its strategic leadership of the school by recruiting board members with targeted skill sets such as community organizing and charter school administration, establishing additional committees, and working with the school's general counsel to establish and maintain effective governance practices. Moving forward, the board is planning to conduct more of its board meetings at the school's location in Jamaica, Queens as required by its bylaws, and plans to work to support better communication with parents and families, something which school leadership will also be focused on. Even though the school enrolls more SWDs and ED students than NYC CSD 28, the school's enrollment of ELLs remains below that of the district. Student retention rates for all students and all subgroup populations at GUG II are also below retention rates for NYC CSD 28. The school

needs to review its operational procedures to ensure that it meets all legal and operational requirements, such as fingerprinting clearances.

Benchmark 1: Student Performance
The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).

Finding: Approaches

Summative Evidence for Benchmark 1:

See Attachment 1 for data tables and additional academic information.

Note: State assessments were not administered in the 2019-2020 school year. As such, NYSED is not able to include results from that academic year in the analysis of this benchmark.

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Meets

Element	*Indicators*
1. Curriculum	a. The school has a documented curriculum that is aligned to the NYSLS. b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content. c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts. e. The curriculum is systematically reviewed and revised.
2. Instruction	a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students.
3. Assessment and Program Evaluation	a. The school uses a balanced system of formative, diagnostic and summative assessments. b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes. c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.
4. Supports for Diverse Learners	a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students. b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program for Elementary School (ES)/ Middle School (MS):

- ES:
    - During the executive leadership focus group, school leadership described some of the adjustments the school has made to its instructional program as a result of analyzing student assessments. The school has instituted guided reading blocks for each grade level

as well as small-group instruction and increased support services. K - Grade 2 classes have increased their focus on phonics instruction to support reading fluency. Content coordinators have also added an instructional focus on student writing to support students' ability to respond to the writing tasks that are part of the state testing program. The school has also increased instructional time in math to focus on problem-solving skills and has instituted a Saturday Academy for additional support.

- MS:
    - The school has begun serving 6th grade students this year and is planning on adding Grades 7 and 8 over the next two years. The configuration of the MS also includes Grade 5. During the site visit, instructional leadership explained that, in order to help students in their transition to the MS, the MS utilizes many of the practices of the ES's instructional program while deepening the intellectual rigor through Socratic seminars and other forms of academic discourse.

Academic Program for Students with Disabilities (SWDs) and English language learners (ELLs):

- SWDs:
    - The school's response to intervention (RtI) program includes progress monitoring of students who receive special education (SPED) services. The Student Success Committee regularly monitors these students' progress toward the goals articulated in their individualized education programs (IEPs);
    - The school offers integrated co-taught (ICT) classes in K- Grade 5; in these classes, 40% of the students receive special educational services and 60% are general educational students. All ICT classes are taught by a general education teacher and a SPED instructor;
    - The school employs two learning specialists who provide mandated special education teacher support services (SETSS) in math and ELA as well as push-in or pull-out support for struggling students who have been identified through the school's RtI process.
    - The school provides speech, occupational, and physical therapy by trained specialists and brings in one part-time hearing teacher to assist students who are hearing - impaired; and
    - The school provides mandatory and non-mandatory counseling to students.
- ELLs:
    - The school has two English as a New Language (ENL) specialists who support ELLs through push-in and pull-out services;
    - ENL specialists support teachers and other staff members by providing instructional tools, identifying and implementing technological resources, and working with the families of ELL students.

Summative Evidence for Benchmark 2:

1. Element: ***Curriculum***:
    - **Indicator a:** As discussed in the school's renewal application and the instructional leadership focus group, GUG II utilizes the Teachers College Reading and Writing Project *Units of Study* as the basis for its ELA curriculum, which the school supplements with NYSED Curricular Modules. The school also uses *Wilson Fundations* to support phonics instruction in the early elementary grades. GUG II uses *TERC Investigations* and *Engage NY* for its math instruction. It is supplemented by *Mathematics in the City* to support application of mathematical knowledge, fluency, and efficiency in computation. GUG II has also introduced Cognitively Guided Instruction (CGI) to

support the development of a student-centered approach to problem solving. GUG II's development of Explore and Discover Time (ED Time) incorporates NYSED's Social Studies framework along with academic practices across grade levels. The focus of ED Time and its corresponding project-based work expands each year (K - Grade 5), beginning with "Self and Others" in kindergarten and gradually branching out to a study of "the Western Hemisphere" in Grade 5. GUG II treats science as a special class in the elementary grades and follows NYSED K-12 learning standards, while maintaining a special focus on sustainability.

- **Indicator b:** According to the renewal application, the school employs similar templates for planning across grades that include "unit goals, standards addressed, shared understandings, essential questions, content and procedural knowledge, performance tasks and assessments, and learning activities." The application also describes the process by which content coordinators facilitate curriculum meetings prior to the school's opening each September. These meetings focus on grade-level standards and include standards for one grade level below and above so that teachers can internalize the continuum of learning standards to support learners at different ranges of performance. During the instructional leadership focus group, administrators described their adoption of the Understanding by Design curriculum planning template used by teachers. Lesson plans (corresponding to the remote classroom observations) that instructional leaders submitted during the site visit followed these templates.
- **Indicator c:** According to the school's renewal application, the school uses its content coordinators to create curriculum maps and unit plans, using the New York State learning standards to align curricula across grade levels. The school combines its pacing calendars for each grade level in a matrix that includes all grade levels to ensure that all classes are both horizontally and vertically aligned. This matrix also facilitates interdisciplinary instruction across grade levels. In the focus group, instructional leadership discussed the challenges of planning during remote instruction since teachers are not always able to cover the full scope and sequence. They noted the importance of "hitting the power standards and fostering deeper understanding" and said that they encourage teachers to focus on depth over breadth of content.
- **Indicator d:** The renewal application describes GUG II's approach to differentiation. For ELA, each class has a daily 45-minute block dedicated to Guided Reading. Student reading groups are reviewed every six weeks and revised based on student growth. The school also uses a computer adaptive reading program, *Reading A-Z*, to support students' phonological awareness and reading fluency. In math, students use *Prodigy*, an adaptive learning platform, to build conceptual knowledge and skills fluency. Since students each have their own accounts, these computer programs are accessible to them during center time as well as at home. During the focus group, school leaders described the way content coordinators support teachers in their use of graphic organizers, visual representations, and anchor charts to enhance conceptual learning across disciplines. During remote classroom observations, CSO staff observed the use of video and audio supports, sentence starters, graphic organizers, movements breaks (for students who finish early), and small-group instruction using breakout rooms. Additionally, in one of the math classes, the teacher gave students the opportunity to share the different strategies they used to arrive at the same answer.
- **Indicator e:** The renewal application describes the school's process for curriculum review and revision. Content coordinators and instructional leadership reflect on the curriculum each June. Content coordinators then revise the curriculum during July and August after which it is reviewed by school leadership and then the teaching staff. Data on the effectiveness of the curriculum is gathered by the content coordinators through surveys and an examination of student achievement data. During the instructional leadership focus group, administrators described their use of LFLB assessments, which are developed by the school to mirror state exams and reflect the

curricular units that have been taught. Based on past results of these assessments, the school had added curriculum specifically to support its Tier II interventions, using the RtI protocol.

2. Element: ***Instruction***:
   - **Indicator a:** According to the school's renewal application, the heart of the school's supportive learning environment is centered on high quality relationships between staff and students coupled with a deep understanding of child development. Content coordinators support teachers in content and pedagogical knowledge and an understanding of each curricular unit as well as the learning process for students. The school offers ICT classes in each grade level, and classroom teaching strategies include station teaching, parallel teaching, team teaching, and whole-class instruction. The school uses a combination of teacher-centered and student-centered instructional strategies at different times during units of study. For the MS, these strategies are expanded and deepened and include the workshop model for targeted instruction, Socratic questioning, and an inquiry-based model to engage students in problem solving and critical thinking. During the instructional leadership focus group, school leaders stated that one of the goals for the MS is to be more responsive to the community in which the school is located and to implement instructional strategies that are appropriate for GUG II students and staff, such as adding more time for small-group instruction so students can receive more individualized attention. They also noted the importance of student voice and culturally sustaining pedagogies; students are encouraged to question why the material is presented in a certain way and come to a deeper understanding through context. School leaders described the interdisciplinary format of ED time and the use of Understanding by Design templates, in addition to CGI techniques, to ensure that instruction is geared toward conceptual understanding.

     The CSO team observed classes that showed varying degrees of rigor and depth. The team saw effective use of team-teaching and small-group instruction (both heterogeneous and homogeneous) in breakout rooms. Teachers employed Nearpod and the chat function to promote student voice and created a safe space for learning by allowing students to pass a question along to a classmate if they needed help and encouraging students to use the chat function to inform the teacher if they were struggling. Teachers also encouraged students to work together to create a deeper understanding; for example, in one math lesson, students were asked to explain how they got their answers and to build upon other students' responses. Following each observation, the accompanying instructional leader evaluated the instruction, providing examples of feedback they would have given the teachers and highlighting the school's instructional priorities. Some examples of feedback provided included encouraging teachers to: slow down the pacing of a lesson to allow more time for students to pause and think; include more content vocabulary in a lesson; maximize class time for learning by speaking more succinctly, using "economy of language"; and add more questioning and scaffolding into a lesson where students were simply copying notes.
   - **Indicator b:** The renewal application describes how the school uses a variety of student-centered strategies as well as differentiated guided-reading groups and CGI to support student engagement. During the instructional team focus group, school leaders discussed the way they monitor and foster student engagement. They reported that, during remote learning, faculty and staff regularly reach out to families and students to check in on how they are doing. School staff monitors daily and classroom attendance as well as completion of assignments. The school's leadership also discussed their adjustment of curricula to ensure that it is culturally responsive to student need and focused on student-centered instruction. During remote instruction, student engagement is monitored and encouraged by teachers through a variety of ways for students to participate in class discussions, such as using the Zoom chat feature, hand signals, and verbal

participation. School leadership noted that while teachers respect circumstances when students may choose to not have their cameras on during remote instruction, they also aim to keep students more actively engaged by presenting material in such a way as to encourage students to turn their cameras on. During classroom observations, the CSO team observed teachers using different strategies to foster student engagement, such as initiating a call and response with students while they remain muted, asking students to respond through gestures such as nodding, giving a thumbs up, or miming "stop and think." Teachers also encouraged student participation through cold calling and allowing students to respond either verbally or via the chat function.

3. Element: ***Assessment and Program Evaluation***:
   - **Indicator a:** In the renewal application, GUG II describes its actionable assessment system as being a combination of formative, summative and diagnostic assessments. The school uses data to refine instructional plans and to track student performance. Teachers and instructional leadership, during their respective focus groups, described their use of pre-assessments for diagnostic assessment at the beginning of each unit of study. The system uses anecdotal and conferencing notes, classroom observations, exit tickets, and quizzes for formative assessments and a combination of Fast Bridge assessments**,** post-instructional assessments, and end-of-unit rubrics for summative assessments. The Fountas and Pinnell Benchmark Assessment System (BAS), which is administered five times each year, is also used for summative assessment. During the instructional leadership focus group, school leaders discussed the development of the LFLB assessments, which are aligned to the NYS exams. They reported that the data gathered from LFLB assessments had been generally predictive of students' NYS testing results in years past. Since there is no state testing data for 2019-2020, however, the school has been refining LFLB assessments; content coordinators and school leadership have also been working with teachers to implement more innovative checks for understanding that can be used during remote instruction. School leaders also described the way they approach pre-assessment for each unit and how that is differentiated between lower and upper grades.
   - **Indicator b:** According to the renewal application, the school uses qualitative and quantitative assessment data when making decisions on student groupings, differentiation, and the selection of instructional materials. Content coordinators facilitate data meetings with teachers where they revise current or future units of study. The school also uses the summer months for reflection and revisions to the instructional program, based on item-analyses completed on student assessments. During the focus group discussion, teachers described the way they monitor student progress using weekly exit tickets, looking at student work, and comparing student progress against baseline assessments conducted at the beginning of the school year. Teachers explained how they differentiate instruction by using lower- and upper-level books and small-group instruction to support problem solving. Student independent work is another opportunity to provide differentiation.
   - **Indicator c:** The school collects data from assessments in order to refine or change curriculum and instructional plans. According to the renewal application school leadership uses this data to make decisions about curricula, teacher development, staffing, budgeting, and purchasing. During the instructional leadership focus group, school leaders described how the school's analysis of qualitative and quantitative data has led to changes. For example, in last year's survey, teachers indicated that students needed more support in writing and suggested that the school review the sequence of units. Data for the upper grades showed that students in the MS needed more foundational support, which led the school to purchase *Read 180* and *IXL* as added tier support in reading and math.

4. Element: ***Supports for Diverse Learners***:
    - **Indicator a:** According to the renewal application, the school supports the needs of SWDs, ELLs, and ED students through a variety of interventions that include specialists working with students individually, in small groups, or alongside them in their classrooms. These services are coordinated by the support services department. The school offers ICT classes in K- Grade 5; in these classes, 40% of the students receive special educational services and 60% are general educational students. All ICT classes are taught by a general education teacher and a SPED instructor. The school also employs two learning specialists who provide mandated special education teacher support services (SETSS) in math and ELA as well as push-in or pull-out support for struggling students who have been identified through the school's RtI process. Participants in the instructional leadership focus group noted that the school had added the ELA learning specialist last year and the math learning specialist this year to focus primarily on tiered intervention for students who may be struggling but do not have an IEP. ELL students are supported by two ENL teachers who provide push-in and pull-out support. Use of students' native language, when practical, also supports English language acquisition. Participants in the instructional leadership focus group described their whole-school approach to supporting ED students, given that over 80% of students are identified as such. This approach includes culturally responsive curricula, establishing strong relationships with every student, utilizing students' strengths, and creating a strong school culture based on responsive classroom techniques and restorative practices, which the school has instituted in the last year. In addition, the successful student committee (SSC) meets with each grade-level team once a month to identify students who need additional support. The SSC monitors student progress after instituting an RtI tiered support, first within the classroom and, if needed, through additional pull-out support. School leaders noted that, during remote instruction, they have continued the process of identifying struggling students and providing tiered supports.

      In a statement, the Committee on Special Education (CSE) wrote that GUG II submits the necessary reports and forms in a timely manner and "always works with the CSE to discuss and recommend special education programs that can be implemented in the school." The statement also reports that school staff are "frequently open to discussions about creating new programs to support students" and concludes that "it is the CSE's understanding that the school provides meaningful educational benefit to students and is able to effectively implement students' IEPs.

    - **Indicator b:** According to the school's renewal application, the SSC (which is led by the director of support services and includes classroom teachers, learning specialists, counselors, and school leaders) meets monthly to monitor student progress. As noted above, the SSC meets with grade-level teams to develop individualized supports for students through the use of classroom referrals and data. The committee uses the RtI protocol to monitor and track the progress of students who have been identified and are receiving interventions. During the special populations focus group, staff explained how they periodically review students receiving SPED services and monitor their progress toward the goals identified in their IEPs. Participants in the instructional leadership focus group stated that the school's assessment system, LFLB, in combination with Fast Bridge assessments and internally-designed end-of-unit assessments, form the backbone of their assessment system for all students.

Benchmark 3: Culture, Climate, and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

Finding: Meets

Element	*Indicators*
1. *Behavior Management and Safety*	a. The school has a clear approach to behavioral management, including a written discipline policy. b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment. c. The school has systems in place to ensure that the environment is free from harassment and discrimination. d. Classroom environments are conducive to learning and generally free from disruption.
2. *Family Engagement and Communication*	a. The school communicates with and engages families with the school community. b. Teachers communicate with parents to discuss students' strengths and needs. c. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions. d. The school has a systematic process for responding to family or community concerns. e. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.
3. *Social-Emotional Supports*	a. The school has systems or programs in place to support the social-emotional needs of students. b. School leaders collect and use data to track the socio-emotional needs of students. c. School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.

Summative Evidence for Benchmark 3:

1. Element: ***Behavior Management and Safety:***
   - **Indicator a:** According to the school's renewal application, GUG II employs a responsive classroom approach to behavior management and utilizes restorative practices when necessary. According to school leadership, the school sets aside professional development funds each year so that

teachers have opportunities to attend the 4-day Responsive Classroom Summer Institute held in NY. The school's code of conduct is included in the family handbook that all families receive at the start of each academic year and is posted on the school's website. The school's discipline process includes logical consequences to inappropriate behavior that is focused on repairing the damage that was done during disciplinary incidents. According to the renewal application, GUG II's suspension rate had decreased from 26% in 2018-2019 to less than 1% in the 2019-2020 school year. Participants in the instructional leadership and teacher focus groups attributed this decrease to the dean team (led by the behavior management coordinator who was hired the summer before the 2019-2020 school year), the school's "enhanced" responsive classroom approach, restorative practices, and workshops that the deans provide to staff on de-escalation techniques. Teachers also noted that the dean team is "hands-on" and assists teachers by responding immediately to calls or texts, going to weekly meetings, and having 1:1 conversations with students. They described the members of the dean team as understanding and aware of the needs of students and staff. In the special populations and culture/climate focus group, participants explained that they look at the whole child when dealing with behavior concerns; they educate students and work to repair the situation as opposed to taking a more punitive approach.

- **Indicator b:** In the 2018-2019 NYCDOE survey, 98% of families indicated that their child is safe at the school. According to the renewal application, the school adheres to the NYS Dignity for All Students Act (DASA) and has identified a DASA Coordinator. The application also states that the school provides workshops for staff, students, and parents that focuses on harassment and discrimination**.** Participants in the instructional leadership focus group stated that the school's culture "gets built in through the years." They explained that new students come in and see what is expected by other students who model, and sometimes explicitly teach, positive behaviors. In this way, "students become stewards of the school." In previous site visits during this initial charter term that were conducted in person, the CSO team reported that the school environment appeared safe and that students were aware of the rules and behavioral expectations. Likewise, during observations of remote instruction, students showed a clear understanding of teacher expectations in the virtual setting.
- **Indicator c:** The renewal application states that the school is in conversation and hosts workshops with the Parent Teachers Organization (PTO) to ensure that the school is a safe environment and that all students are free from harassment and discrimination. During the focus group, teachers discussed the monthly social and emotional learning themes that have been established. They said that October was anti-bullying month and described how counselors provided instructional materials to teachers to support classroom discussion. Staff also discussed the Unity Pledge that was taken school-wide. According to the 2018-2019 NYCDOE parent survey, 95% of families say that their child's race, ethnicity, culture, or background is valued at their school and 97% say that their child has a positive sense of belonging at the school. However, participants in the parent focus group relayed instances of bullying and expressed their dissatisfaction with school leadership and the way in which those situations were handled. In addition, the CSO has received several complaints from families throughout the charter term that accuse school leadership of neglecting to properly deal with incidents where students were feeling bullied or harassed.
- **Indicator d**: The CSO SV team joined live remote classroom sessions and viewed previously recorded lessons. Observed classrooms were well-organized and had established routines that included multiple ways for students to participate. School leaders reported that live classes are scheduled throughout the school day at set times to allow families to establish regular routines and balance screen time with non-screen time. They also noted that the school has ensured that every family has a learning device and access to the internet by surveying parents and providing devices and/or hotspots where needed. At the time of the site visit, the school was awaiting the

overdue shipment of Chromebooks the school had ordered for the students earlier in the year. These were subsequently delivered to the school, and on January 18, 2021, school leaders and staff handed out Chromebooks to each family.

2. Element: ***Family Engagement and Communication:***
   - **Indicator a:** According to the school's self-evaluation, the school communicates with families through a variety of means, such as text messages, phone calls, emails, and the Remind app. The renewal application also mentions the school's use of the GUG II website, Facebook, and Instagram to share information with the school community. To support non-English-speaking families, members of the operations team regularly translate documents into Spanish; all faculty and staff are trained in the use of Google Translate and have access to the NYCDOE translation line. Family events such as workshops and activities are often held on Saturdays to enable all parents to attend, and the school has an active PTO that hosts schoolwide events and conducts fundraising activities. In the first three years of operation, families were invited to attend monthly PTO meetings and "Coffee with School Leaders." In its statement, the CSE reports that it "has seen that GUG II maintains consistent and meaningful engagement with parents."

     Participants in the teacher focus group reported that, during remote instruction, classroom teachers in the ES are in "constant communication" with families. They noted that teachers have office hours daily and that parents can contact them via email, phone calls, and Zoom. In the MS, all students are assigned to an advisory. Teachers stated that parents of MS students have access to their child's advisor's email address and personal phone number and are able to contact them at any time. In addition, last spring, school leadership launched a series of "town hall" webinars to provide updates and allow families to ask questions and get information in real time. In the focus group, special populations and culture/climate staff stated that the town halls give a more holistic view to families who are then welcomed to reach out to the school for further communication. They also noted that the school has "kept engagement and a sense of community going despite remote learning" and highlighted the important role the PTO has played in supporting families during the pandemic. Participants in the executive leadership focus group stated that, as a result of communication between leadership and parents via the town hall and PTO meetings, the school was able to provide families with technology devices, Wi-Fi and hotspots, groceries, and school supplies. In the self-evaluation, the school acknowledged that it "would benefit from building stronger and more collaborative relationships with families and the broader District 28 community." During the focus group, parents voiced their frustration with leadership and the board's lack of responsiveness toward some of the concerns they have raised. In addition, parents noted, and the board acknowledged, that most board meetings are held at the Growing Up Green Charter School (GUG) location in Long Island City, making it difficult for many from the GUG II community to attend. Parents did note their satisfaction with the communication and support they receive from faculty and staff. However, several parents expressed their frustration with members of school leadership and the board, stating that there is a lack of communication with families, and a lack of responsiveness to the social and cultural differences and needs at the Jamaica location, as compared to the LIC location.
   - **Indicator b:** In addition to the weekly calls to families from teachers, the renewal application also describes the evolution of the school's report card and parent teacher conferences as a result of parent and staff feedback. According to school leadership, the school offers three parent teacher conference days each year, one in November, one in March, and a final conference in June that is focused on summarizing the school year. GUG II also hosts a curriculum night for families. During the instructional team focus group, school leaders described how report cards have evolved to being rubric-based with an expanded description of grade-level standards and a description of the

degree to which students are meeting them. Next generation learning standards for ELA and math have been included in the latest iteration. At the conclusion of the 2019-2020 school year, a summary of students' engagement during remote learning was added to the final report card in addition to suggestions for student-centered strategies and plans for the summer**.** Participants in the teacher focus group stated that, during remote instruction, teachers in the ES have office hours every day and communicate with families through Google Classroom, Zoom, emails, and phone calls. In the MS, teachers reach out to all students in their advisory; parents also have access to teachers' emails and personal phone numbers and can contact them at any time.

- **Indicator c:** In the renewal application, the school describes some of the changes it has made in response to feedback from families, including changes to schedules and meeting times to accommodate families' availability. It goes on to explain that the school "has also hosted a variety of workshops to introduce families to the Responsive Classroom approach, to explain the content and format of State Tests, and to share instructional strategies when supporting students at home." During the parent focus group, participants commended the school's response to the pandemic and were appreciative of the efforts the school made in supporting their families through remote instruction.
- **Indicator d:** According to the renewal application, the school has identified several staff members that handle specific family or community concerns: content coordinators and assessment coordinators address questions regarding curriculum and assessments, respectively; inquiries regarding special education are handled by the director of support services and those related to counseling are brought to the director of counseling; the behavior management coordinator works with parents and helps them understand the school's restorative approach to behavior management; and the associate director of operations and the operations manager assist families during the enrollment process and addresses concerns regarding logistical matters. The full leadership team, which includes the school leaders, assistant school leaders, directors, and coordinators, work together in responding to family concerns. Participants in the board focus group noted the addition of a parent representative to the board of trustees during the school's fourth year of operation. This representative, who is a non-voting member of the board, serves as a liaison between the parents and the GUG II board and provides regular updates at monthly board meetings. However, the school did not add a parent representative to the board of GUG II until the fourth year of the charter term and some participants in the parent focus group were concerned that the parent representative was not allotted enough time to speak at board meetings.
- **Indicator e:** The renewal application reports that data gathered from the NYCDOE surveys relating to the academic program, school leadership, and the school's relationship with families and the school's performance in relation to its charter goals as summarized in the school's annual report are shared with the school's board of trustees annually. Grade-level academic data is shared with faculty and staff on a regular basis. Participants in the board of trustees focus group discussed their plans for developing a data dashboard that would communicate schoolwide achievement data to its constituents on a regular basis.

3. Element: ***Social-Emotional Supports***:
    - **Indicator a:** The renewal application states that the school uses Responsive Classroom as its central support for students' social-emotional needs and, as a result, has established an environment that supports students' emotional growth and "empowers them to be active participants in their own learning and the learning of their peers" by establishing "a common language used by all adults in the school community." To establish a positive environment, all classrooms begin with a morning meeting, which is instituted consistently across classrooms.

During the remote site visit, the CSO team observed morning meeting in a 4th grade class. This demonstrated how teachers prepare the class for learning and establish a sense of community among classmates by offering students a space to share their thoughts and experiences. CSO staff also visited a 5th grade advisory session, which meets five days a week in a progression that includes community building (Circle of Power and Respect) as well as more individualized support. During advisory, the teacher provided consistent positive feedback to students who shared responses to questions (e.g. "If you could have dinner with anyone in the world, who would it be and why?") either verbally or in the chat. The teacher created a calm and welcoming space for students and was responsive and adaptive in his instruction. In the special populations and culture/climate focus group, staff explained how the MS's advisory program "sets the stage for the day and gives students the opportunity to diffuse or explore anything that may be happening at home." They also explained how the school offers both mandated and at-risk counseling, broadening the number of students they are able to support. The school has added the use of the Second Step curriculum for the ES in order to guide teachers in specific lessons to address, such as making friends, managing emotions, and resolving conflicts.

- **Indicator b:** The renewal application states that the school collects data from classroom discipline trackers, behavior referrals, suspensions, and social-emotional indicators outlined in student report cards. During remote instruction, faculty and staff collect anecdotal data from weekly wellness checks with families. This data helps school leadership respond to families' and students' emergent needs. According to school leadership, GUG II collected data from wellness checks in the spring of 2020 when the school first transitioned to remote instruction. Participants in the special populations and culture/climate focus group noted that surveys are sent out to students through the advisory program which assess their social and emotional needs throughout the year and help the school to identify students who may need more supports. These are also used to evaluate the social-emotional programming that the school offers. The school also follows behavioral data on students undergoing evaluation by the CSE. During the focus groups with school leadership and the board, participants described the school's response to families struggling with food insecurity by establishing a food pantry to provide food for fifty families.
- **Indicator c:** The school's renewal application reports that the counseling department and the leadership team collect data from classroom teachers three times a year and assist teachers in adjusting their lessons throughout the year. Instructional leadership and the counseling department also observe instruction during social-emotional learning. The school provides programming for parents who are separated or divorced based on staff or counselor recommendation. During the executive leadership focus group, school leaders described their goal for a close relationship with families as well as the institution of a social emotional program called RULER, from the Yale Center for Emotional Intelligence.

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

Summative Evidence for Benchmark 4:

See the school's fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school's compliance with Benchmark 4 of the Charter School Performance Framework. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements which can be found on the NYSED website at http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html.

- Financial Composite Score
- Working Capital
- Debt to Asset
- Cash Position
- Total Margin

Financial Condition

GUG II appears to be in adequate and improving financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. GUG II's 2019-2020 composite score is 1.41.

Composite Scores
2016-2017 to 2019-2020

Year	*Composite Score*
2016-2017	.85
2017-2018	-.18
2018-2019	1.18
2019-2020	1.41

The school has a significant long-term liability for deferred rent expense and in 2019-2020 received a sizable loan through the Payroll Protection Program that is also recorded as a long-term liability. Both have an impact on the composite score.

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: Meets

Renewal is based on evidence that the following indicators are generally present:

1. The school has an accurate and functional accounting system that includes monthly budgets.
2. The school sets budget objectives and regularly analyzes its budget in relation to those objectives.
3. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
4. The school has and follows a written set of fiscal policies.
5. The school has complied with state and federal financial reporting requirements.
6. The school has and is maintaining appropriate internal controls and procedures.
7. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absences of a going concern disclosure.

Summative Evidence for Benchmark 5:

NYSED CSO reviewed GUG II's 2019-2020 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Finding: Approaches

Element	*Indicators*
1. Board Oversight and Governance	a. The board recruits and selects board members with skills and expertise that meet the needs of the school. b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy. c. The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals. d. The board regularly updates school policies. e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers. f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

Summative Evidence for Benchmark 6:

1. Element: ***Board Oversight and Governance:***
   - **Indicator a:** GUG II shares its board of trustees and executive leadership team with GUG, a NYCDOE-authorized charter school that opened in the fall of 2009. According to the renewal application, the board has expertise in the areas of law, finance, social work, nonprofit administration, community organizing and charter school administration. Last year, the board added a parent representative from GUG II as a non-voting member. Of the eight members currently on the board, three reside in the school's community. Participants in the board focus group indicated that the board's development committee, as it evolves, is seeking to add a trustee with a background in educational curriculum. Trustees acknowledged the need to add more board members that represent the GUG II community.
   - **Indicator b:** According to the renewal application, the school's general counsel provides the board with governance training, ongoing support, and PD as well as on-boarding for new trustees. The general counsel also works with outside legal counsel in conducting an annual training session focused on effective governance practices**.** During the focus group, board members discussed their plans for this school year, which include adding new members who are residents of the community in which the school is located, monitoring student academic proficiency data, responding to the transition to remote instruction, and providing supports to the school's community. The board discussed its plans for developing a data dashboard that would provide the board and the wider community with data on academic achievement and other indicators of school quality. Even though the school added a parent representative as a non-voting member of

the board during the school's fourth year of operation, parents who participated in the focus group voiced concerns over the board's lack of responsiveness to them. Parents noted that when school is in normal operation, few board meetings have taken place at the school.

- **Indicator c:** As articulated in the school's renewal application, the board supervises and evaluates the executive director, approves budgets and provides financial oversight, approves significant contracts, provides legal and ethical oversight, and evaluates the school's academic program. The board's evaluation process was submitted along with its renewal documents and outlines the criteria for the executive director's evaluation which includes student academic achievement, teacher retention, parent satisfaction, financial planning and fiscal management, and the school's standing with its authorizer.
- **Indicator d:** Participants in the board focus group reported that the board updates the school's policies annually. According to the renewal application, they work with general counsel and the school leadership team to "review all policies, procedures, and trainings and make any necessary updates to remain in compliance."
- **Indicator e:** The renewal application describes the board's annual self-evaluation, which is in the form of a survey questionnaire that covers the school's vision and mission, the establishment of a strategic plan, adherence to contractual obligations, its by-laws and legal requirements, financial management, evaluation of the executive director, and communication with the community. The survey asks open-ended questions regarding thoughts on current and future issues and concerns as well as suggestions for further consideration. During the focus group, trustees reported that their focus this year is on establishing more committees, expanding membership to include residents of the local community, and ensuring that quorum is met at each board meeting. They also acknowledged that, while they do make an effort to hold some of the board meetings at GUG II each year, they will commit to scheduling more at the school's location in Jamaica, Queens.
- **Indicator f:** The renewal application and board focus group stated that the board works with the school's general counsel and outside counsel to maintain awareness of its legal obligations to the school and its stakeholders. However, the board's lack of awareness of legal issues has led to multiple legal violations during the charter term.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: Meets

Element	*Indicators*
1. School Leadership	a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning. b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities. c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school. d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.
2. Professional Climate	a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication. b. The school has established structures for frequent collaboration among teachers. c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students' needs. d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice. e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.
3. Contractual Relationships ☐*N/A*	a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider. b. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures. c. The school monitors the efficacy of contracted service providers or partners.

Summative Evidence for Benchmark 7:

1. Element: ***School Leadership:***

- **Indicator a:** According to the 2020-2021 organizational chart submitted with the renewal application, the school is managed by the senior leadership team, which is comprised of the ES and MS school leaders, ES assistant school leader, director of support services, behavior management coordinator and the associate director of operations. Additional leadership positions include assessment coordinator, ED time coordinator, IEP coordinator, literacy

coordinator, and math coordinator. The school's leadership team reports to the executive director and is supported by the director of finance, director of operations, general counsel, and director of counseling, all of whom supervise staff across both schools. At the executive leadership focus group, school leaders discussed their focus on equity and identity while ensuring that their curricula is culturally responsive. MS leaders discussed a focus on lesson planning using assessment data, strengthening communication with families and increasing parent voice. All schoolwide goals can be mapped back to the goals established in the charter as well as the school's KDEs.

- **Indicator b:** The renewal application includes a chart that articulates the general responsibilities of the senior leadership team**.** During their respective focus groups both parents and teachers articulated that there was clarity about each school leader's role, and they were aware of whom to speak with in order to address concerns. During the school leadership focus group, participants were clear as to the structure of the organization and the support they receive from their supervisors, including those that have responsibilities across schools.
- **Indicator c:** The renewal application describes how school leaders and staff meet weekly to discuss initiatives and directives and to share information and reflections. Grade-level teams meet every two weeks and include classroom teachers as well interventionists and specialists, as needed. Assessment and content coordinators conduct grade-level planning meetings to develop curriculum, share instructional strategies and share student work. The SSC meetings for each grade-level team occur weekly. The school continues to engage families through its weekly check-in calls during remote learning. Whether remote or in person, morning meetings continue to be an important component of the school's communication with families in addition to the multiple ways in which teachers stay in close contact with families. During the focus group, teachers described the way school leadership elicits their feedback via surveys as well as informal check-ins. Teachers also described the support they receive from school leaders in navigating new technology during remote learning. During the parent focus group, some parents had concerns regarding school communication, and were dissatisfied with the quality and frequency of communication that school leaders have with teachers and families.
- **Indicator d:** According to the school's renewal application, the school utilizes the services of the network's talent manager who works closely with school leaders to recruit and hire faculty and staff. The hiring process includes various stages, multiple interviews, a demonstration lesson, and reference checks. The school reports an increasing teacher retention rate over the past four years from 74% in the 2016-2017 school year to 92% in the 2019-2020 school year. During the instructional leaders focus group, school leaders described how every teacher receives coaching and actionable feedback; teachers, in their focus group, described the collaborative approach used by their coaches and were appreciative of the ways in which they are supported by the school's leadership.

2. Element: ***Professional Climate:***
    - **Indicator a:** The renewal application reports that the school is "fully staffed with high quality personnel to meet all educational and operational needs, including the areas of finance, human resources, and communication." Each grade level has one general education classroom along with two ICT classrooms that are co-taught by general education and special education teachers. In addition, the school hires qualified personnel to cover student academic, social-emotional, and behavioral support services, along with operations and finance functions. The application also notes that GUG II shares its director of finance with the GUG network. In the executive leadership focus group, school leaders described how the GUG network ensures that operations, finance, facility, and leadership practices are normed across all the schools.

- **Indicator b:** According to the renewal application, teachers collaborate during formally scheduled meeting times and informal interactions. Grade-level teams meet weekly. Team meeting time allows for school leaders and support staff to join in. Collaboration in particular content areas occurs biweekly during planning meetings. These meetings include collaboration, not only on curriculum and instructional practices but also discussions about intervention strategies for struggling students as well as to monitor progress and make adjustments. Participants in the executive leadership focus group noted that instructional leaders and staff across all GUG schools meet at scheduled check-points throughout the year to share practices, analyze student work, problem-solve, and discuss student and family experiences, especially during the ES to MS transition.
- **Indicator c:** According to the renewal application and school leadership, the school ensures that staff has the requisite skills and expertise by offering PD sessions during its Opening Meetings, which generally take place over two to three weeks (depending on the calendar), and by pairing each teacher with an instructional coach. Coaches provide opportunities for teachers to debrief and receive targeted feedback and recommendations to help them improve their practice. GUG II's leadership gathers data from conversations, surveys, and meetings with faculty to identify specific areas for academic improvement. Data is triangulated through the addition of coach-provided data and student-achievement data to generate a clear understanding of the PD needs across the school. During the instructional team focus group, school leaders described how they have supported teachers during remote instruction with weekly coaching sessions and classroom observations throughout the week. They then "provide feedback as conversations," asking teachers what they feel they need to work on. Teachers, during their focus group, verified that they continue to receive coaching and support from administration which includes PD on how to best conduct instruction remotely.
- **Indicator d:** Included in the renewal application is a description of the school's teacher evaluation process along with an outline of topics included in the faculty surveys. GUG II uses the Marshal Rubric to evaluate teaching and the Danielson rubric for evaluating the classroom environment, citing a more detailed and complete list of criteria. Teachers complete surveys at the beginning of each year that cover a wide array of topics including lesson planning, classroom management, family and community outreach, instructional support services, among many others. The information gathered from surveys serve as a self-evaluation that also helps to inform coaching partnerships. During the instructional leadership focus group, school leaders stated that teachers receive two formal observations each month followed by debrief meetings where they create actional plans for moving forward. These plans include "big picture charter goals" as well as individual goals. Instructional leadership reports that teachers are observed at least 15 times per academic year. Observations are unannounced and while no longer than 15 minutes each, take place at various points in the lesson in order to capture a complete picture of each class. Feedback is provided verbally during coaching meetings and determines next steps for teacher improvement.
- **Indicator e:** In the renewal application, GUG II's faculty feedback practices are outlined. School leadership solicits teacher feedback following professional workshops. Attendees are asked to rate each workshop, giving leadership a sense of how each workshop allowed them "to think about their practice." During the executive leadership focus group, school leaders described the formal and informal way they collect feedback from the instructional staff, which includes focus groups, surveys, and informal check-ins.

3. Element: ***Contractual Relationships***:
   - **Indicator a:** N/A

- **Indicator b:** N/A
- **Indicator c:** In a follow-up email, the executive director reported that GUG II has processes in place to monitor the efficacy of contracted service providers. The school has contracts and/or agreements with each service provider by which the school measures, assesses, and evaluates the provider's performance. Senior leadership staff lead yearly formal review sessions, as well as additional meetings when necessary, in order to "highlight the areas of success and discuss the areas that performance needs to improve both in the short and long term." Various members of the leadership team, such as the director of finance, the senior director of operations, the school's general counsel, the executive director, and school leadership, lead the meetings that pertain to their area of expertise. The director also noted that the board provides feedback on some important products from service providers, such as audits.

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Meets

Element	*Indicators*
1. Mission and Key Design Elements	a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter. b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Summative Evidence for Benchmark 8:

1. Element: ***Missions and Key Design Elements:***
   - **Indicator a:** Based on site visit focus group conversations with school leaders, the board of trustees, parents, teachers, and staff, it is evident that the school's constituents share a common understanding of the school's mission and KDEs. Participants in each focus group were well-versed in the KDEs and discussions spoke to the ways in which the school has implemented its vision, highlighting its focus on developing a rigorous, interdisciplinary curriculum and a positive school culture that fosters community involvement.
   - **Indicator b:** The school has worked throughout the charter term to fully implement the KDEs that are outlined in the school's charter. As discussed in Benchmark 3, the school has established a deliberate school culture that fosters a positive learning environment. Relationships are central to the way the school operates and students are well supported through a variety of systems that are rooted in progress monitoring and data collection. This includes its support for ELLs, SWDs, struggling learners who do not have an IEP, and students with counselling needs (as described in Benchmarks 2 and 3). Instruction at GUG II is designed to be hands-on and rigorous while also supporting the schoolwide focus on sustainability. In the focus group, board members stated that green education is part of a student's daily experience at GUG II and is included in the school's curriculum; they noted that the notion of sustainability is embedded in math problems, explicitly taught through science instruction, and included in the lessons and projects covered in ED Time. Participants in the instructional leadership focus group described the implementation of the Green Ambassadors program which, according to the school's self-evaluation, supports a "school-wide understanding and application of green principals." The self-evaluation also notes the "Sustainability Committee composed of faculty to collaborate on innovative ways to incorporate green principles in curriculum, instruction, and school culture." Instructional leadership explained how individual teachers are tasked with creating goals for how they can be more sustainable. Parents participating in the focus group, however, indicated that GUG II lacks the enrichment programs (including those with green initiatives) that are available at GUG. They stated that they were unaware of their students receiving education in sustainability at GUG II beyond the school's recycling program. As discussed in Benchmark 7, the school is committed to establishing a professional environment by providing relevant PD to its staff and implementing a coaching system that offers targeted and ongoing support to teachers through content area specialists and school leaders serving as coaches.

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.

Finding: Approaches

Element	*Indicators*
1. Targets are met	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. Targets are not met	a. The school is making regular and significant annual progress toward meeting the targets. b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations. c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.

Summative Evidence for Benchmark 9:

1. Element: ***Target are met:***
   - **Indicator a:** N/A

2. Element: ***Targets are not met:***
   - **Indicator a:** According to NYSED data, GUG II has enrolled a greater number of SWDs and ED students than NYC CSD 28 throughout the charter term. Although the school's ELL population has grown slightly, from 10% in 2016-2017 to 13% in 2019-2020, it remains below NYC CSD 28, with a differential of 7 percentage points in 2019-2020. The school's retention of all students as well as those in the three subgroup populations is below NYC CSD 28, ranging in 2019-2020 from -4 percentage points for ED students to -11 percentage points for ELLs. The school's self-evaluation notes that NYC CSD 28 is "fluid" and that many families move out of the district during the school year. It also states that yellow school bus services are only offered to families residing in NYC CSD 28. The school has an ongoing waitlist of applicants and backfills seats when necessary as evidenced by its consistently high enrollment numbers, which have been slightly above the school's contracted enrollment for each year of the charter term.
   - **Indicator b:** According to the renewal application, the school invites parents to open house events at the school by distributing pamphlets and flyers and posting notices on the school website. During open houses, families learn about the school's academic program, extended school day

and year schedule, expectations for student behavior, and opportunities for parental involvement. As noted in the school's 2019-2020 annual report, GUG II "already has a positive presence in the community through partnerships and service learning activities." The school partners with community-based organizations, many serving at-risk youth/families, who share recruitment information with families, recommend students to the school, or invite the school to give presentations. The school targets pre-K families in the area and distributes flyers at popular subway stations and other locations in the area. To attract SWDs, the school's recruitment materials describe the school's inclusion model, SPED services, and counseling support; in addition, the director of special education participates in recruitment activities. To attract more ELLs, GUG II translates its recruitment materials, which also include a description of the school's ENL program. The school has bilingual staff who are available to assist families with the application process. The school has moved its recruitment season to October this year, which is earlier than in previous years, in order to backfill vacant seats and create a waitlist for seats that may become vacant over the course of the school year.

- **Indicator c:** During focus group conversations, the board and school leadership stated that they regularly monitor enrollment targets for ELL, SWD and ED students, although no specific strategies were mentioned. The school exceeds the district average for enrollment of SWDs and ED students, but remains 7 percentage points below the district enrollment for ELLs. According to the renewal application, the school collects enrollment data weekly and analyzes where applicants reside and how they heard about the school. With that information, the school can target areas where they receive less applicants for increased advertisements and determine the need for presentations at locally-based community organizations.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Approaches

Element	*Indicators*
1. Legal Compliance	a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements. b. The school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements. c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.

Summative Evidence for Benchmark 10:

1. Element: ***Legal Compliance:***
   - **Indicator a:** Throughout the charter term, the board and school leadership have generally responded promptly to CSO requests for additional information and revisions. For example, some of the CSO policies that were submitted with the renewal application this fall required revisions to be legally compliant; as soon as the school was made aware of these revisions, it began working with the CSO to incorporate the changes. In the 2019-2020 school year, although the school encountered issues that caused a delay in the issuance of a passing fire inspection for the school's new building (a second building the school is using to house its expanded grade span), school leadership remained in close contact with the CSO throughout the process of scheduling the inspections and obtaining the passing fire inspection report. In addition, the school had improperly seated a board trustee without CSO approval; the CSO recently informed the school of the oversight, and the board has been working with the school's general counsel to resolve the issue. However, another problem has persisted despite CSO notice to the school. In 2017-2018 the school was counseled for allowing two staff members to work without the required background clearance. A check of the school's staff in 2020-2021 revealed that, in many cases, school officials continue to violate fingerprinting and clearance requirements for staff, a serious safety violation. The CSO will be in communication with the school to discuss this again, and to ensure that the school adopts a multi-step, comprehensive process to ensure that all school employees have fingerprint clearance prior to their start date at the school. The school has also violated the meetings section of its by-laws by having most meetings at the LIC location.
   - **Indicator b:** In February 2019, the NYSED CSO issued GUG II a Notice of Concern because student proficiency rates in ELA and math for the 2017-2018 state examinations were below those of NYC CSD 28 in ELA for all students and all subgroup populations (with the exception of SWD performance on the ELA exam, which was 4 percentage points above the district). The following

year, the school received a Notice of Deficiency because the 2018-2019 proficiency rates for all students in the aggregate and ED students were still below those for NYC CSD 28 in ELA and math. In response to the Notice of Deficiency, the school developed a corrective action plan for each subject, ELA and math, that outlined several targeted strategies for improving student outcomes. Based on the renewal application and school leadership focus group conversations, the school has implemented all the strategies. These strategies, such as the addition of targeted phonics instruction in Grade 2, guided reading groups across the grades, and an instructional focus on response writing, were made based on the school's analysis of testing data as well as its own LFLB assessments. While the school is conducting remote instruction, it continues to allot dedicated learning time to these areas. Due to the cancelation of state examinations in 2019-2020, the efficacy of these strategies cannot be determined by a comparison with ELA and math proficiency data until the next exams are held.

- **Indicator c:** Over the course of the charter term, the school has sought Board of Regents and/or CSO approval for significant revisions. In the spring of 2016, prior to opening, the school sought and was granted NYSED approval to move from NYC CSD 30 to NYC CSD 28 in Queens. In the spring of 2018, NYSED approved an increase in the school's maximum approved enrollment. Finally, in January 2020, the Board of Regents approved GUG II's plan to expand its grade span to include Grades 6 through 8.

Attachment 1: 2020-2021 Renewal Site Visit

Growing Up Green Charter School II

Benchmark 1:

Indicator 1: All Schools

1.a.i. Accountability - ESEA Accountability Designation:

This school is designated as a school in Good Standing under current New York State criteria as defined by the Elementary and Secondary Education Act.

1.b.i. Similar Schools Comparison – Comparative Proficiency:

This school outperforms schools with similar grades and subgroup demographics in ELA and math, but does not outperform similar schools in science.

Indicator 2: Elementary/Middle School Outcomes

2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency: See Table 1 below.

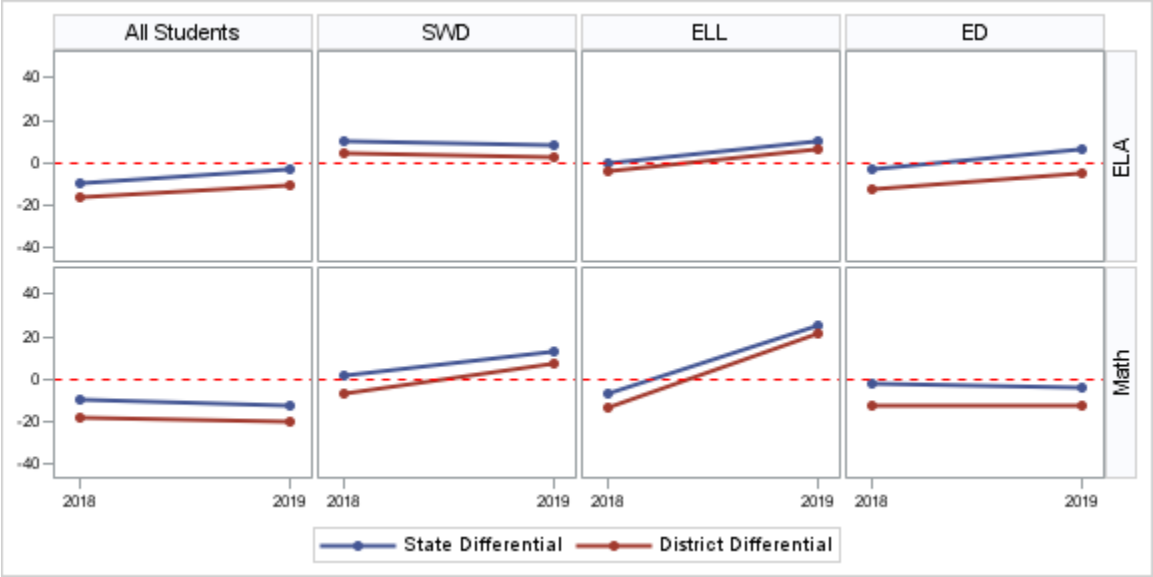
Table 1: Elementary/Middle School Trending Toward Proficiency – Target = 75%

		All Students	SWD	ELL	ED
ELA	2018-2019	49%	14%	33%	52%
Math	2018-2019	49%	38%	67%	48%

**See NOTES (2), (3), (7), and (8) below.*

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency: See Figure 1 and Table 2 below.

Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time



**See NOTES (1), (2), (3), and (6) below.*

Table 2: Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math				
		Growing Up Green CS II	NYC CSD 28	Differential to District	NYS	Differential to NYS	Growing Up Green CS II	NYC CSD 28	Differential to District	NYS	Differential to NYS
All Students	2017-2018	41%	57%	-16	51%	-10	44%	62%	-18	54%	-10
	2018-2019	47%	58%	-11	50%	-3	39%	59%	-20	52%	-13
SWD	2017-2018	33%	29%	+4	23%	+10	30%	37%	-7	28%	+2
	2018-2019	28%	25%	+3	20%	+8	37%	30%	+7	24%	+13
ELL	2017-2018	33%	37%	-4	33%	0	33%	47%	-14	40%	-7
	2018-2019	43%	37%	+6	33%	+10	64%	43%	+21	39%	+25
ED	2017-2018	37%	50%	-13	40%	-3	41%	54%	-13	43%	-2
	2018-2019	46%	51%	-5	40%	+6	38%	51%	-13	42%	-4

**See NOTES (1), (2), (3), (6), and (7) below.*

2.b.iii. Aggregate Grade Level Proficiency: See Table 3 below.

Table 3: Aggregate Grade Level Proficiency

		ELA					Math				
		Growing Up Green CS II	NYC CSD 28	Differential to District	NYS	Differential to NYS	Growing Up Green CS II	NYC CSD 28	Differential to District	NYS	Differential to NYS
Grade 3	2017-2018	41%	57%	-16	51%	-10	44%	62%	-18	54%	-10
	2018-2019	53%	60%	-7	52%	+1	37%	61%	-24	55%	-18
Grade 4	2018-2019	41%	55%	-14	48%	-7	42%	56%	-14	50%	-8

**See NOTES (1), (6), and (7) below.*

Indicator 3: High School Outcomes

(Not applicable to this charter school.)

Benchmark 9:

Table 4: Student Demographics

	SWD			ELL			ED		
	Growing Up Green CS II	NYC CSD 28	Differential to District	Growing Up Green CS II	NYC CSD 28	Differential to District	Growing Up Green CS II	NYC CSD 28	Differential to District
2016-2017	26%	18%	+8	10%	17%	-7	78%	63%	+15
2017-2018	22%	18%	+4	13%	18%	-5	81%	68%	+13
2018-2019	22%	18%	+4	14%	19%	-5	79%	67%	+12
2019-2020	21%	17%	+4	13%	20%	-7	72%	66%	+6

**See NOTES (2), (3), and (6) below.*

Table 5: Retention – Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Growing Up Green CS II	NYC CSD 28	Differential to District	Growing Up Green CS II	NYC CSD 28	Differential to District	Growing Up Green CS II	NYC CSD 28	Differential to District	Growing Up Green CS II	NYC CSD 28	Differential to District
2017-2018	82%	88%	**-6**	84%	87%	**-3**	94%	89%	**+5**	80%	87%	**-7**
2018-2019	80%	87%	**-7**	71%	87%	**-16**	64%	88%	**-24**	78%	86%	**-8**
2019-2020	82%	87%	**-5**	79%	86%	**-7**	75%	86%	**-11**	83%	87%	**-4**

**See NOTES (2), (3), and (6) below.*

**NOTES:*

(1) Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.

(2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.

(3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.

(4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).

(5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.

(6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.

(7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.

(8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).

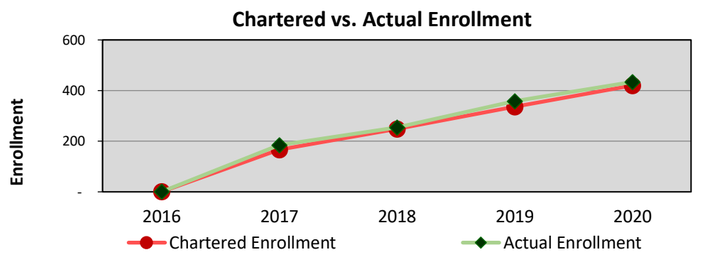
(9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.

(10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).

Charter School Fiscal Accountability Summary

GROWING UP GREEN CHARTER SCHOOL II

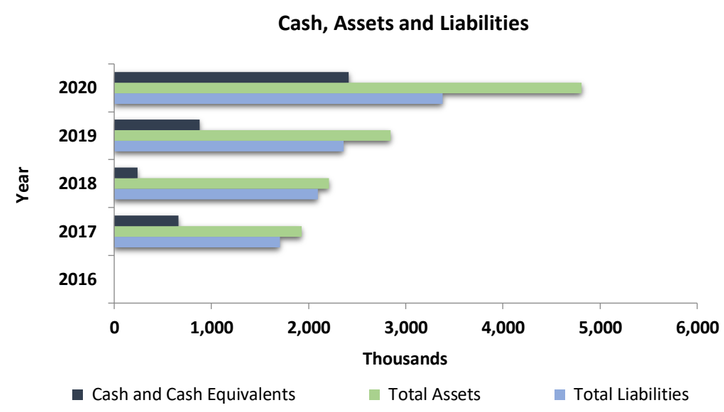
	2015-16	2016-17	2017-18	2018-19	2019-20
Grades Served	-	UPK, K-2	UPK, K-3	UPK, K-4	UPK, K-5
Maximum Chartered Grades Served	-	K-5	K-5	K-5	K-5
Chartered Enrollment	-	166	249	336	420
Maximum Chartered Enrollment	-	504	504	504	504
Actual Enrollment	-	184	255	359	434

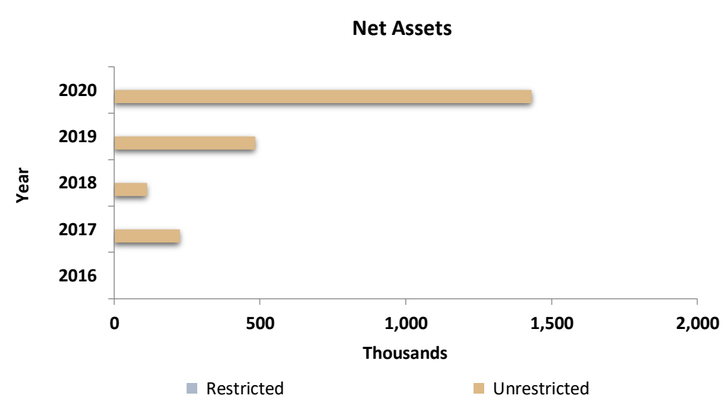


AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

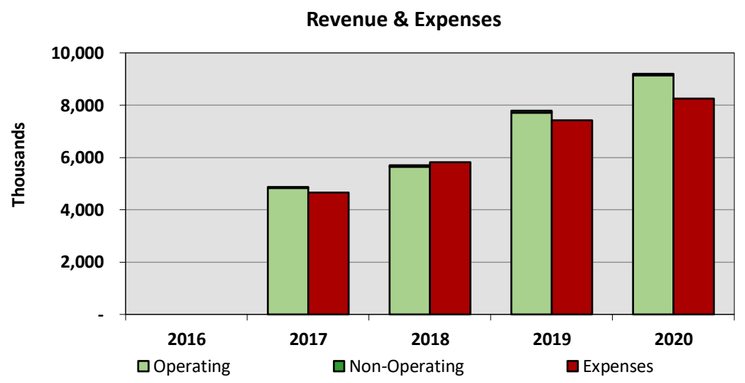
ASSETS					
Current Assets					
Cash and Cash Equivalents	-	659,448	238,266	876,779	2,413,029
Grants and Contracts Receivable	-	172,930	139,108	60,462	188,466
Prepaid Expenses	-	61,514	141,914	157,608	231,425
Other Current Assets	-	-	-	-	-
Total Current Assets	-	893,892	519,288	1,094,849	2,832,920
Non-Current Assets					
Property, Building and Equipment, net	-	935,837	1,446,247	1,498,452	1,700,787
Restricted Cash	-	25,020	50,093	75,254	75,386
Security Deposits	-	74,780	193,470	174,780	199,665
Other Non-Current Assets	-	-	-	-	-
Total Non - Current Assets	-	1,035,637	1,689,810	1,748,486	1,975,838
Total Assets	-	1,929,529	2,209,098	2,843,335	4,808,758
LIABILITIES and NET ASSETS					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	110,355	86,818	75,905	112,221
Accrued Payroll and Payroll Taxes	-	239,948	311,286	455,097	495,388
Due to Related Parties	-	369,423	530,985	337,612	-
Refundable Advances	-	29,178	4,395	17,986	-
Other Current Liabilities	-	284,490	311,100	131,099	471,791
Total Current Liabilities	-	1,033,394	1,244,584	1,017,699	1,079,400
Long-Term Liabilities					
Deferred Rent	-	671,100	851,100	1,342,201	1,491,300
Other Long-Term Liabilities	-	-	-	-	807,328
Total Long-Term Liabilities	-	671,100	851,100	1,342,201	2,298,628
Total Liabilities	-	1,704,494	2,095,684	2,359,900	3,378,028
NET ASSETS					
Unrestricted	-	225,035	113,414	483,435	1,430,730
Restricted	-	-	-	-	-
Total Net Assets	-	225,035	113,414	483,435	1,430,730
Total Liabilities and Net Assets	-	1,929,529	2,209,098	2,843,335	4,808,758

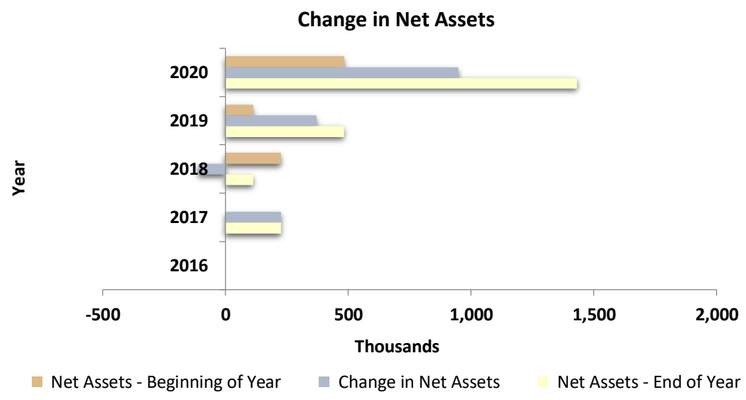




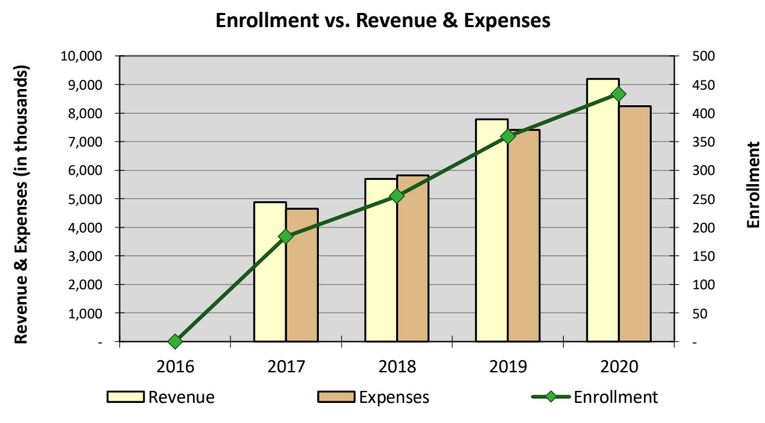
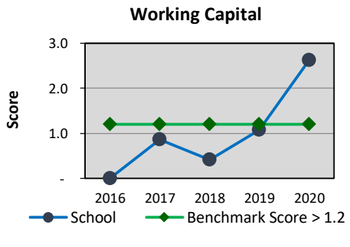
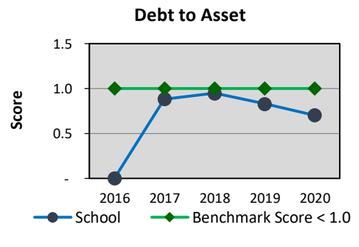
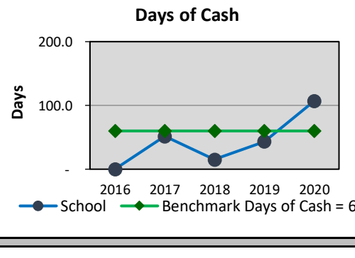
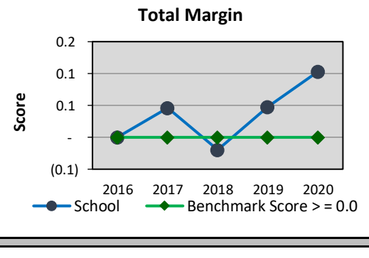
STATEMENT OF ACTIVITIES

OPERATING REVENUE					
State and Local Per Pupil Revenue - Reg. Ed	-	2,653,592	3,658,644	5,438,485	6,866,744
State and Local Per Pupil Revenue - SPED	-	529,937	704,991	996,781	1,147,813
State and Local Per Pupil Facilities Revenue	-	360,000	540,000	720,000	900,000
Federal Grants	-	645,842	387,003	193,153	187,735
State and City Grants	-	228,086	19,382	26,945	34,178
Other Operating Income	-	421,550	331,200	331,200	-
Total Operating Revenue	-	4,839,007	5,641,220	7,706,564	9,136,470
EXPENSES					
Program Services					
Regular Education	-	2,469,503	3,160,713	4,310,944	4,431,439
Special Education	-	1,437,859	1,718,685	2,064,253	2,467,029
Other Expenses	-	86,912	147,840	112,320	97,844
Total Program Services	-	3,994,274	5,027,238	6,487,517	6,996,312
Supporting Services					
Management and General	-	653,691	771,754	914,721	1,240,535
Fundraising	-	4,282	13,292	14,340	10,699
Total Support Services	-	657,973	785,046	929,061	1,251,234
Total Expenses	-	4,652,247	5,812,284	7,416,578	8,247,546
Surplus/Deficit from Operations	-	186,760	(171,064)	289,986	888,924
SUPPORT AND OTHER REVENUE					
Interest and Other Income	-	26,306	93	-	-
Contributions and Grants	-	11,969	59,350	79,869	58,234
Fundraising Support	-	-	-	-	-
Other Support and Revenue	-	-	-	166	-
Total Support and Other Revenue	-	38,275	59,443	80,035	58,234
Change in Net Assets	-	225,035	(111,621)	370,021	947,158
Net Assets - Beginning of Year	-	-	225,035	113,414	483,435
Net Assets - End of Year	-	225,035	113,414	483,435	1,430,593





RATIOS, BENCHMARKS and FINDINGS

FISCAL ANALYSIS

REVENUE & EXPENSE BREAKDOWN					
Revenue - Per Pupil					
Operating	-	26,299	22,122	21,467	21,052
Support and Other Revenue	-	208	233	223	134
Total Revenue	-	26,507	22,356	21,690	21,186
Expenses - Per Pupil					
Program Services	-	21,708	19,715	18,071	16,121
Mangement and General, Fundraising	-	3,576	3,079	2,588	2,883
Total Expenses	-	25,284	22,793	20,659	19,004
% of Program Services	0.0%	85.9%	86.5%	87.5%	84.8%
% of Management and Other	0.0%	14.1%	13.5%	12.5%	15.2%
% of Revenue Exceeding Expenses	0.0%	4.8%	-1.9%	5.0%	11.5%
FINANCIAL COMPOSITE SCORE					
Composite Score	-	0.85	(0.18)	1.18	1.41
BENCHMARK and FINDING: Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 / Needs Monitoring; -1.0 - 0.9	-	Needs Monitoring	Needs Monitoring	Adequate	Adequate
WORKING CAPITAL					
Net Working Capital	-	(139,502)	(725,296)	77,150	1,753,520
Working Capital (Current) Ratio	-	0.9	0.4	1.1	2.6
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	-	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Meets Standard
DEBT TO ASSET					
Debt to Asset Ratio	-	0.9	0.9	0.8	0.7
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard
CASH POSITION					
Days of Cash	-	51.7	15.0	43.1	106.8
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	-	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Meets Standard
TOTAL MARGIN					
Total Margin Ratio	-	0.0	(0.0)	0.0	0.1
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	-	Meets Standard	Does Not Meet Standard	Meets Standard	Meets Standard