Application: Growing Up Green Charter School I

Nancy Wong - wong@gugcs.org
2022-2023 Annual Report

Summary

ID: 0000000050
Last submitted: Nov 1 2023 04:47 PM (EDT)
Labels: Board of Regents

Entry 1 School Info and Cover Page

Completed - Aug 1 2023

Instructions

Required of ALL Charter Schools

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

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2022-2023 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) <u>before</u> all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2023)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

GROWING UP GREEN CHARTER SCHOOL 800000063974

a1. Popular School Name

Growing Up Green Charter School I

b. CHARTER AUTHORIZER (As of June 30th, 2023)

Please select the correct authorizer as of June 30, 2023 or you may not be assigned the correct tasks.

BOARD OF REGENTS

c. School Unionized

Is your charter school unionized?

No

d. DISTRICT / CSD OF LOCATION

CSD #30 - QUEENS

e. Date of Approved Initial Charter

Dec 15 2008

f. Date School First Opened for Instruction

Sep 8 2009

g. Approved School Mission and Key Design Elements

(Regents, NYCDOE and Buffalo BOE authorized schools only)

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

Key Design Elements

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

2. Mornings Meeting and Circle of Power and Respect - The day begins in both our elementary school and middle school with a community-building tool aligned with the Responsive Classroom and Development Design Principles. These practices result in a safe and inclusive environment with engaged students where teaching and learning are strengthened. In the elementary school, the day begins with a morning meeting in all classrooms. The four components of morning meeting are a greeting, an activity, a share, and news/announcements. Morning meeting is an excellent tool to build community in classrooms, to informally assess skills in student games and activities, and to gauge the emotional state of the class before the academic day begins.

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

to know each other better.

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

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

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

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

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

6. A Robust Special Education Program - GUGCS has had success in recruiting and retaining students with disabilities and is on parexceeds with CSD 30. This is due, in part, to our comprehensive special education program which includes at least one Integrated Co-Teaching Classroom (ICT) on each grade, K through 5th, a 12:1:1 K-1 Bridge Class, and one or two ICT classes per subject area (ELA, Math, Science, and Social Studies) in grades 6-8. We also have robust special education staffing model which includes a Director of Support Services and Intervention in both the elementary and middle school and an IEP Learning Specialist Coordinator in the both the elementary and middle school. There are also 64 learning specialists (certified special education teachers) and a speech and language therapist in the elementary school and 62 learning specialists in the middle school. The Support Services team in each school is supported by social work and counseling staff, including the Behavior and Student Life Coordinator and Deans of Students in the elementary school and and a Dean of Students and Behavior at the middle school.

7. Middle School Advisory - A unique element of our middle school curriculum is Advisory. Every morning, students meet in small cohorts of approximately 15 students to participate in advisory periods. These advisory periods are facilitated by an advisory mentor, who is a member of the GUGCS staff. The advisory mentor's role in a student's academic life is one that specifically builds the kind of trust and adult connection that have been identified as key traits of responsive and high functioning middle schools. The Advisory Periods are an important component of our school mission as we provide emotional and socials skills support in addition to strong academic classes. Advisory periods provide students formal opportunities to focus with the advisory mentor and peers on (1) social and emotional development; (2) character education and leadership and (3) their transition from elementary school to middle school (6th grade) and the transition from middle to high school (7th/8th grades).

h. School Website Address

https://www.gugcs.org

i. Total Approved Charter Enrollment for 2022-2023 School Year

849

j. Total Enrollment on June 30, 2023 - excluding Pre-K program enrollment

782

k. Grades Served

Grades served during the 2022-2023 school year (exclude Pre-K program students):

Use the CTRL button to select multiple grades to accurately capture every grade level served.

Responses Selected:

k
1
2
3
4
5
6
7
8

l. Charter Management Organization

Do you have a [Charter Management Organization](#)?

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2023-2024?

	Yes, 2 sites

School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for previous year (K-5, 6-9, etc.)	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	39-27 28th St., Long Island City, NY 11101	347-642-5306 Ext. 1	NYC CSD 30	K-5	K-5	No

m1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Anabel Schmelz	School Leader	347-642-4306		schmelz@gugcs.org
Operational Leader	Steve Viola	Managing Director of Operations	347-642-4306		viola@gugcs.org
Compliance Contact	Steve Viola	Managing Director of Operations	347-642-4306		viola@gugcs.org
Complaint Contact	Matthew Greenberg	Founder and Executive Director	347-642-4306		greenberg@gugcs.org
DASA Coordinator	Bari Mimoun	School Counselor	347-642-4306		mimoun@gugcs.org
Phone Contact for After Hours Emergencies	Matthew Greenberg	Founder and Executive Director	646-263-4931		greenberg@gugcs.org

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

Private Space

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

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

Certificate of Occupancy and Fire Inspection.   Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2023.

- **Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024, submit a current fire inspection certificate.**
- **If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2023.**

Site 1 Certificate of Occupancy (COO)

G1 ES Certificate of Occupancy.pdf

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

Site 1 Fire Inspection Report

This is required, marked optional for administrative purposes.

G1 ES Fire Inspection.pdf

Filename: G1 ES Fire Inspection.pdf **Size:** 189.5 kB

School Site 2

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m2. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for previous year (K-5, 6-9, etc.)	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	34-12 10th St., Long Island City, NY 11106	(347) 642-4306	NYC CSD 30	new building	6-8	yes

m2a. Please provide the contact information for Site 2.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Leticha Fraser	School Leader	347-642-4306		fraser@gugcs.org.
Operational Leader	Steve Viola	Managing Director of Operations	347-642-4306		viola@gugcs.org
Compliance Contact	Steve Viola	Managing Director of Operations	347-642-4306		viola@gugcs.org
Complaint Contact	Matthew Greenberg	Founder and Executive Director	347-642-4306		greenberg@gugcs.org
DASA Coordinator	Alison Rosen	School Counselor	347-642-4306		rosen@gugcs.org
Phone Contact for After Hours Emergencies	Matthew Greenberg	Founder and Executive Director	347-642-4306	██████████	greenberg@gugcs.org

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

Private Space

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

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 2 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2023.

- **Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024, submit a current fire inspection certificate.**
- **If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2023.**

Site 1 Certificate of Occupancy (COO)

G1 MS Certificate of Occupancy (10th Street).pdf

Filename: G1 MS Certificate of Occupancy (10th Street).pdf **Size:** 32.7 kB

Site 2 Fire Inspection Report

This is required, marked optional for administrative purposes.

G1 MS Fire Inspection.pdf

Filename: G1 MS Fire Inspection.pdf **Size:** 190.7 kB

n. List of owned, rented, leased facilities <u>not used</u> to educate students

Separate by semi-colon (;)

> None.

CHARTER REVISIONS DURING THE 2022-2023 SCHOOL YEAR

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o. Were there any revisions to the school's charter during the 2022-2023 school year? (Please include approved or pending material and non-material charter revisions).

Please note, listing the revisions here does not constitute a request. Schools are advised to seek revision requests through their authorizer directly.

No

ATTESTATIONS

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

Name	Nancy Wong
Position	Director of Assessment
Phone/Extension	516-983-9394
Email	wong@gugcs.org

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

Responses Selected:

Yes

As outlined in ENTRY 10:

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

Responses Selected:

Yes

Signature, Head of Charter School

Signature, President of the Board of Trustees

Thank you.

Entry 2 Links to Critical Documents on School Website

Completed - Aug 1 2023

Instructions

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

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

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

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

Form for Entry 2 Links to Critical Documents on School Website

School Name: Growing Up Green Charter School I

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

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

[New York State Report Card](#)

[Emergency Response Plan Memo](#)

[NYSED Subject Matter List](#)

	Link to Documents
1. Current Annual Report (i.e., 2022-2023 Annual Report)	https://www.gugcs.org/apps/pages/index.jsp?dir=NYSED%20Annual%20Reports/GUG%20I/2022-2023&uREC_ID=209356&type=d&pREC_ID=409549&pageIdx=1
2. Board meeting notices, agendas and documents	https://www.gugcs.org/apps/pages/index.jsp?dir=Growing%20Up%20Green%20Charter%20Schools%20Board%20Minutes/GUGCS%20Minutes/SY%202022-2023&uREC_ID=209358&type=d&pageIdx=1
3. New York State School Report Card	https://www.gugcs.org/apps/pages/index.jsp?uREC_ID=209356&type=d&termREC_ID=&pREC_ID=860859
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	https://www.gugcs.org/pdf/GUGCS%20All%20Schools%20Discipline%20Policies_%20Law%20Violation_%20DASA_%20_%20Formal%20Complaint%20_Updated%209_28_22_.pdf
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo	https://www.gugcs.org/apps/pages/index.jsp?uREC_ID=209356&type=d&termREC_ID=&pREC_ID=860864
6. Authorizer-approved FOIL Policy	https://www.gugcs.org/apps/pages/index.jsp?uREC_ID=209356&type=d&termREC_ID=&pREC_ID=860895
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	https://www.gugcs.org/apps/pages/index.jsp?uREC_ID=209356&type=d&termREC_ID=&pREC_ID=860895

Thank you.

Entry 3 Progress Toward Goals

Completed - Nov 1 2023

Instructions

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

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023.**

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

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

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

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 1, 2023.

1. ACADEMIC STUDENT PERFORMANCE GOALS

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

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023.**

2022-2023 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1	Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 3rd—8th graders', who have been enrolled at the school on BEDS day for at least two consecutive years, performing at or above Level 3 on the New York State ELA examination.	New York State Testing Program In Spring 2022, 49.3% of all 3rd-8th graders, who have been enrolled at the school on BEDS day for at least two consecutive years, performed at or above Level 3 on the ELA exam. In Spring 2023, 50.6% of all 3rd-8th graders (enrolled on BEDS day for at least two consecutive years) performed at or above Level 3 on the ELA exam.	Met	
Academic Goal 2	Each year, each subgroup of students will meet the safe harbor (SH) target on the NYS ELA exam set forth in the NYS ESSA accountability system.	New York State Education Department Report Card	Unable to Assess	Results not available by November 1st

| Academic Goal 3 | Each year, 75% of all tested students (Grades K-5) who have been enrolled in GUGCS for at least two consecutive BEDS dates will perform at or above grade level on the Fountas and Pinnell Benchmark Assessment System. | Fountas and Pinnell Benchmark Assessment System

1st Graders (not met) - 52.94% of all tested 1st graders are reading at or above grade level

2nd Graders (not met) - 62.26% of all tested 2nd graders are reading at or above grade level

3rd Graders (not met) - 57.58% of all tested 3rd graders are reading at or above grade level

4th Graders (not met) - 46.38% of all tested 4th graders are reading at or above grade level

5th Graders (not met) - 54.17% of all tested 5th graders are reading at or above grade level

All students (1-5) - not met --> 54.34% of all tested 1st-5th graders are reading at or above grade level | Not Met | - Starting small-group reading instruction in the third week of school as opposed to late November as we did in years past.

- Reviewing and revising our ELA curriculum to include rigorous texts, prioritize independent reading, and give ample opportunities to write responses to literature.

- Providing as-often-as weekly coaching support to our teaching staff.

- Reducing the number of F&P testing windows from 6 to 4 in order to maximize instructional time in phonics and small-group reading instruction

- Re-designing our ELL program so that students receive support both from their homeroom teachers and school-wide ELL teachers in a specific language learning class.

- Training a |

				significant portion of our staff in Sheltered Instruction Observation Protocol (SIOP) so that we can best support our over 150 Language Learners (more than 20% of our student population) - Focus on early literacy including using the CKLA standards for phonics, a scope and sequence of accountability with games and activities aligned to ensure we are taking research based approaches - Integration of literacy skills within our current EdTime and Sustainability curriculum to ensure students are seeing, hearing and practicing all day and not in isolation
Academic Goal 4	Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 3rd—8th graders', who have been enrolled at the school on BEDS day for at least two consecutive years,	New York State Testing Program In Spring 2022, 40.5% of all 3rd-8th graders, who have been enrolled at the school on BEDS day for at least two consecutive years, performed at or above Level 3 on the Math exam.	Met	

	performing at or above Level 3 on the New York State Mathematics examination.	In Spring 2023, 50.5% of all 3rd-8th graders (enrolled on BEDS day for at least two consecutive years) performed at or above Level 3 on the Math exam.		
Academic Goal 5	Each year, each subgroup of students will meet the safe harbor (SH) target on the NYS Math exam set forth in the NYS ESSA accountability system.	New York State Education Department Report Card	Unable to Assess	Results not available by November 1st
Academic Goal 6	Each year, 50% of all Grade 8 students who took Algebra I in Grade 8 and were enrolled in GUGCS for at least two consecutive BEDS dates, will pass the Algebra I New York State Regents Exam with at least a score of 70.	New York State Regents Exam - Algebra I 31.9% of our 8th grade students who were enrolled at GUGCS for at least 2 years passed the Algebra I Regents exam with at least a score of 70.	Not Met	- STEM Coordinator will work with 8th Grade Algebra teachers on planning, data analysis and spaces to support small group instruction - Use of the online curriculum Desmos for instruction - Purchase IXL.com to provide targeted support on skills students need
Academic Goal 7	Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 4th graders, who have	New York State Testing Program	Unable to Assess	In Spring 2023, 4th grade science test was not available due to the shift towards 5th grade science exams in Spring 2024.

	been enrolled at the school on BEDS day for at least two consecutive years, performing at or above Level 3 on the New York State Science examination.			
Academic Goal 8	Throughout the course of the school's next charter term, the school will show progress towards 75 percent of 8th graders, who have been enrolled at the school on BEDS day for at least two consecutive years, passing the Living Environment Regents exam with a score of at least 65.	New York State Regents Exam - Living Environment 46.3% of our 8th grade students who were enrolled at GUGCS for at least 2 years passed the Living Environment Regents exam with at least a score of 65.	Not Met	- Administer mock Regents exams so students have exposure to the test - Mock Regents exams will support teachers in assessing student progress toward standard mastery - Purchase of Gizmos as an online tool for lab practice
Academic Goal 9	Each year, the percent of all tested students in each grade level, 3rd-8th, who perform at or above Level 3 on the NYS ELA exam will be greater than the percent of all students in CSD 30 in the same tested grade who perform at or above Level 3. This will be measured by an analysis of performance compared to CSDs	New York State Testing Program 45.6% of GUG 3rd graders were proficient on the 2023 ELA exam as compared to 51.6% of students in CSD30. 53.2% of GUG 4th graders were proficient on the 2023 ELA exam as compared to 61.6% of students in CSD30.	Not Met	Elementary School Efforts: - Starting small-group reading instruction in the third week of school as opposed to late November as we did in years past. - Reviewing and revising our ELA curriculum to include rigorous texts, prioritize independent reading, and give ample opportunities to write responses to

conducted by NYCDOE.	50.0% of GUG 5th graders were proficient on the 2023 ELA exam as compared to 58.3% of students in CSD30. 40.8% of GUG 6th graders were proficient on the 2023 ELA exam as compared to 56.2% of students in CSD30. 51.3% of GUG 7th graders were proficient on the 2023 ELA exam as compared to 59.5% of students in CSD30. 48.2% of GUG 8th graders were proficient on the 2023 ELA exam as compared to 65.3% of students in CSD30.			literature. - Providing as-often-as weekly coaching support to our teaching staff. - Reducing the number of F&P testing windows from 6 to 4 in order to maximize instructional time in phonics and small-group reading instruction - Re-designing our ELL program so that students receive support both from their homeroom teachers and school-wide ELL teachers in a specific language learning class. - Training a significant portion of our staff in Sheltered Instruction Observation Protocol (SIOP) so that we can best support our over 150 Language Learners (more than 20% of our student population) - Focus on early literacy including using the CKLA standards for phonics, a scope and sequence of accountability with games and activities aligned to ensure we are taking research based approaches - Integration of

				literacy skills within our current EdTime and Sustainability curriculum to ensure students are seeing, hearing and practicing all day and not in isolation
				Middle School Efforts:
				- Hiring of a Humanities Coordinator to coach teachers, analyze student progress and assist in creating plans of action
				- Conduct monthly meetings with ICT teachers, Director of Support Services and the STEM Coordinator to discuss/create plans to meet the needs of students with IEP/students who are struggling.
				- Analysis of our scope and sequence to ensure that our flow of instruction best meets the needs of the students.
				- Use of IXL to target standards that students are struggling to master
Academic Goal 10	Each year, the percent of all tested students in each grade level, 3rd-8th,	New York State Testing Program

44.1% of GUG 3rd | Not Met | Elementary School Efforts:
- Collecting unit assessment data in |

who perform at or above Level 3 on the NYS Math exam will be greater than the percent of all students in CSD 30 in the same tested grade who perform at or above Level 3. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE.	graders were proficient on the 2023 Math exam as compared to 59.7% of students in CSD30. 41.4% of GUG 4th graders were proficient on the 2023 Math exam as compared to 56.2% of students in CSD30. 57.1% of GUG 5th graders were proficient on the 2023 Math exam as compared to 55.2% of students in CSD30. 42.0% of GUG 6th graders were proficient on the 2023 Math exam as compared to 52.2% of students in CSD30. 43.4% of GUG 7th graders were proficient on the 2023 Math exam as compared to 56.7% of students in CSD30.		Edulastic so that we can respond in a more timely manner and provide regular data cycles to meet student and teacher needs. - Vertically-aligned math curricula from grades K-5 - Increased opportunities for student work analysis using rubrics aligned to the state exam - A complete audit of our math manipulative materials in each classroom. - Included a math routines block in the schedule to ensure students are investigating and understanding basic math routines/strategies. Middle School Efforts: - Hiring of a STEM Coordinator to coach teachers, analyze student progress and assist in creating plans of action - Conduct monthly meetings with ICT teachers, Director of Support Services and the STEM Coordinator to discuss/create plans

				to meet the needs of students with IEP/students who are struggling. - Analysis of our scope and sequence to ensure that our flow of instruction best meets the needs of the students. - Use of IXL.com in small groups, and strategy groups to increase mastery in standards
		27 / 64		

2. Do have more academic goals to add?

Yes

2022-2023 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	2019-2020 progress toward attainment of goal Met/Not Met/Unable to Assess During Due to Closure
Academic Goal 11	Each year, each 3rd through 8th grade-level cohort of students (i.e. students who have been enrolled at the School for at least 2 consecutive BEDS dates) will reduce by one-quarter the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75% at or above Level 3 on the current year's NYS ELA exam. If the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's NYS ELA exam, the grade level cohort is expected to demonstrate some growth (above 75 percent) in the current year.	New York State Testing Program 3rd grade students (2-year cohort) did not reduce the one-quarter gap between Spring 2022 (proficient at 45.7%) and Spring 2023 (proficient at 44.3%) on the ELA exam 4th grade students (2-year cohort) reduced the one-quarter gap between Spring 2022 (proficient at 47.9%) and Spring 2023 (proficient at 55.9%) on the ELA exam 5th grade students (2-year cohort) reduced the gap between Spring 2022 (proficient at 28.8%) and Spring 2023 (proficient at 55.0%) on the ELA exam 6th grade students (2-year cohort) did	Not Met	Elementary School Efforts: - Starting small-group reading instruction in the third week of school as opposed to late November as we did in years past. - Reviewing and revising our ELA curriculum to include rigorous texts, prioritize independent reading, and give ample opportunities to write responses to literature. - Providing as-often-as weekly coaching support to our teaching staff. - Reducing the number of F&P testing windows from 6 to 4 in order to maximize instructional time in phonics and small-group reading instruction - Re-designing our ELL program so that

		not reduce the gap between Spring 2022 (proficient at 57.1%) and Spring 2023 (proficient at 42.6%) on the ELA exam 7th grade students (2-year cohort) did not reduce the gap between Spring 2022 (proficient at 61.5%) and Spring 2023 (proficient at 55.0%) on the ELA exam 8th grade students (2-year cohort) did not reduce the gap between Spring 2022 (proficient at 58.6%) and Spring 2023 (proficient at 50.8%) on the ELA exam		students receive support both from their homeroom teachers and school-wide ELL teachers in a specific language learning class. - Training a significant portion of our staff in Sheltered Instruction Observation Protocol (SIOP) so that we can best support our over 150 Language Learners (more than 20% of our student population) - Focus on early literacy including using the CKLA standards for phonics, a scope and sequence of accountability with games and activities aligned to ensure we are taking research based approaches - Integration of literacy skills within our current EdTime and Sustainability curriculum to ensure students are seeing, hearing and practicing all day and not in isolation Middle School Efforts: - Hiring of a Humanities Coordinator to coach teachers, analyze student progress

				and assist in creating plans of action - Conduct monthly meetings with ICT teachers, Director of Support Services and the STEM Coordinator to discuss/create plans to meet the needs of students with IEP/students who are struggling. - Analysis of our scope and sequence to ensure that our flow of instruction best meets the needs of the students. - Use of IXL to target standards that students are struggling to master
Academic Goal 12	Each year, each 3rd through 8th grade-level cohort of students (i.e. students who have been enrolled at the School for at least 2 consecutive BEDS dates) will reduce by one-quarter the gap between the average NCE score on the previous year's FastBridge Reading exam and an NCE of 50 for the current year's FastBridge exam by grade. If the average NCE score	FastBridge Learning - aReading assessment 3rd grade students (2-year cohort) reduced the one-quarter gap between Spring 2022 (NCE of 43) and Spring 2023 (NCE of 56) on the FastBridge aReading assessment. 4th grade students (2-year cohort) did not reduce the one-quarter gap between Spring 2022 (NCE of	Not Met	Elementary School Efforts: - Starting small-group reading instruction in the third week of school as opposed to late November as we did in years past. - Reviewing and revising our ELA curriculum to include rigorous texts, prioritize independent reading, and give ample opportunities to write responses to literature.

of a grade level cohort exceeded an NCE of 50 on the previous year's FastBridge Reading exam, the grade level cohort is expected to demonstrate some growth above an average NCE score of 50 in the current year.

54) and Spring 2023 (NCE of 49) on the FastBridge aReading assessment.

5th grade students (2-year cohort) reduced the one-quarter gap between Spring 2022 (NCE of 42) and Spring 2023 (NCE of 54) on the FastBridge aReading assessment.

6th grade students (2-year cohort) did not reduce the one-quarter gap between Spring 2022 (NCE of 51) and Spring 2023 (NCE of 47) on the FastBridge aReading assessment.

7th grade students (2-year cohort) did not reduce the one-quarter gap between Spring 2022 (NCE of 43) and Spring 2023 (NCE of 47) on the FastBridge aReading assessment.

8th grade students (2-year cohort) did not reduce the one-quarter gap between Spring 2022 (NCE of 44) and Spring 2023 (NCE of 42) on the

- Providing as-often-as weekly coaching support to our teaching staff.
- Reducing the number of F&P testing windows from 6 to 4 in order to maximize instructional time in phonics and small-group reading instruction
- Re-designing our ELL program so that students receive support both from their homeroom teachers and school-wide ELL teachers in a specific language learning class.
- Training a significant portion of our staff in Sheltered Instruction Observation Protocol (SIOP) so that we can best support our over 150 Language Learners (more than 20% of our student population)
- Focus on early literacy including using the CKLA standards for phonics, a scope and sequence of accountability with games and activities aligned to ensure we are taking research based approaches
- Integration of literacy skills within

		FastBridge aReading assessment.		our current EdTime and Sustainability curriculum to ensure students are seeing, hearing and practicing all day and not in isolation Middle School Efforts: - Hiring of a Humanities Coordinator to coach teachers, analyze student progress and assist in creating plans of action - Conduct monthly meetings with ICT teachers, Director of Support Services and the STEM Coordinator to discuss/create plans to meet the needs of students with IEP/students who are struggling. - Analysis of our scope and sequence to ensure that our flow of instruction best meets the needs of the students. - Use of IXL to target standards that students are struggling to master
Academic Goal 13	Students (K-5) who remained in the school for the entire year will on average show at least 3	Fountas and Pinnell Benchmark Assessment System The following	Not Met	- Focus on early literacy including using the CKLA standards for phonics, a scope

	levels of growth on the Fountas and Pinnell Benchmark Assessment System between September and June of each school year.	percentages note each grade of students who showed, on average, at least 3 levels of growth on the F&P Assessment between September 2022 and June 2023.

Kindergarten - 21.74%

1st grade - 73.85%

2nd grade - 81.94%

3rd grade - 72.84%

4th grade - 33.75%

5th grade - 63.75%

K-5: 59.91% of all tested students showed at least 3 levels of growth | | and sequence of accountability with games and activities aligned to ensure we are taking research based approaches.

- Starting small-group reading instruction in the third week of school as opposed to late November as we did in years past.

- Reducing the number of F&P testing windows from 6 to 3 in order to maximize instructional time in phonics and small-group reading instruction

- Re-designing our ELL program so that students receive support both from their homeroom teachers and school-wide ELL teachers in a specific language learning class. |
| Academic Goal 14 | Each year, each 3rd through 8th grade-level cohort of students (i.e. students who have been enrolled at the School for at least 2 consecutive BEDS dates) will reduce by one-quarter the gap between the percent | New York State Testing Program

3rd grade students (2-year cohort) did not reduce the one-quarter gap between Spring 2022 (proficient at 58.8%) and Spring 2023 (proficient at 47.7%) | Not Met | Elementary School Efforts:
- Collecting unit assessment data in Edulastic so that we can respond in a more timely manner and provide regular data cycles to meet student and teacher needs. |

| | at or above Level 3 on the previous year's State Math exam and 75% at or above Level 3 on the current year's NYS Math exam. If the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's NYS Math exam, the grade level cohort is expected to demonstrate some growth (above 75 percent) in the current year. | on the Math exam

4th grade students (2-year cohort) did not reduce the one-quarter gap between Spring 2022 (proficient at 56.3%) and Spring 2023 (proficient at 51.7%) on the Math exam

5th grade students (2-year cohort) reduced the gap between Spring 2022 (proficient at 37.7%) and Spring 2023 (proficient at 62.9%) on the Math exam

6th grade students (2-year cohort) reduced the gap between Spring 2022 (proficient at 23.9%) and Spring 2023 (proficient at 45.7%) on the Math exam

7th grade students (2-year cohort) reduced the gap between Spring 2022 (proficient at 18.8%) and Spring 2023 (proficient at 44.3%) on the Math exam | | - Vertically-aligned math curricula from grades K-5
- Increased opportunities for student work analysis using rubrics aligned to the state exam
- A complete audit of our math manipulative materials in each classroom.
- Included a math routines block in the schedule to ensure students are investigating and understanding basic math routines/strategies.

Middle School Efforts:
- Hiring of a STEM Coordinator to coach teachers, analyze student progress and assist in creating plans of action
- Conduct monthly meetings with ICT teachers, Director of Support Services and the STEM Coordinator to discuss/create plans to meet the needs of students with IEP/students who are struggling.
- Analysis of our scope and sequence to ensure |
|---|---|---|---|---|

				that our flow of instruction best meets the needs of the students. - Use of IXL.com in small groups, and strategy groups to increase mastery in standards
Academic Goal 15	Each year, each 3rd through 8th grade-level cohort of students (i.e. students who have been enrolled at the School for at least 2 consecutive BEDS dates) will reduce by one-quarter the gap between the average NCE score on the previous year's FastBridge Math exam and an NCE of 50 for the current year's FastBridge exam by grade. If the average NCE score of a grade level cohort exceeded an NCE of 50 on the previous year's FastBridge Math exam, the grade level cohort is expected to demonstrate some growth above an average NCE score of 50 in the current year.	FastBridge Learning - aMath assessment 3rd grade students (2-year cohort) reduced the one-quarter gap between Spring 2022 (NCE of 48) and Spring 2023 (NCE of 49) on the FastBridge aMath assessment. 4th grade students (2-year cohort) did not reduce the one-quarter gap between Spring 2022 (NCE of 46) and Spring 2023 (NCE of 43) on the FastBridge aMath assessment. 5th grade students (2-year cohort) reduced the one-quarter gap between Spring 2022 (NCE of 37 and Spring 2023 (NCE of 51) on the FastBridge aMath assessment. 6th grade students (2-year cohort) did not reduce the one-quarter gap between	Not Met	Elementary School Efforts: - Collecting unit assessment data in Edulastic so that we can respond in a more timely manner and provide regular data cycles to meet student and teacher needs. - Vertically-aligned math curricula from grades K-5 - Increased opportunities for student work analysis using rubrics aligned to the state exam - A complete audit of our math manipulative materials in each classroom. - Included a math routines block in the schedule to ensure students are investigating and understanding basic math routines/strategies. Middle School Efforts:

		Spring 2022 (NCE of 50) and Spring 2023 (NCE of 44) on the FastBridge aMath assessment. 7th grade students (2-year cohort) did not reduce the one-quarter gap between Spring 2022 (NCE of 51) and Spring 2023 (NCE of 40) on the FastBridge aMath assessment. 8th grade students (2-year cohort) did not reduce the one-quarter gap between Spring 2022 (NCE of 51) and Spring 2023 (NCE of 35) on the FastBridge aMath assessment.		- Hiring of a STEM Coordinator to coach teachers, analyze student progress and assist in creating plans of action - Conduct monthly meetings with ICT teachers, Director of Support Services and the STEM Coordinator to discuss/create plans to meet the needs of students with IEP/students who are struggling. - Analysis of our scope and sequence to ensure that our flow of instruction best meets the needs of the students. - Use of IXL.com in small groups, and strategy groups to increase mastery in standards
Academic Goal 16	Each year, the school will make AYP in Math, ELA and Science and will be deemed in "Good Standing" on its NYSED Report Card.	New York State Education Department Report Card	Unable to Assess	The NYSED Report Card no longer indicates whether or not a school has made (AYP).State Report Card.
Academic Goal 17				
Academic Goal 18				
Academic Goal 19				
Academic Goal 20				

3. Do have more academic goals to add?

No

4. ORGANIZATION GOALS

For the 2022-2023 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as "N/A".

2022-2023 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1	Each year, the school will have an average daily student attendance rate of at least 95%.	Growing Up Green uses PowerSchool, a Student Information System (SIS) to document daily attendance. The average daily student attendance rate at GUG was 89.6% for the 2022-23 school year.	Not Met	- Revise systems to monitor student attendance on a weekly basis. - Provide weekly follow-up phone calls, letters, and attendance meetings with families to support a collaborative effort to improve student attendance counts. - Hold monthly meetings to review attendance data and follow up with new strategies (as needed) to support student attendance.
Org Goal 2	Each year, 95% of all students enrolled on the last day of the school year will return the following September.	Enrollment Information	Not Met	GUG I will continue to work to increase student retention by heightening the quality of instruction and academic progress, improving school culture, and increasing engagement with the school's families and community.

Org Goal 3	Each year, the school will comply will all applicable laws, rules, regulations and contract terms including but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the Individuals with Disabilities Education Act and the Family Educational Rights and Privacy Act.	Board Policies and Meetings	Met	
Org Goal 4	Per the 2010 amendment to the Charter Schools Act, the school shall demonstrate good faith efforts to attract, retain, and meet or exceeded enrollment and retention targets as prescribed by the Board of Regents through the State Education of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program.	Enrollment and Retention Marketing	Met	
Org Goal 5	Per the charter agreement, each year, student	Enrollment Information	Met	

	enrollment will be at or within 15% below full enrollment as delineated in the approved renewal application. This will be measured each year by an analysis of student enrollment figures in ATS.			
Org Goal 6	Each year, the School will make progress towards meeting or surpassing the New York City averages in positive student, parent, and teacher responses in all areas of the survey including rigorous instruction, supportive environment, collaborative teachers, effective school leadership, strong family-community ties, and trust.	NYC School Survey	Unable to Assess	This is not applicable as the NYC School Survey indicators and survey metrics have changed.
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				

Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

No

6. FINANCIAL GOALS

2022-2023 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1	Each year, the School will undergo an independent financial audit that will result in an unqualified opinion and no major findings. A finding is "major" if it indicates a deliberate act of wrongdoing, reckless conduct or causes a loss of confidence in the abilities or integrity of the school or seriously jeopardizes the continued operation of the school.	Independent Financial Audit Findings	Met	
Financial Goal 2	Each year, the School will operate on a balanced budget and maintain a stable cash flow. A budget will be considered "balanced" if revenues equal or exceed expenditures.	Monthly and weekly financial statements are prepared, analyzed by the Director of Finance & Personnel and then distributed to the school admin and board of directors	Partially Met	
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

No

Thank you.

Entry 3 Accountability Plan Progress Reports

Incomplete - Hidden from applicant

Instructions

SUNY-Authorized Charter Schools ONLY- Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at Accountability Plan Progress Report. After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal, **and** into the SUNY Epicenter document management system by September 15, 2023.

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

Entry 4 - Audited Financial Statements

Completed - Nov 1 2023

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements and related documents in PDF format into the Annual Report Portal and into the SUNY Epicenter document management system no later than **November 1, 2023. SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

ALL Regents, NYCDOE, and Buffalo BOE-authorized charter schools must upload final, audited financial statements to the Annual Report Portal no later than **November 1, 2023**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a PDF file, ensuring that security features such as password protections are removed from all school uploaded documents.

PLEASE NOTE: This task appears as visible and optional task in the online portal until August 1 2023 but will be identified as a required task thereafter and due on November 1, 2023. This is a required task, and it is marked optional for administrative purposes only.

GUGCS Audited Financial Statement 2022-2023

Filename: GUGCS_Audited_Financial_Statement__IQVUZ7z.pdf **Size:** 598.6 kB

Entry 4a – Audited Financial Report Template (SUNY)

Incomplete - Hidden from applicant

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Statement Template" at http://www.newyorkcharters.org/fiscal/. After completing, schools must upload the document into the Annual Report Portal and into the SUNY Epicenter document management system no later than **November 1, 2023.**

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

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

Completed - Nov 1 2023

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

Regents-authorized schools must download and complete the Excel spreadsheet entitled "Audited Financial Report Template" from the online portal or the [2022-2023 Annual Reports](#) webpage. Upload the completed file in Excel format and submit by **November 1, 2023**.

Please complete one spreadsheet at the Education Corporation level and submit the same spreadsheet for each of the schools.

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

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

[Growing Up Green 1 FY23 Authorizer Audit Report v3](#)

Filename: Growing_Up_Green_1_FY23_Authorize_iP1qYth.xlsx **Size:** 74.5 kB

Entry 4c – Additional Financial Documents

Completed - Nov 1 2023

Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents and submit by **November 1, 2023**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the $750,000 Threshold."

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

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

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

[GUGCS Audited Financial Statement 2022-2023](#)

Filename: GUGCS_Audited_Financial_Statement__OhtQ12Z.pdf **Size:** 598.6 kB

[Escrow_GUG I](#)

Filename: Escrow_GUG_I.pdf **Size:** 60.7 kB

Entry 4d - Financial Contact Information

Completed - Nov 1 2023

Regents, NYCDOE, and Buffalo BOE authorized schools should enter financial contact information directly into the form within the portal by **November 1, 2023**.

Form for "Financial Contact Information"

1. School Based Fiscal Contact Information

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

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Gus Saliba	gsaliba@pkfod.com	914-381-8900	8

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

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm
	Charter School Business Management	Karen Daniels	237 West 35th Street, Suite 301, New York, NY 10001	kdaniels@csbm.com	646-448-8723	14

Entry 5 – Fiscal Year 2023-2024 Budget

Completed - Oct 31 2023

SUNY-authorized charter schools should download the 2023-2024 Budget and Quarterly Report Template and the 2023-2024 Budget Narrative Questionnaire from the SUNY website and upload the completed templates into the Annual Report Portal and into the Epicenter document management system. **Due November 1, 2023**.

Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY22 Budget using the 2023-2024 Budget Template into the Annual Report Portal or from the Annual Report website. **Due November 1, 2023**.

The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

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

GUG I FY24 SED Budget Template

Filename: GUG_I_FY24_SED_Budget_Template.xlsx **Size:** 48.5 kB

Entry 6 – Board of Trustees Disclosure of Financial Interest Form

Completed - Aug 1 2023

Required of ALL Charter Schools

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2022-2023 school year must complete and sign a Trustee Disclosure of Financial Interest Form is due on August 1, 2023. Acceptable signature formats include:

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

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2022-2023 school year completes the form.**

Charter schools **must** submit the latest version of the form. Forms completed from past years will not be accepted.

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

Davis - Annual Report Financial Disclosure Form - signed

Filename: Davis_-_Annual_Report_Financial_Di_VRohaVY.pdf **Size:** 494.9 kB

Freidberg - Annual Report Financial Disclosure Form - signed

Filename: Freidberg_-_Annual_Report_Financia_Xq0YZqL.pdf **Size:** 495.1 kB

Green - Annual Report Financial Disclosure Form - signed

Filename: Green_-_Annual_Report_Financial_Di_MLg5KHw.pdf **Size:** 493.4 kB

Greenberg - Annual Report Financial Disclosure Form - signed

Filename: Greenberg_-_Annual_Report_Financia_uZXZHEL.pdf **Size:** 511.0 kB

Hufane - Annual Report Financial Disclosure Form - signed

Filename: Hufane_-__Annual_Report_Financial__yOgYAz6.pdf **Size:** 317.1 kB

Levonen - Annual Report Financial Disclosure Form - signed

Filename: Levonen_-_Annual_Report_Financial__u63fzXq.pdf **Size:** 491.3 kB

Mason - Annual Report Financial Disclosure Form - signed

Filename: Mason_-_Annual_Report_Financial_Di_rri1UMe.pdf **Size:** 493.8 kB

Russotti - Annual Report Financial Disclosure Form - signed

Filename: Russotti_-_Annual_Report_Financial_gx0AVoa.pdf **Size:** 493.4 kB

Williams - Annual Report Financial Disclosure Form - signed

Filename: Williams_-_Annual_Report_Financial_TolwAoZ.pdf **Size:** 498.7 kB

Abecasis - Annual Report Financial Disclosure Form - signed

Entry 7 BOT Membership Table

Completed - Aug 1 2023

Instructions

Required of ALL charter schools

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

Entry 7 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.

2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information

   for all --VOTING and NON-VOTING-- trustees.

Authorizer:

Who is the authorizer of your charter school?

Board of Regents

1. 2022-2023 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Completed Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2022-2023
1	Peter Davis	██	Trustee/ Member	Finance	Yes	2	04/20/2021	06/30/2023	9
2	Mark Friedberg	██	Trustee/ Member	Academic	Yes	1	06/20/2023	06/30/2023	5 or less
3	Linda Green	██	Secretary	Academic	Yes	1	10/18/2022	06/30/2023	9
4	Marc Greenberg	██	Chair	Governance	Yes	3	07/01/2021	06/30/2023	11
5	Kiah Hufane	██	Trustee/ Member	Academic	Yes	2	02/16/2021	06/30/2023	9
6	Anne Levonen	██	Treasurer	Finance	Yes	2	04/20/2021	06/30/2023	10
7	Pastor Corwin Mason	██	Trustee/ Member	Academic	Yes	3	07/01/2021	06/30/2023	7
8	Kelly Russotti	██	Secretary	Governance	Yes	2	07/01/2021	06/30/2023	6
9	Danielle Williams	██	Trustee/ Member	Academic	Yes	1	09/20/2022	06/30/2023	9

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

Yes

1b. Board Member Information

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2022-2023
10	Mayan Abecasis	▮▮▮	Parent Rep	Academic	No	1	10/18/2022	06/30/2023	9
11									
12									
13									
14									
15									

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2023	10
b.Total Number of Members Added During 2022-2023	4
c. Total Number of Members who Departed during 2022-2023	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	10

3. Number of Board meetings held during 2022-2023

12

4. Number of Board meetings scheduled for 2023-2024

12

Total number of Voting Members on June 30, 2023:

9

Total number of Voting Members added during the 2022-2023 school year:

3

Total number of Voting Members who departed during the 2022-2023 school year:

0

Total Maximum Number of Voting members in 2022-2023, as set by the board in bylaws, resolution, or minutes:

9

Total number of Non-Voting Members on June 30, 2023:

1

Total number of Non-Voting Members added during the 2022-2023 school year:

1

Total number of Non-Voting Members who departed during the 2022-2023 school year:

0

Total Maximum Number of Non-Voting members in 2022-2023, as set by the board in bylaws, resolution or minutes:

1

Board members attending 8 or fewer meetings during 2022-2023

3

Thank you.

Entry 8 Board Meeting Minutes

Completed - Aug 1 2023

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

Schools must upload a complete set of monthly board meeting minutes (July 2022-June 2023), which should <u>match</u> the number of meetings held during the 2022-2023 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by **August 1, 2023**.

GUGCS Board Minutes (July 2022)

Filename: GUGCS_Board_Minutes_July_2022.pdf **Size:** 59.6 kB

GUGCS Board Minutes (August 2022)

Filename: GUGCS_Board_Minutes_August_2022.pdf **Size:** 61.8 kB

GUGCS Board Minutes (September 2022)

Filename: GUGCS_Board_Minutes_September_2022.pdf **Size:** 62.9 kB

GUGCS Board Minutes (October 2022)

Filename: GUGCS_Board_Minutes_October_2022.pdf **Size:** 61.0 kB

GUGCS Board Minutes (November 2022)

Filename: GUGCS_Board_Minutes_November_2022.pdf **Size:** 62.1 kB

GUGCS Board Minutes (December 2022)

Filename: GUGCS_Board_Minutes_December_2022.pdf **Size:** 55.4 kB

GUGCS Board Minutes (January 2023)

Filename: GUGCS_Board_Minutes_January_2023.pdf **Size:** 56.6 kB

GUGCS Board Minutes (February 2023)

Filename: GUGCS_Board_Minutes_February_2023.pdf **Size:** 58.7 kB

GUGCS Board Minutes (March 2023)

Filename: GUGCS_Board_Minutes_March_2023.pdf **Size:** 57.1 kB

GUGCS Board Minutes (April 2023)

Filename: GUGCS_Board_Minutes_April_2023.pdf **Size:** 55.2 kB

GUGCS Board Minutes (May 2023)

Filename: GUGCS_Board_Minutes_May_2023.pdf **Size:** 71.5 kB

GUGCS Board Minutes (June 2023)

Filename: GUGCS_Board_Minutes_June_2023.pdf **Size:** 61.8 kB

Entry 9 Enrollment & Retention

Completed - Aug 1 2023

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2022-2023 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2023-2024.

*SUNY-authorized charter schools

The education corporation must include a plan for the charter to meet or exceed enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program. See the enrollment and retention target calculator to find specific targets.

Entry 9 Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets (Attract)

	Describe Recruitment Efforts in 2022-2023	Describe Recruitment Plans in 2023-2024
Economically Disadvantaged	Our Director of Student Enrollment continued to manage and implement new practices around recruitment and retention efforts across all schools. In addition to hosting in-person/virtual open houses and tours throughout the school year, we hosted several outreach events at our school. Our teams also executed wide-ranging neighborhood outreach efforts, including several in-person visits to nearby Queensbridge and Ravenswood Public Housing. Included in this neighbohood outreach were several in-person visits to transitional housing shelters within District 30, where we were able to connect with many incoming migrant families and successfully enroll them in our school and welcome them into our community.	The Director of Student Enrollment will continue to strategically manage our practices around recruitment and retention efforts across all schools. Because of the success of our in-person and virtual events (open houses, tours, outreach events, neighborhood visits, etc.), we will continue these practices, especially in areas of District 30 where we find communities that are at an economic disadvantage (Queensbridge, Ravenswood, Transitional Housing Shelters, etc.). Through these ongoing efforts and relationships, along with our existing partnerships with community-based organizations focusing on at-risk youth/families, we will be able to continue to spread the information about our schools more widely throughout District 30.
English Language Learners	In order to recruit English Language Learners, our materials were translated, our ELL program was described, and our ELL Coordinator and teachers assisted with recruitment. We also had bilingual staff to help families with the application process, and these staff members participated in the weekly school tours for potential/prospective families. We continued to work with Community Based Organizations to recruit and cultivate our MLL population, and continued to have remote and in-person events in where multiple languages are spoken.	We will continue to recruit English Language Learners with translated materials and our bilingual staff will continue to play a huge role in helping our families with their application and enrollment process. Bilingual staff members will continue to participate in the weekly school tours for potential/prospective families, and we will continue to work with Community Based Organziations to reruit in the MLL population, as well as continue to have remote and in-person events in where multiple languages are spoken.

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

Good Faith Efforts To Meet Enrollment Retention Targets

	Describe Retention Efforts in 2022-2023	Describe Retention Plans in 2023-2024
Economically Disadvantaged	Growing Up Green has a diverse background of students from many economic backgrounds. We provided extra support services through our Special Education department, small classroom sizes which provided extra attention to students in need, as well as workshops for families around math, literacy and behavioral models to help solidify learning taught at school at home. We also continued to provide our families an open space to address their concerns and to be involved in our community. These opportunities included monthly parent association meetings, presence at Parent Teacher Organization meeting, and other communication methods (email, phone, etc).	Growing Up Green will continue to provide our families an open space to address their concerns and be involved in our community. This will include monthly parent association meetings, a presence at Parent Teacher Organization meeting and all other communication methods (email, phone, etc).
English Language Learners	Our ELL Coordinator and ELL teachers supported our growing population of limited English proficient students through a variety of techniques. GUGCS is a school where students and their families are known well by the faculty and staff and students do not fall through the cracks. We worked closely with community organizations to ensure families have the supports they need, and so their children can succeed. We provided our families an open space to address concerns and be involved in our community, which included monthly parent association meetings, daily morning meetings, and other communication methods (email, phone, etc). In	Growing Up Green will continue to provide our families an open space to address their concerns and be involved in our community. This includes monthly parent association meetings, daily morning meetings and any other communication method (email, phone, etc). Also utilizing the translation service and bilingual staff to accomplish this goal.

	addition, we have continued to utilize the DOE translation service and our own bilingual staff.	
Students with Disabilities	Regarding retention, GUGCS has a track record of strong student retention. Any student leaving the school is primarily due to family relocation. We have achieved this success by developing a close, supportive community among students, staff and families through regular communication and events such as orientations, family workshops, conferences, celebrations and performances. Moreover, the school retains students classified with disabilities through the scope of services it offers to serve a variety of student needs. For example, GUGCS provides at least one ICT class per grade. In addition, the special education services can be found throughout the school and offer speech and language therapy, occupational therapy, hearing services, counseling, and physical therapy.	GUGCS will continue to provide all of our families with the services they need - especially with IEP meetings, speech/language therapy, occupational therapy, hearing services, counseling and physical therapy.

Entry 10 – Teacher and Administrator Attrition

Completed - Aug 1 2023

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

A. TEACH System – Employee Clearance

Required of ALL Charter Schools

Charter schools must ensure that all prospective employees[1] receive clearance through the NYSED Office of School Personnel Review and Accountability (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel who are provided or assigned by the district of location, or related/contracted service providers**. After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

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

1. Emergency Conditional Clearances

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

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

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

[1] Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers**. See NYSED memorandum dated October 1, 2019 at http://www.nysed.gov/common/nysed/files/programs/charter-schools/employeefingerprintoct19.pdf or visit the NYSED website at: http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

Emergency Conditional Clearances

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

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

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

Attestation

Responses Selected:

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

Entry 11 Percent of Uncertified Teachers

Completed - Aug 1 2023

Instructions

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

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

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

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

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

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2023)	1
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	4
Total Category A: 5 or 30% whichever is less	5.0

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

	FTE Count
i. Mathematics	0
ii. Science	4
iii. Computer Science	0
iv. Technology	0
v. Career and Technical Education	0
Total Category B: not to exceed 5	4.0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2023)	5
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	0
Total Category C: not to exceed 5	5.0

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

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

	FTE Count
Total	14

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

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

	FTE Count
Total Category D	19

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	47

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	80

Thank you.

Entry 12 Organization Chart

Completed - Aug 1 2023

Instructions

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

Upload the 2022-2023 **Organization Chart.** The organization chart should be a graphic representation (A list will not be accepted.) and should include position titles and reporting (hierarchical) relationships. Employee names should **not** appear on the chart.

GUG I Org Chart (7

Filename: GUG_I_Org_Chart_7.30.23.pdf **Size:** 100.9 kB

Entry 13 School Calendar

Completed - Aug 1 2023

Instructions for submitting School Calendar

Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 1, 2023 submission. Charter schools must upload a final school calendar into the portal and may do so at any time but no later than **September 15, 2023**.

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

Board of Regents-authorized charter schools also are required to submit school calendars that clearly indicate the start and end date of the instructional year **AND** the number of instructional hours and/or instructional days for each month (also used to align to schools with extended days/years referenced in their mission statements/key design elements), See an example of a calendar showing the requested information. Schools **must** use a calendar format and ensure there is a monthly tally of instructional days.

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

GUGCS School Calendar (2023-24)

Filename: GUGCS_School_Calendar_2023-24_Aq0Z3Qz.pdf **Size:** 72.2 kB

Entry 14 Staff Roster

Completed - Aug 1 2023

INSTRUCTIONS

Required of Regents and NYCDOE-authorized Charter Schools ONLY

Please click on the MS Excel Faculty/Staff Roster Template and provide the following information for **ANY and ALL** instructional and non-instructional employees (all faculty and staff employed by the school during the 2022-2023 school year).

Use of the 2022-2023 Annual Report Faculty/Staff Roster Template is required. Each of the data elements, with the exception of the Notes, are required, and use of the drop-down options, when provided, is also required. **Reminders:** Please use the Notes section provided to add any additional information as deemed necessary. Failure to adhere to the guidelines and validations in the Faculty/Staff Roster Template will result in a resubmission of a fully corrected roster.

Here is the complete list of data elements in the roster template and an explanation of what information is required to correctly complete this task.

Roster Data Elements	Explanations
Authorizer **NOTE: MUST BE DONE FIRST**	**Select** your school's authorizer from the **drop-down list first**, before completing the roster.
School Name and Institution ID	**Select** your school's name from the **drop-down list**.
Faculty/Staff First Name	Enter the first name of the Faculty/Staff person.
Faculty/Staff Last Name	Enter the last name of the Faculty/Staff person.

TEACH ID	Enter the **7 digit TEACH ID** for the Faculty/Staff person.
Role in School	**Select** the best choice of role of the Faculty/Staff person from the **drop-down list**.
CPR/AED Certification Status	**Select** the appropriate choice from the **drop-down list**.
Hire Date	Enter the date that the Faculty/Staff person was hired.
Start Date	Enter the date that the Faculty/Staff person actually began employment in this school.
Total Years' Experience in this Role	Enter Total Years of Experience that the Faculty/Staff person has in their current role.
Total Years at this School	Enter the Total Years that the Faculty/Staff person has been employed in this school.
Out-of-Certification Justification	**Select** the appropriate choice from the **drop-down list**.
Subject Taught	**Select** the appropriate choice from the **drop-down list**.
Notes	Optional

G1 Faculty & Staff Roster (2022-23)

Filename: G1_Faculty__Staff_Roster_2022-23.xlsx **Size:** 34.7 kB

Optional Additional Documents to Upload (BOR)

Incomplete