



2020-21 School Year Board Meeting #9 Minutes

Frederica Jefferies, CPCS Board Chair called the meeting to order and welcomed everyone to the CPCS 2020-21 School Year Board Meeting #9 at 6:30 PM on March 17, 2021.

Frederica Jefferies, Chair requested verification from the members present of “The Notice of Meeting” sent to each of the members of the board via email. Each member noted the proper notification was received.

Pursuant to the NY State Public Meetings Law the public notice of meeting was provided in the following manner thus meeting the law’s requirement of media and public notice:

- The Wave via email
- Public Posting at CPCS Office
- CPCS Websites and Social Media Sites

The Chair called on Karon McFarlane Board Secretary to do the roll call of the board.

Members present: Frederica Jefferies, Karon McFarlane, Linda Plummer, Dr. Michelle Daniel-Robertson and Gertrudis Hernandez

Members absent: Andrew Barnes

Also, present: Michael R. Estep and Eunice Armstrong. They were given the rights of the floor to speak during the meeting by common consent.

The Chair offered opportunity for any questions from the public. No comments or questions were offered.

1. The agenda was approved by common consent.
2. The Chair called for a review of the minutes of the 2020-21 School Year Board Meeting #8 [Attachment #1]. The minutes were approved by common consent.
3. The Chair called for the report of Dr. Les Mullings, CEO. Dr. Mullings gave an update on the continued remote learning efforts of Challenge. He shared information on the efforts to provide COVID-19 testing and vaccination clinics for the Far Rockaway community along with our scholars and staff. He updated the Board on the status of the 15-20 Central Avenue facility.

Following discuss the report was received with appreciation.



4. The Chair called attention to the printed report of Kentia Coreus, Senior Director of Teaching & Learning [Attachment #2]. The report was received with appreciation.
5. The Chair called attention to the printed report of Nicole Griffin, K-5 Principal [Attachment #3]. The report was received with appreciation.
6. The Chair called attention to the printed report of Mavgar Mondesir-Gordon, 6-9 Principal [Attachment #4]. The report was received with appreciation.
7. The Chair called attention to the printed report of Tameeka Richards, Director of Pupil Personnel Services [Attachment #5]. The report was received with appreciation.
8. The Chair called attention to the printed report of Kimberly Messer, Director of Communications [Attachment #6]. The report was received with appreciation.
9. The Chair called attention to the printed report of Venessa Lynch, Director of Operations [Attachment #7]. The report was received with appreciation.
10. The Chair called for the February 2021 Financial Report [Attachment #8]. Following discussion and review, the report was received by common consent.
11. The Chair called for the presentation of the 2020-21 March Personnel Report [Attachment #9]. Following discussion, the report was received by common consent.

The meeting adjourned by common consent at 7:35 PM.

Respectfully submitted:

A handwritten signature in blue ink that reads "Karon K. McFarlane".

Karon McFarlane
Secretary



Attachment #1
See Prior
Month
Minutes for
Minute
Attachments



2020-21 School Year Board Meeting #8 Minutes

Frederica Jefferies, CPCS Board Chair called the meeting to order and welcomed everyone to the CPCS 2020-21 School Year Board Meeting #8 at 6:30 PM on February 24, 2021.

Frederica Jefferies, Chair requested verification from the members present of “The Notice of Meeting” sent to each of the members of the board via email. Each member noted the proper notification was received.

Pursuant to the NY State Public Meetings Law the public notice of meeting was provided in the following manner thus meeting the law’s requirement of media and public notice:

- The Wave via email
- Public Posting at CPCS Office
- CPCS Websites and Social Media Sites

The Chair called on Karon McFarlane Board Secretary to do the roll call of the board.

Members present: Frederica Jefferies, Karon McFarlane, Linda Plummer, and Dr. Michelle Daniel-Robertson

Members absent: Gertrudis Hernandez and Andrew Barnes

Also, present: Michael R. Estep. He was given the rights of the floor to speak during the meeting by common consent.

The Chair offered opportunity for any questions from the public. No comments or questions were offered.

1. The agenda was approved by common consent.
2. The Chair called for a review of the minutes of the 2020-21 School Year Board Meeting #7 [Attachment #1]. The minutes were approved by common consent.
3. The Chair called for the report of Dr. Les Mullings, CEO. Dr. Mullings gave an update on the continued remote learning efforts of Challenge. He led the Board through a discussion of if the Board wanted to continue the plans for scholars returning in person via a hybrid education model in March 2021.

The Board reviewed and discussed the following:



- The February 2021 Family and staff survey results
- The limited access to COVID-19 testing for scholars and their families in Far Rockaway
- The fact that COVID-19 vaccines are not widely available in Far Rockaway
- The 9.5% COVID-19 infection rate in Far Rockaway
- And the risk of upsetting our scholars from their current remote learning routine

Following additional discussion, a motion was made by Frederica Jefferies with a second by Karon McFarlane that Challenge will remain with the remote learning model for the remainder of this school year. The motion carried unanimously.

4. The Chair called attention to the printed report of Kentia Coreus, Senior Director of Teaching & Learning [Attachment #2]. The report was received with appreciation.
5. The Chair called attention to the printed report of Nicole Griffin, K-5 Principal [Attachment #3]. The report was received with appreciation.
6. The Chair called attention to the printed report of Mavgar Mondesir-Gordon, 6-9 Principal [Attachment #4]. The report was received with appreciation.
7. The Chair called attention to the printed report of Tameeka Richards, Director of Pupil Personnel Services [Attachment #5]. The report was received with appreciation.
8. The Chair called attention to the printed report of Kimberly Messer, Director of Communications [Attachment #6]. The report was received with appreciation.
9. The Chair called attention to the printed report of Venessa Lynch, Director of Operations [Attachment #7]. The report was received with appreciation.
10. The Chair called for the January 2021 Financial Report [Attachment #8]. Following discussion and review, the report was received by common consent.
11. The Chair called for the presentation of the 2020-21 February Personnel Report [Attachment #9]. A motion was made by Dr. Michelle Daniel-Robertson with a second by Linda Plummer to approve the report. The motion carried unanimously.



The meeting adjourned by common consent at 7:25 PM.

Respectfully submitted:

A handwritten signature in blue ink that reads "Karon K. McFarlane". The signature is written in a cursive style.

Karon McFarlane
Secretary



Attachment #2



Senior Director of Teaching and Learning
March 2021 Board Report
 (Covering February 12-March 12)
Kentia Coreus

Enrollment Compliance

Authorized Enrollment	1032
Current Enrollment	907 (as of March 12, 2021)

Note

- We are currently at 88% of our authorized enrollment which meets NYCDOE’s requirement that we be within 85% of our authorized enrollment.

ELL and SWD Enrollment Compliance (as of March 12, 2021)

Grades	# of ELL students	Difference from Jan 2020	# of SWD students	Difference from Jan 2020
K-5	28	+6	75	+5
6-9	11	+10	41	+7
TOTAL	39 (4%)	+16	116 (13%)	+12
Difference from District	-7% (D27-11%)		-7% (D27-20%)	

Notes

- **Last year’s ELL difference from district rate was -12%.** Although our current data demonstrates a 5% gain, we cannot be sure of this data because it includes scholars who were provisionally classified as ELL students based on NYSITELL waiver procedures implemented by NYSED during the pandemic. Challenge administered the NYSITELL when we were able to, but had to cease the testing process due to DOH mandates.
- **Last year’s SWD difference from district rate was -3%.** The current gap is a testament to the intervention work being done at the middle school. As our scholars grow with us, we are able to declassify their IEP as they gain skills and knowledge to master their IEP goals.

COVID-19 Response

- Attend bi-weekly webinars with the New York State Charter Association where information is provided by the Board of Regents and all three NYS charter authorizers. Share information with pertinent staff
- Connect with external school leaders to share/collect ideas for supporting students and staff

Ongoing Tasks

- Address and respond to formal staff and family complaints related to teaching and learning matters
- Conduct weekly 1:1 supervision meetings with site principals
- Conduct check-in meetings with staff where needed
- Respond to staff and family grievances
- Observe classroom lessons and staff development sessions

End-of-Year Calendar

In light of the Board of Trustee’s decision on February 24, 2021 to extend remote learning for the remainder of the school year, Challenge has revised the end of year calendar. The primary goal in adjusting the instructional program in June is to provide scholars in need of Tier 1 interventions with a very small group setting which we believe will accelerate their learning. Scholars who are on track will have access to enrichment programming.

Date	Event*
May 10-May 28	<p>Rising Grade 6 Academy (3 weeks)</p> <ul style="list-style-type: none"> • The goal of this programming is to introduce scholars to the expectations of middle school, acclimate them with digital citizenship requirements, and provide practice in critical foundational skills in ELA and math • Scholars will participate as part of their regular school day • Scholars will be taught by Challenge Charter Middle School staff • Additional details will be provided by your Family Engagement Coordinator
June 1-June 24	<p>CCS Summer Learning Academy (K-9) Schedule: Mon-Thurs (CPCS: 8:30am-11:30am, CCMS/HS: 9am-12pm)</p> <ul style="list-style-type: none"> • The goal of this programming is to provide targeted instruction and intervention in a small group setting. There will be no more than 10 scholars in a class • Programming Includes credit recovery for scholars in Grade 9 <p>CCS Enrichment Academy (K-9)</p> <ul style="list-style-type: none"> • Scholars will engage in rigorous, asynchronous project work. This program is for all students who are not participating in the Summer Learning Academy.
June 14-July 2	<p>CCMS and CCHS Summer Bridge</p> <ul style="list-style-type: none"> • The goal of this program is to acclimate scholars new to Challenge with its culture and expectations. Scholars will be introduced to digital citizenship standards and will practice grade-level foundational skills

<p>Next School Year</p>	<p>August 23, 2021: School starts at all sites</p> <ul style="list-style-type: none"> • August 23-27 will be half-days to allow for staff training and professional development <p>Grade levels and sites</p> <ul style="list-style-type: none"> • Grades K-3: 710 Hartman • Grades 4-5: 15-26 Central Avenue • Grades 6-8: 12-79 Redfern Avenue • Grades 9-10: 15-20 Central Avenue
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**All programming through July will take place virtually. Programming will take place in-person beginning August 2021*

High School Development Updates

Dual-credit college courses

Challenge has started working with senior leaders at CUNY’s School of Labor and Urban (SLU) Studies to co-develop courses for CCHS scholars that will provide them with both high school and college credits. The first two courses being considered are writing courses. SLU provided the course syllabi and asked Challenge to align the course with NYS Learning standards. This work has been completed. The next step is a state review for course approval. The syllabus of the first writing course is attached (Appendix A).

Advertising and Marketing Pilot Program

Challenge is partnering with Allies in Recruiting (AIR) to engage 25 CCHS scholars (currently enrolled in the Entrepreneurship I course) in an advertising pilot project. Scholars will participate in 11 workshops aimed at introducing them to advertising and its potential careers. Scholars will receive instruction from someone in the field. The workshops will be collaboratively planned by members of AIR and Challenge.

About AIR

Allies in Recruiting (“AIR”) is a collective of advertising and marketing industry recruiters. AIR believes in sharing knowledge and expertise to create diverse and equitable workforces. They strive to educate and uplift through shared resources, tools, best practices, and support programs. AIR’s mission is to take further steps in the diversity, equity, and inclusion conversation and turn talk into action. The collaboration with Challenge Preparatory Charter School and the Diversity in Advertising (“DIA”) Program is AIR’s pilot program. It is intended to bring awareness of viable and exciting careers in advertising to Black, Indigenous, and People of Color (BIPOC) who would not necessarily have an organic entry into that industry.

APPENDIX A

PROPOSAL: CCHS College Writing Course 1

Writing 1: Language, Literacy, and Culture

Course Description

Writing 1 introduces students to college-level reading and writing. This course is designed to prepare students for their work at CUNY and in their professional lives, through the lens of economic and social justice. Students engage in substantial assignments that build writing, reading, critical analysis, rhetorical, and research skills through regular practice. Emphasis on revision, rhetorical context, developing academic vocabulary, syntactic variety and control, editing for grammar and style, and ethical attribution and citation. Thematic emphasis on labor, urban, and language awareness studies.

Required Texts & Materials

- ❑ Coates, Ta-Nehesi. *Between the World and Me*. Spiegel and Grau, 2015
- ❑ Photocopied & electronic essays to be supplied (see appendix 1)
- ❑ *Webster's Dictionary* or equivalent
- ❑ A class notebook, pens, and a flash drive (or cloud storage)

Required Writing

- ❑ 3-5-page literacy autoethnography utilizing one or more course texts + Letter to the Reader
- ❑ Two 3-5-page critical essays
- ❑ 2 in-class essays
- ❑ 3-5-page portfolio reflective essay on learning outcomes
- ❑ Reading journal
- ❑ Final Portfolio, including: 1) literacy autoethnography; 2) one critical essay; 3) portfolio reflective essay.

Learning Outcomes

- ❑ Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
 - ✓ 9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration.
 - ✓ 9-10R8: Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient.
 - ✓ 9-10SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning or exaggerated or distorted evidence
- ❑ Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and

reports) using standard English and appropriate technology to critique and improve one's own and others' texts.

- ✓ 9-10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - ✓ 9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - ✓ 9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - ✓ 9-10W6: Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.
 - ✓ 9-10W7: Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.
 - ✓ 9-10L3a: Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.
- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- ✓ 9-10W1a: Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence.
 - ✓ 9-10W1b: Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level and concerns.
 - ✓ 9-10SL4: Present claims, findings, and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to task, purpose, and audience.
 - ✓ 9-10SL5: Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.
- Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.
- ✓ 9-10SL1d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.

- ✓ 9-10W7: Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.

Formal Essays and Drafts

All drafts **MUST BE TYPED and DOUBLE-SPACED** (12 pt. Times Roman font, one-inch margins all around. Indent paragraphs; do not skip extra lines between them; be sure to number pages). Submitted drafts *must be typed* although you may certainly start drafts with pen and paper if you prefer. First drafts should be as fully developed as possible and follow all formatting guidelines. All drafts and revisions must be submitted electronically before class meets the day they are due; *late papers automatically result in a half point deduction of the final grade each day after the due date*. If you are presenting an essay, you must upload the draft at least one day prior to the date of the workshop in order for your classmates and me to read it in advance.

Reflective Writing

This letter to the reader (LTR) serves several purposes. Mainly, it provides a place for you to reflect on your own writing and make notes to yourself and other readers about what you like, dislike, or feel uncertain about; how finished or unfinished a piece of writing is; the extent to which you feel satisfied that it meets your goals; and what specific questions you have about moving forward to revise it. **The LTR should be at least 2 double-spaced pages and is part of the paper grade.**

Plagiarism

The Council of Writing Program Administrators defines plagiarism thus: "In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" ([www. wpacouncil.org](http://www.wpacouncil.org)). This is a good definition, and you should keep it in mind as you write. *If the idea and/or the writing is not your own, you need to document it; if you are not sure and cannot ask me, document to be safe.* Plagiarism is theft and can lead to failing the class and even to suspension.

Grading

A/B/C/D/F/I. The "I" (Incomplete) indicates that a student did not complete the requirements of the course and must complete them before the end of the next semester, at which time, if the student does not do so, the grade will become an F. Please note that the Incomplete is reserved for students with good attendance records who have kept up with their work but experience an emergency that prohibits completion of the coursework.

You will be evaluated on the basis of formal writing, class participation, and attendance. Your final grade will be calculated as follows: portfolio = 60%; electronic discussion participation = 20%; attendance, classwork, and class participation (other than electronic discussions) = 20%. Your final grade may be affected by failure to meet your responsibilities as follows:

- Every two times you are late to class will count as one absence.
- More than the equivalent of two weeks’ absences may result in failing the course.
- Coming to class unprepared may affect your final grade.
- For every day an assignment is late, a half point will be deducted from your grade.

Office Hours

Please come see me during my office hours if you have any questions about the syllabus, assignments, or class discussions; if you ever feel uncomfortable in the classroom or disturbed by course material or interactions in class; or if you have a personal problem that prevents you from doing coursework or meeting deadlines (or you just need someone to talk to). It is much better to contact me—or any professor—before an absence or missed deadline than afterward or in response to a question about it. I will also schedule at least two conferences with you to discuss your writing.

Tentative Schedule

DATE	IN-CLASS	READING DUE	WRITING DUE
Unit 1: Language & Identity			
WEEK 1	Introductions; Jamila Lyiscott Ted Talk In-class essay ~ Diaz		
	Literacy narratives; Introduce literacy autoethnography	Alexie, “The Joy of Reading and Writing: Superman”; Lamott, “Shitty First Drafts”	
WEEK 2	Literacy narratives cont.	Malcolm X, “Learning to Read”	
	Workshop		Literacy auto-ethnography draft
WEEK 3	Identity Tool Kits; intro to ethnographic interview	Gee, “What Is Literacy?”	
	Primary & Secondary Discourses	Gee cont.	
WEEK 4	Sponsors of Literacy	Brandt, “Sponsors of Literacy”	
	Sponsors of Literacy cont. Introduce Critical Essay #1	Brandt cont.	
Unit 2: The Rhetorical Situation and the Rhetoric of the “Other”			
WEEK 5	What Is Rhetoric? Rhetorical Appeals Practice ethnographic interviews	Sylva Rhetoricae What Is Rhetoric Persuasive Appeals Baldwin, “Letter to My Nephew”	Literacy auto-ethnography revision
	Rhetorical Strategies Coates & Baldwin	Coates, pp. 1-72	

WEEK 6	Rhetorical Exigencies Situating Rhetoric	*Bitzer, "The Rhetorical Situation," pp. 1-6	
	Workshop drafts		Draft Critical Essay #1 "What Is Literacy?" Return literacy autoethnography
WEEK 7	Discuss research questions and interviews. Introduce Critical Essay #2		Research question Ethnographic interview write-up
	In-Class Essay #1		Midterm Evaluations
DATE	IN-CLASS	READING DUE	WRITING DUE
Unit 3: Making Knowledge: Researching Identity and Literacy			
WEEK 8	Library visit #1	Library sources	
	Workshop sources Introduce Critical Essay #2		
WEEK 9	Nobody Mean More to Me	Jordan, "Nobody Mean More to Me"	Critical Essay #1 Revision + LTR
	Library visit #2	Students Right to Their Own Language - SRTOL	
WEEK 10	The Language and Literacy of Food Service Workers SRTOL	Mirabelli, "The Language and Literacy of Food Service Workers"	
	Workshop		Critical Essay #2 Draft Literacy Ethnography
WEEK 11	Coates	Coates, discussion #2	
WEEK 12	Workshop/ Conferences		
	Workshop/ Conferences		
WEEK 13	Editing Workshop		Critical Essay #2 Revision
	Editing Workshop		
Unit 4: Self-Reflection and Becoming			
WEEK 14	Workshop		Portfolio Reflective Essay Draft
	Final In-class essay		Portfolio



Attachment #3



Ms. Nicole Griffin

Challenge Preparatory Charter School- Elementary
Principal Report
March 2021



Enrollment

Kindergarten- 102

1st grade- 120

2nd grade- 100

3rd grade- 97

4th grade- 98

5th grade- 102

Elementary Total: 619

This month we had an increase with the amount of absences. The Social Worker and Family Engagement Coordinator continues to work with families who are experiencing child care issues, lack of technical support and or daily support of logging their scholars into class throughout the day.

Virtual Open House Data- We conducted three LIVE Virtual Open House Sessions

Session # 1 - 54 in attendance

Session # 2 - 34 in attendance

Session #3- 15 in attendance

Family Engagement

Disney Trivia was held two nights in February. Attendance per night - 64 families day one, 52 families day two. The Coaches facilitated the family night. We will continue each month with a different theme

Technology Support

Families continue to have the opportunity to swap broken laptops at the school building.

Tuesdays are trouble shooting days for our families. The tech department continues to support staff and families with technology concerns.

Professional Development focus for the month of March:

- Domain 1- Planning and Preparation- teachers are taking a more in depth look at the New Generation Standards. The focus is unpacking the standards as they plan and prepare lessons.
- In efforts to build capacity, Ms. Ward-Brew (Grade 3 Team Leader) will conduct professional development alongside Assistant Principal, Ms. Thomas.
- Ms. Thomas and Ms. Ward-brew planned and prepared PD around Domain 1.
- Include the Domain in that related to each segment of the current lesson plan template
- Jonelle Rocke, continues to provide professional development around Domain 3- Instruction with a focus on Assessment in Instruction. Staff will need continuous professional development as we unpack the domain.
- The administrative team, instructional team and Lilia Navarrete continues to work together to revise the lesson plan template for the 2021-2022 school year.

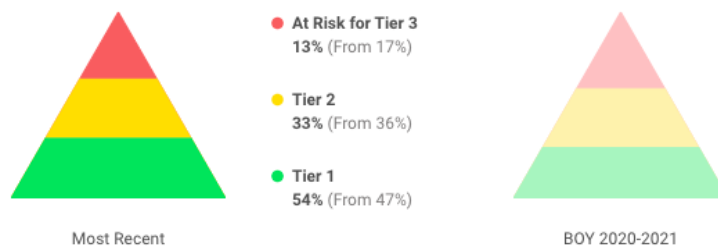
DATA i--Ready MOY

- Analysis of the data took place March 2021. Despite the challenges we have faced this past year during the pandemic. Our scholars have made gains from the beginning of the year until the middle of the year. While we still have a ways to go, we celebrate the small gains.
- Staff has immediately developed individual action plans for all students who fall in the red zone. Scholars who fall in the yellow and green zone will follow an individualized plan tracked in i-Ready.

KEY

- On or Above Grade Level
- One Grade Level Below
- Two or More Grade Levels Below

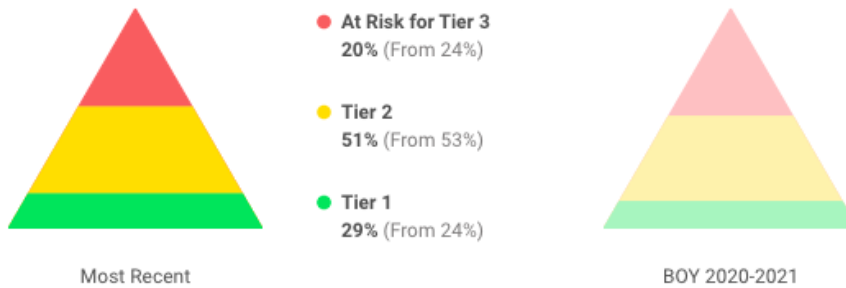
SCHOOL WIDE COMPARISON - ELA



Reading

Grade	Tier 1 BOY	Tier 1 MOY	% +/-	Tier 2 BOY	Tier 2 MOY	% +/-	Tier 3 BOY	Tier 3 MOY	% +/-
Grade K	71%	91%	+ 20%	29%	5 %	-24%	0%	0%	0
Grade 1	49%	43%	-6%	48%	56%	+ 8%	3%	1%	-2%
Grade 2	41%	49%	+8%	42%	41%	-1%	17%	10%	-7%
Grade 3	51%	59%	+8%	29%	27%	-2%	20%	14%	-6%
Grade 4	37%	44%	+7%	44%	42%	-2%	19%	14%	-5%
Grade 5	36%	41%	+5%	27%	27%	0%	37%	32%	-5%

MATH



MATH

Grade	Tier 1 BOY	Tier 1 MOY	% +/-	Tier 2 BOY	Tier 2 MOY	% +/-	Tier 3 BOY	Tier 3 MOY	% +/-
Grade K	40%	70%	+30%	29%	60%	+31%	0%	0%	0%
Grade 1	41%	22%	-19%	55%	72%	+20%	5%	6%	+1%
Grade 2	15%	8%	-7%	54%	92%	+38%	31%	0%	-31%
Grade 3	19%	20%	+1%	54%	59%	+5%	26%	22%	-4%
Grade 4	12%	15%	+3%	54%	57%	+3%	34%	28%	-6%
Grade 5	20%	39%	+19%	45%	31%	-14%	35%	30%	-5%

End-of-Year Calendar (2020-21 SY)

Date	Event
May 7	<ul style="list-style-type: none"> Midway through the 4th quarter, teachers determine which scholars must attend the Summer Learning Academy in order to be promoted to the next grade.
Week of May 10	<ul style="list-style-type: none"> Families are informed of scholars placement in Summer Learning Academy. Expectations are communicated. Grades 5 and 6 articulation meeting is held.
May 10-May 28	<p>Rising Grade 6 Academy (3 weeks)</p> <ul style="list-style-type: none"> The goal of this programming is to introduce scholars to the expectations of middle school, acclimate them with digital citizenship requirements, and provide practice in critical foundational skills. Approx. 95 scholars will participate as part of their regular school day Taught by CCMS staff Elementary staff will join the CCMS staff to teach and assist Hours and additional details TBD
May 28	<i>Last day of regular programming</i>
June 1-June 24	<p>CCS Summer Learning Academy (K-9) Mon-Thurs (CPCS: 8:30am-11:30am, CCMS/HS: 9am-12pm)</p> <ul style="list-style-type: none"> The goal of this programming is to provide targeted, small group instruction, for scholars who have not been able to demonstrate learning <i>Required</i> for promotion for students where there is NO EVIDENCE of learning GOAL: 6:1 teacher to student ratio (NO more than 10:1) Includes credit recovery for grades K-9 <p>CCS Enrichment Academy (K-9)</p> <ul style="list-style-type: none"> Scholars will engage rigorous, asynchronous project work. This program is for all students who are not participating in the Summer Learning Academy.
June 4	Virtual Field Day
June 9	<ul style="list-style-type: none"> Kindergarten Articulation - Playdate; Current Kindergarten and Grade 1 staff will meet and greet parents and scholars. Incoming Kindergarten scholars will be assessed. Families will be provided with an action plan for scholars to work on throughout the summer.
June 18	Grade 5 Graduation (Details TBD)
June 22	Kindergarten Stepping Up Ceremony (Details TBD)
Looking Ahead (21-22SY)	<ul style="list-style-type: none"> July 6-9: Leadership Institute August 9: Network and Leadership Staff Returns August 12-13: New staff orientation August 16-20: Pre-Service Professional Development August 23: School starts at all sites August 23-27 will be half-days to allow for staff training and professional development



Attachment #4



CHALLENGE CHARTER SCHOOL

2020-2021 Principal's Monthly Board Report

Mavgar Mondesir-Gordon, Principal (Grades 6-9)

School Year 2020-2021 Report

March 15, 2021

Current CCHS Enrollment:

Cohort Group	Grade Level	Enrollment as of Sep. 11, 2020	Enrollment as of Oct. 16, 2020	Enrollment as of Nov. 16, 2020	Enrollment as of Dec. 11, 2020	Enrollment as of Jan. 15, 2021	Enrollment as of Feb. 22, 2021	Enrollment as of Mar 15, 2021
#3	G. 9	54	54	54	53	53	53	53

Current CCMS Enrollment:

Cohort Group	Grade Level	Enrollment as of Sep. 11, 2020	Enrollment as of Oct. 16, 2020	Enrollment as of Nov. 16, 2020	Enrollment as of Dec. 11, 2020	Enrollment as of Jan. 15, 2021	Enrollment as of Feb. 22, 2021	Enrollment as of Mar. 15, 2021
#4	Gr. 8	77	77	78	79	79	79	79
#5	Gr. 7	81	80	81	80	82	82	81
#6	Gr. 6	72	71	72	72	72	71	75
TOTAL		230	228	231	231	233	232	235

CCMS Attendance Statistics:

Cohort Group	Grade Level	Attendance Rates						
		Aug 24, '20 - Sep 11, '20	Sep 12, '20 - Oct 16, '20	Oct 19, '20 - Nov 13, '20	Nov 16, '20 - Dec 11, '20	Dec 14, '20 - Jan 15, '21	Jan 19, '21 - Feb 22, '21	Feb 23, '21 - Mar 12, '21
#3	Gr. 9	79%	92%	93%	93%	91%	94%	98%
#4	Gr. 8	90%	86%	95%	92%	89%	89%	97%
#5	Gr. 7	85%	96%	95%	95%	91%	95%	96%
#6	Gr. 6	90%	91%	94%	95%	89%	95%	94%
CCMS Average		88%	91%	95%	94%	90%	93%	96%
6-9 Average		90.5%	91.1%	94%	94%	90%	93%	96%



STAFFING:

- One of the two Visiting SETSS teachers CCMS/CCHS had secured through Alternative Tutoring Inc. will discontinue services in 2 weeks due to scheduling conflicts, so we will be reopening a search for a 6-8 SETSS teacher. We are still awaiting a candidate to service our 9 grade scholars at this time. In the meantime we have strategically worked the schedules for the two providers and the SPED Director to support our grade 9 students.
- CCMS Admin team members have stepped in to fill gaps in 7th and 8th grade ELA classes. The Grade 7 ELA Teacher and Grade 8 ELA Teacher positions will remain unfilled for the duration of the school year.

SOCIAL EMOTIONAL LEARNING (SEL)

- Advisory SEL lessons during the thrice weekly mentoring sessions have been working well, with scholars making entries in their SEL journals.
- With so many scholars reporting a loss of family due to the COVID-19 pandemic or otherwise, CCMS/CCHS have embarked on creating a space for scholars to talk about grief. These sessions began on Monday January 11, 2021, and will continue on Mondays and Wednesdays. Teachers are also invited to share in that space. We hope to grow this portion with the addition of grief counselors for our school community. In the interim these sessions are led by our Social Worker and Social Worker Intern.
- Scholars continue to be engaged in Yoga sessions on Tuesday and Friday mornings during Period 1. These are led by the PE teachers and supported by the Homeroom instructors.
- In order to incorporate more movement and give scholars a burst of energy during the day, instructors are now incorporating a 5-minute body break during each instructional period. During these body breaks, scholars are following exercise routines pre recorded by the PE teachers.
- Mentors in our scholar mentoring program continue to meet consistently with their scholar mentees 3 times weekly. The program has switched the primary meeting times from the 4:-4:30 time to 8:00 - 8:25 on Mondays, Wednesdays, and Thursdays. Mentors check in with scholars on the status of their due assignments, attendance, and progress on their SMART goals. All mentors are working with the text *7 Habits of Highly Effective Teens* by Sean Covey. This program is successful as we saw improvements and continue to see improvement in scholars grades, attendance, positive attitudes and the development of strong relationships at the end of quarter 2.
- CCMS/CCHS continues its a Weekly check -in with various scholars who have shown and requested the extra support of the load of support services that are already being provided. These check-ins involve scholars, parents, the guidance counselor, social worker, AP, Dean, Data and systems Specialist, and Principal.



CURRICULUM AND INSTRUCTION

- End-of-year assessments are set to begin on Thursday, March 18, 2021, with one core subject per day. Careers, FACS, Health, PE, Music, and Spanish assessments will take the form of joint projects.
- Planning and scheduling are underway for the summer bridge programs, Summer School, and Summer Enrichment Academies.
- CCMS/CCHS instructors continue their work on ensuring that lesson plans reflect levels of differentiation referred to as Tiering and Compacting. CCMS/CCHS will continue to monitor their small groups and shift strategies to ensure that our scholars meet the mastery level of the CCSS standards on their grade level. Grade-level professional development sessions are underway focusing on the The Power of Close Reading school wide and across the curriculum.

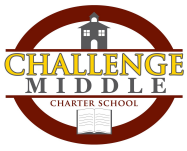
SPECIAL EDUCATION SERVICES

- **MANDATED SERVICES**
 - Mandated services like Speech therapy and counseling continue on a strict schedule via Google Meet. Scholars are also receiving their SETTS services and Extra help
- Special Education staff continue to participate in SPED Collaborative events, sharing techniques, and strategies that are rooted in SDI.
- Candidates from Alternative Tutoring continue to be interviewed and monitored in their role in providing SETSS tutoring. Once candidates are okayed by the principal, their positions will be considered temporary with the possibility of hire.
- Social Worker intern Mr. Luis Robles continues his shadowing of our on-staff social worker Ms. Colon. Mr. Robles has an excellent and easy rapport with the Grades 6-9 scholars.

PARENT AND SCHOLAR OUTREACH and ACCESSIBILITY

- Frequent parent meetings for scholars who are not meeting the academic expectations or for whose socio-emotional state brings us concern continue.
- Weekly Parent announcements continue.
- All instructors maintain office hours for conferencing with scholars and/families daily from 4:00 PM to 4:30 PM

PROFESSIONAL DEVELOPMENT



- **GRADE TEAM PLANNING AND ONGOING PROFESSIONAL DEVELOPMENT**
 - Professional development takes place daily
 - Mon-Thu 12:50 PM to 1:35 PM for Grades 6-8 core instructors
 - Mon-Thu 3:15 PM to 4:00 PM for Grade 9 core instructors
 - Fridays from 1:00 PM to 4:00 PM

- **VERTICAL DEPARTMENT PLANNING**
 - This work will continue with the Mentoring piece that we added to support scholars teachers will have to communicate daily and access data of each other's scholars. Thus this will make our Vertical work more successful.
 - Teachers' planning and document submission for the 2021-2022 school year will take place on afternoons beginning on May 10.

INSTRUCTIONAL OBSERVATIONS

- The CCMS-CCHS Admin Team members have been supporting during remote learning sessions regularly to ensure that instruction is taking place and that outreach is performed as needed. Informal observations have begun in the form of Check-ins. TeachBoost is currently being used for this task, with a target of 2 long observations and 5 short observations across the board for the school year.

EVENTS

- Parent-teacher Conferences will take place this Thursday and Friday, but will not include whole-school contact with parents. Teachers have been conducting group outreach to parents since February, so parent conferences at this time will include outreach to only those scholars who are still struggling and showing little improvement.
- CCMS Grade 8 staff and scholars will celebrate signing Day on Friday, March 19 to celebrate those scholars who have confirmed their choice of CCHS as their 9th grade choice. This event will take place during the morning at 10:15 AM, complete with entertainment by DJ G Money.
- CCHS staff and scholars will celebrate Founders' Day on Friday, March 26 to honor the 9th grade staff members who helped to launch CCHS this school year. This event will take place during the morning at 9:20 AM, complete with entertainment by DJ G Money.



Attachment #5



Director of Pupil Personnel Services

February 2021 Board Report

Covid-19 Coordinator

- Sending weekly updates of all school health and safety protocols and procedures
- Monitor daily health and safety report
- Meet with nurse liaison regarding weekly updates from the DOH/DOE COVID-19 Charter School meetings including information on vaccination appointments. There will be a presentation created by myself, COVID site coordinators and the nurse liaison to send to all leaders to ensure they are trained on the COVID-19 updates.
- Make reports to the local DOH on any positive COVID-19 tests within our school community
- The continuation of the Johns Hopkins COVID-19 curriculum began on Wednesday, February 24th at the elementary site. The Middle and high school scholars will receive their recorded lessons during the week of March 15th.
- The follow-up to the health screener meeting reviewed the process of screening the daily questionnaires for scholars, staff and visitors. We have received the point persons that will receive alerts to the health screening questionnaire in real time. There will be another follow-up meeting to review this information with the committee that involves all of the selected staff members to ensure they are well trained in this area.

Pupil Personnel Director

1. The start of the monthly Growth Mindset lessons began this month for grades 3-7. The fun activities will support the scholars to think creatively, solve problems, and love learning. This tier 1 intervention is aimed to support the effects of student disengagement during the pandemic.
2. The start of the daily positive thinking for teens began this month. These short daily positive affirmations are aimed to give scholars in the 8th and 9th grades daily motivation to beat stress, inspire happiness, and achieve their goals. This tier 1 intervention is aimed to support the upper grade scholars to be more engaged in learning during the pandemic and for years to come.
3. Social Work Interns from Hunter College are all immersed within the school culture and are supporting our scholars during Character Education lessons and with at-risk one-on-one interventions at both locations.

4. Both sites SST's received training on the Network protocols for DASA Student to Student bullying, discrimination, harassment and or intimidation. The SST's also received a training on the protocol for Suicide Ideation which includes the different risk levels, suicide risk screening form, school re-entry protocol, school re-entry meeting notes form, school safety plan for high risk scholar, instructions for teachers, and document for parents with at-risk students.
5. I continue to observe Inner You character lessons at the high school level and the Elementary school level.
6. The SST will utilize evidenced based interventions when working with scholars one-on-one that are lacking academic motivation.
7. The SST will share their counseling notes with me for monthly progress monitoring of the mandated and at-risk scholars. The teams will receive feedback and support with all cases, especially the cases that may need additional assistance.
8. The school-wide wellness series focuses on the big 7 self-regulation strategies during uncertain times from the Yale Center for Emotional Intelligence. This month's focus is on "Healthy Relationships". Staff members will receive a taped information session entitled the Cheetah Corner lead by both SST's. Included in this panel discussion staff members will receive various ways of adding value to relationships including the relationship they are having with themselves. Next month's Cheetah Corner will be live and staff will have the opportunity to engage in the discussion for "Managing Your Thoughts".
9. The SST's continued to curriculum map the SEL lessons for the Spread the Word and Inner You curriculums. The teams will highlight the big Ideas for each lesson, aligned SEL strategy, attitude, skill, and knowledge the scholars will learn. The SST will also use an assessment tool after each unit to record scholar's growth in each area.
10. The SST members have been receiving training on using school-wide data to determine services provided. This is the premise of MTSS. Next month we will take a closer look at the different levels of support we currently provide and if they align with the current needs of the scholars. We will take a closer look at our tier 1 and determine important interventions that can be added at that level.
11. The SST will also receive resources on meeting the new Commissioner Regulations on Core curriculum instruction provided by a certified school counselor in college/career, social/emotional and academic skills development based on multiple student competencies

Recruitment and Retention Plan Guidance

1. Family Engagement Coordinators, Enrollment Coordinator, Operations managers and I (Director of Pupil Personnel Services) meet weekly to discuss the retention and recruitment plans for this school year. As a result of these meetings our retention numbers for our rising 6th graders and 9th graders have shown tremendous growth. The rising 6th graders retention rate is currently at 91% and the rising 9th graders retention rate is at 82%.

Consistent efforts are made by the school community to increase these percentages.

2. Open Houses are underway and all stakeholders are involved with ensuring the success of these events
3. Lottery preparation is currently underway. The Enrollment Coordinator is working with Mrs. Vaughn and Ms. Lecoin on the logistics of lottery night.

Family Engagement Coordinators

1. The Family Engagement Coordinators are currently reviewing best practices for school communication to better engage families including class parents, parent contact updates, and a virtual PA for the MS/HS location.
2. The Family Engagement Coordinators are also working collaboratively with the Operations managers on a system to consistently update incorrect parent contact information.
3. The FEC's will also review my checklist for preparation of next years' retention plan. This includes timelines and all events to continue to increase our retention rates that involve all related stakeholders.



Attachment #6



Challenge Charter School

Communications Report - March 2021

fr: Kim Messer, Director of Communications

One School Campaign/Application Season

- Virtual Open Houses are over for the season. We have seen a major dip in Applications this year as have other schools.
- I provided support for the second Virtual Charter School Fair hosted by NYC Charter School Center happening on March 20. We have some great videos of scholars to promote this event. See our Social Media pages to view
- Ads finish up for Application Season next week.
- I'm continuing to support the team at weekly meetings and through writing copy, letters, and focused advertising as our deadline to apply approaches on April 1.

Special Events

- Working with the Middle and High School Team, we have two Retention events coming up.
 - What: CCHS Virtual Signing Events to celebrate Rising 9th and Rising 10th grade scholars who have committed to Challenge Charter High for the 2021-22 school year.
 - Why: Retain scholars who have committed AND promote to undecided current scholars and families AS WELL as new families who need to apply.
 - When: Dates 3/19 and 3/26 - 2 events in Town Hall format
- Rising 9th and 10th Grade Scholars have been sent special packages of the FIRST CCHS merchandise to open at the events via Google Meet. A hat, bag, and other swag is featured.

Website

Updates have been made to reflect current events, application deadline, and our latest Reopening Plan

CHALLENGE CHARTER HIGH SCHOOL
A Career & Technical Education and Early College High School

**Welcome
Class of
2025**

**You are invited to
Challenge Charter High School's
Signing Day**

**Friday, March 19th at morning Town Hall
we will be celebrating YOU!**

**IMPORTANT: SAVE THIS PACKAGE FOR
MARCH 19TH. MORE DETAILS TO COME FROM
PRINCIPAL GORDON.**

1520 Central Avenue | Far Rockaway
CTEhigh@challengecharterschools.org

Celebrating a Decade of Service to Far Rockaway | Rev. Dr. Les Mullings, Founder/CEO



Attachment #7



March 15, 2021

Re: March 15, 2021 Operations Report

By: Venessa Lynch, Director of Operations

I. Facilities / COVID 19 Preparation

- Building have been deep cleaned. Will be retouched closer to reopen date
- Ongoing completion of work and continuing maintenance throughout all buildings.
- COVID signage placed throughout buildings.
- Classrooms set up based on COVID guidelines. Teachers just have to come in and put finish touches.
- Working with property managers being completed on an ongoing basis

II. Health/ Compliance

- Notified DOH and School food on reopening date decision
- Nurses will report back to their prospective sites closer to reopen date.
- To date we are in compliance with immunization (98.5% completion) 3 pending with DOH a specific To date we are in compliance with immunization (99% completion) 3 pending with DOH a specific needs to be provided to recalculate percentage in ATS
needs to be provided to recalculate percentage in ATS
- Lunch forms 82% completion. Working on getting the other 20% completed by families. Operations team conducting outreach.

III. School Operations

- Ongoing implementation of cloud base system Operoo for continuity of school operation. Utilizing to this system for constant communication and updating parents with pertinent information as needed.
- Updating ATS as necessary based on changes received in real time. School Messenger List updated with most recent report from ATS.
- Updated Recruitee recruitment platform with jobs for 2021-2022 SY
- Implementation of SchoolMint with Enrollment Coordinator and Data specialist as we prepare for enrollment / lottery season.
- Galaxy certified for this month
- SWAG for incoming 9th graders sent out March 11, 2021. Sending out rising 10th grade SWAG this week.

Challenge Preparatory Charter School, K-5

Nicole Griffin, K-5 Principal

710 Hartman Lane, Far Rocka Way, NY 11691

Phone: 718-327-1352

Email: ngriffin@challengecharterschools.org

www.challengeprepcharter.org

Challenge Charter Schools

Rev. Dr. Les Mullings, Founder/CEO

710 Hartman Lane, Far Rockaway, NY 11691

Phone: 718-327-1352

Email: lsmullings@challengecharterschools.org

www.challengecharterschools.org

Challenge Charter Middle School, 6-8

Mavgar Mondesir-Gordon, 6-8 Principal

1526 Central Avenue, Far Rockaway, NY 11691

Phone: 718-327-4040

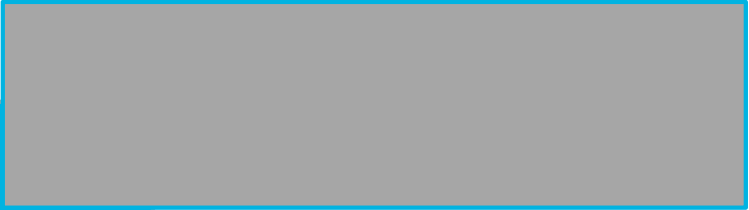
Email: mmondesir@challengecharterschools.org

www.challengechartermiddle.org





Attachment #8



Helping you to focus on what's important:
STUDENT ACHIEVEMENT



experience. expertise. execution.

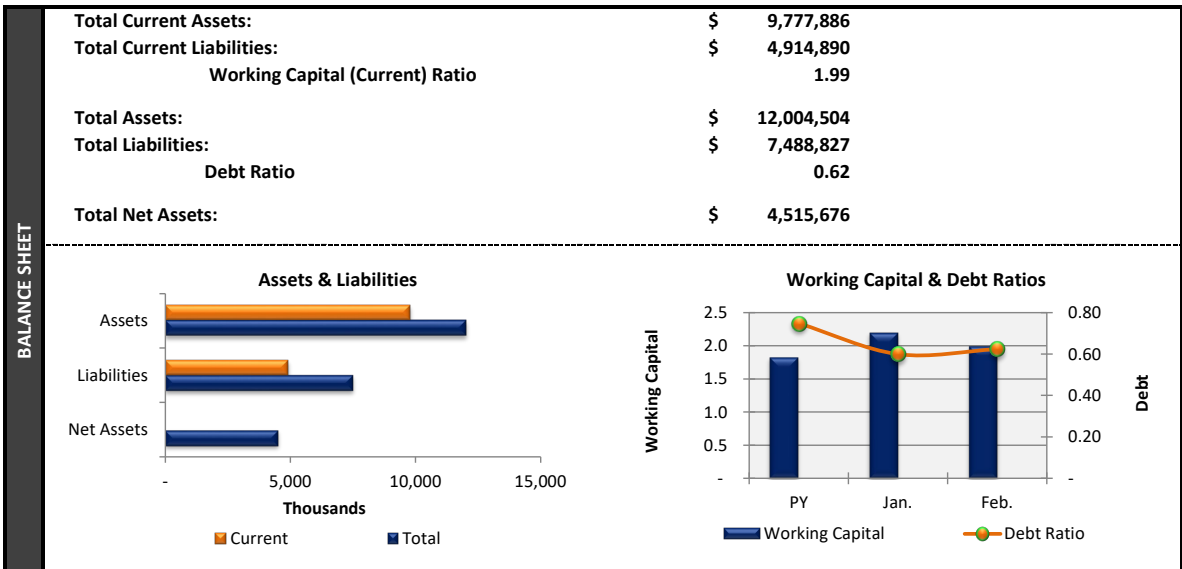
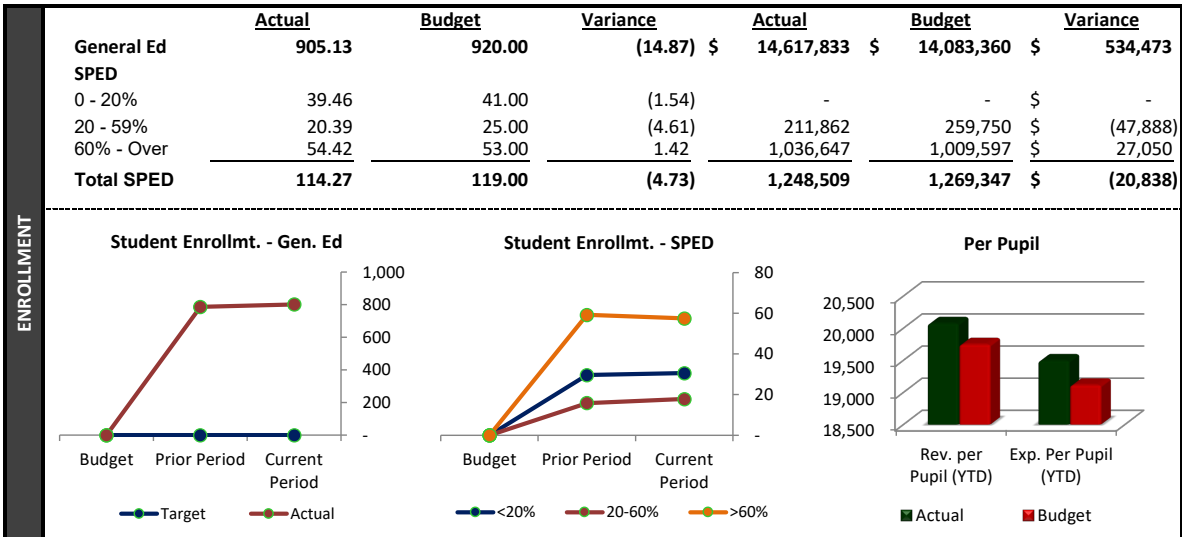
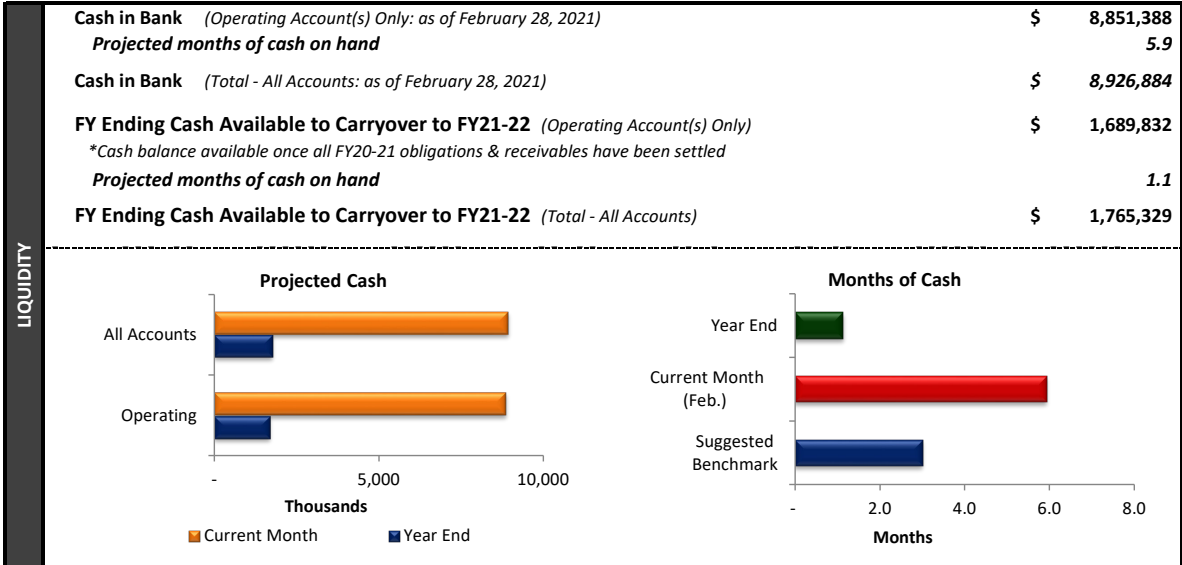
Challenge Prep Charter School

Monthly Financial Report
February 2021



Challenge Prep Charter School

Financial Summary For Period Ended February 28, 2021



	<u>Actual</u>	<u>Budget</u>	<u>Variance</u>
Total Revenue YTD:	\$ 12,072,919	\$ 11,772,015	\$ 300,904
Total Expenses YTD:	(9,562,218)	(10,843,568)	1,281,350
Net Operating Surplus(Deficit):	\$ 2,510,701	\$ 928,447	\$ 1,582,254

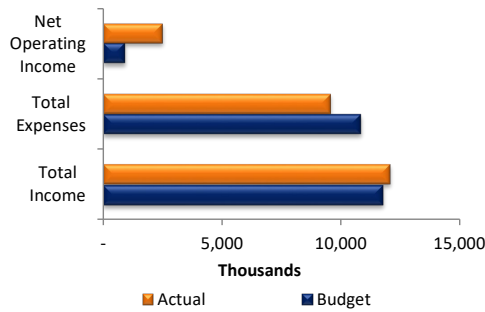
Challenge Prep Charter School

Financial Summary For Period Ended February 28, 2021

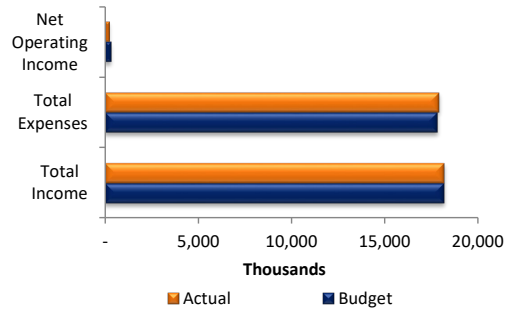
	<u>Projected</u>	<u>Budget</u>	<u>Variance</u>
Annual Projected Revenue:	\$ 18,170,407	\$ 18,169,622	\$ 785
Annual Projected Expenses (before depreciation):	(17,647,029)	(17,587,393)	(59,636)
Projected Net Operating Surplus(Deficit) before Depreciation:	\$ 523,379	\$ 582,229	\$ (58,850)
Annual Projected Depreciation:	(255,787)	(230,840)	(24,947)
Projected Net Operating Surplus(Deficit) after Depreciation:	\$ 267,591	\$ 351,389	\$ (83,798)
Capital Expenditure Requirements	\$ (872,301)	\$ -	\$ (872,301)
Total Cash Expenditures <i>(expenses excluding depreciation plus capital expenditures)</i>	\$ (16,518,940)	\$ (17,356,553)	\$ 837,613
Revenue per Pupil (YTD)	\$ 20,075	\$ 19,750	\$ 325
Expenditure per Pupil (YTD)	\$ 19,497	\$ 19,117	\$ 380

BUDGETING / REVENUE & EXPENSES

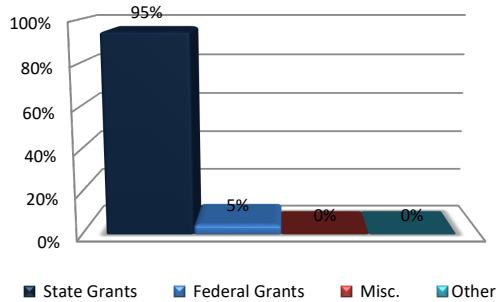
Year-To-Date (YTD)



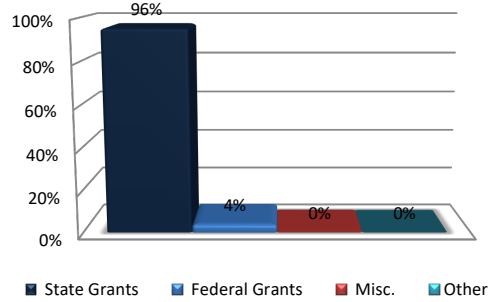
Year End (YE) Projection



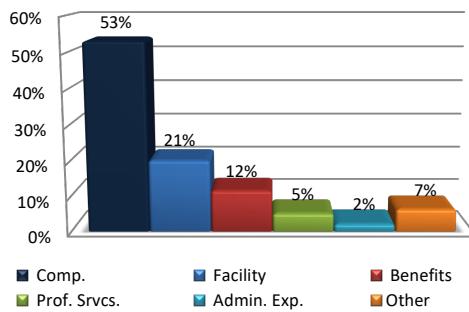
Revenue Breakdown YTD



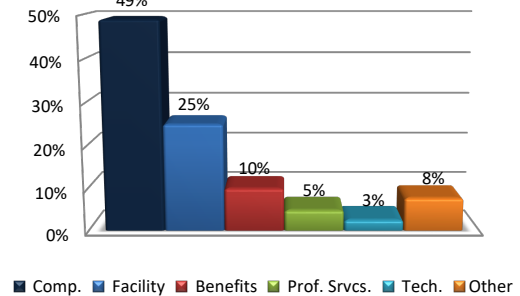
Revenue Breakdown YE



Expense Breakdown YTD



Expense Breakdown YE



Challenge Prep Charter School

Financial Variance Summary

Fiscal Year Ending 6/30/2021	Comments
Net Budget Surplus after Depreciation	\$ 351,389
Increase in Projected Annual Expenses	84,583
Net Projected Deficit Variance after Depreciation	<u>\$ 267,591</u>

Challenge Prep Charter School Budget vs. Actuals Fiscal Year Ending June 30, 2021

	February 28, 2021			YTD Through February 28, 2021			Projected FYE June 30, 2021			Comments	
	Actual		Variance	Actual		Variance	Current Month		Annual Budget		Variance
	Budget		Budget		2020 - January 31, 2021 + Projections thru June 30, 2021		Actual				
Income											
4100 State Grants	1,443,424	1,431,604	11,820	11,511,537	11,559,487	(47,950)	5,903,897	17,415,434	17,670,286	(254,852)	GenEd budget based on 920, projection based on 905,129. SpEd budget based on 53 over 60%; 25 20-59%; Projection based on 20,391 20-60 and 54,420 >60
4200 Federal Grants	26,172	19,288	6,883	561,378	212,528	348,851	155,951	717,330	499,336	217,994	
4300 Contributions	-	-	-	-	-	-	-	-	-	-	
4400 Miscellaneous Income	0	-	0	3	-	3	37,641	37,644	-	37,644	
Total Income	1,469,596	1,450,892	18,704	12,072,919	11,772,015	300,904	6,097,489	18,170,407	18,169,622	785	GenEd budget based on 920, projection based on 905,129. SpEd budget based on 53 over 60%; 25 20-59%; Projection based on 20,391 20-60 and 54,420 >60
Expenses											
Compensation											
5100 Instructional Staff	512,830	538,177	(25,347)	3,517,724	3,647,798	(130,075)	2,674,720	6,192,444	6,381,357	(188,914)	Adjusted to reflect payroll trends
5200 Non-Instructional Staff	143,869	131,691	12,177	998,771	1,069,090	(70,320)	647,333	1,646,103	1,642,535	3,568	Adjusted to reflect payroll trends
5300 Pupil Support	86,361	82,600	3,760	595,802	679,800	(83,997)	364,164	959,967	919,276	40,691	Adjusted to reflect payroll trends
5000 Compensation	743,060	752,469	(9,409)	5,112,297	5,396,688	(284,392)	3,686,217	8,798,514	8,943,168	(144,654)	Adjusted to reflect payroll trends
5400 Benefits	165,373	137,714	27,659	1,140,445	1,098,919	41,525	681,721	1,822,165	1,641,398	180,767	Based on budget
6100 Administrative Expenses	26,690	30,886	(4,196)	212,185	352,952	(140,767)	229,295	441,480	626,494	(185,014)	Category adjusted based on current trends
6200 Professional Services	67,975	59,397	8,578	507,372	507,411	(39)	375,848	883,220	930,475	(47,255)	Adjusted based on spending
6300 Professional Development	6,300	11,478	(5,178)	57,350	96,089	(38,739)	112,750	170,100	170,100	-	Based on budget
6400 Marketing and Staff/Student Rec	6,033	8,475	(2,441)	62,628	62,402	226	45,655	108,283	80,115	28,168	Adjusted based on spending
6500 Fundraising Expenses	-	287	(287)	-	2,353	(2,353)	3,675	3,675	53,675	(50,000)	Adjusted based on spending
7100 Curriculum & Classroom Expenses	23,099	20,745	2,354	155,391	185,125	(29,734)	252,773	408,164	389,688	18,476	Adjusted based on spending
8100 Facility	241,125	354,632	(113,508)	1,967,674	2,880,726	(913,052)	2,563,270	4,530,944	4,383,055	147,889	Based on budget
8200 Technology Expenses	15,774	18,352	(2,578)	206,845	144,817	62,028	255,279	462,123	368,225	93,898	Adjusted based on spending
8800 Miscellaneous Expenses	1,334	83	1,251	11,724	667	11,057	6,637	18,360	1,000	17,360	Based on budget
8900 Depreciation Expense	-	-	-	128,308	115,420	12,888	127,479	255,787	230,840	24,947	Adjusted based on spending
Total Expenses	1,296,763	1,394,518	(97,755)	9,562,218	10,843,568	(1,281,350)	8,340,598	17,902,816	17,818,233	84,583	
Net Income	172,833	56,375	116,459	2,510,701	928,447	1,582,254	(2,243,109)	267,591	351,389	(83,798)	
Capital Expenditures											
Furniture, Fixtures & Equipment	-	-	-	579,323	-	579,323	266,686	846,009	-	846,009	
Facility and Construction	-	-	-	26,293	-	26,293	-	26,293	-	26,293	
Website	-	-	-	-	-	-	-	-	-	-	
Total Capital Expenditures	-	-	-	605,615	-	605,615	266,686	872,301	-	872,301	

Challenge Prep Charter School Cash Flow Projection as of February 28, 2021

	Annual Budget FY20-21	Projected Mar 21 - June 21	March	April	May	June	July + Subsequent FY20-21 Items
Beginning Cash Balance (Operating)	4,804,870	8,851,388	8,851,388	6,605,040	7,544,383	5,674,421	3,846,990
Projected Cash Receipts from Operations (below)	18,169,622	3,281,448	2	2,809,308	2	37,634	434,502
Projected Cash Disbursements from Operations (below)	(17,818,233)	(7,994,353)	(1,803,293)	(1,803,293)	(1,803,293)	(1,798,393)	(786,079)
Net Cash from Operations	351,389	(4,712,905)	(1,803,291)	1,006,015	(1,803,291)	(1,760,759)	(351,578)
Cash Receipts from Accounts & Misc Receivables (not included in revenue below)	-	-	-	-	-	-	-
Cash Disbursements for Accounts Payable & Accrued Expenses	-	(376,385)	(376,385)	-	-	-	-
Capital Expenditures (below)	-	(266,686)	(66,672)	(66,672)	(66,672)	(66,672)	-
Accounts Receivable	-	(1,792,512)	-	-	-	-	(1,792,512)
PPP Loan Payable	-	(13,067)	-	-	-	-	(13,067)
PPP Loan Interest Payable	-	-	-	-	-	-	-
Ending Cash Balance (Operating Account)	5,156,259	1,689,832	6,605,040	7,544,383	5,674,421	3,846,990	1,689,832
Other Cash Accounts (Net of Transfers)	75,354	75,497	75,497	75,497	75,497	75,497	75,497
Total Cash (All Accounts)	5,231,613	1,765,329	6,680,537	7,619,880	5,749,917	3,922,486	1,765,329

Challenge Prep Charter School
Balance Sheet
YTD as of February 28, 2021

	Total	Comments
ASSETS		
Current Assets	-	
Bank Accounts		
1000 Cash		
1001 HSBC Checking - 0844	8,607,374	
1002 HSBC Checking - 0852	1,115	
1003 HSBC Checking - 0879	244,014	
1004 HSBC Checking - 0887	506	
1005 HSBC Money Market - 5972	3,505	
1006 Chase Escrow - 3060	70,000	
1007 Petty Cash	372	
Total 1000 Cash	\$ 8,926,884	
Total Bank Accounts	\$ 8,926,884	
Accounts Receivable		
1100 Accounts Receivable	236,577	
1200 Other Receivables - Salary Advance	-	
Total Accounts Receivable	\$ 236,577	
Other current assets		
1300 Prepaid Expenses	281,153	
1301 Prepaid Insurance	38,156	
1310 Prepaid Rent	295,115	
Total Other current assets	\$ 614,425	
Total Current Assets	\$ 9,777,886	
Fixed Assets		
1500 Furniture, Fixtures & Equipment	-	
1510 Office & Admin Computers & Equipment	249,149	
1511 Classroom Computers & Equipment	766,226	
1512 Classroom Furniture	391,772	
1513 Office Furniture	56,983	
Total 1513 Office Furniture	\$ 56,983	
1514 Musical Instruments	16,390	
1515 Computer Software	44,217	
Total 1500 Furniture, Fixtures & Equipment	1,524,738	
1519 Facility and Construction	127,589	
1520 Architect Fees	115,620	
1525 Fire Alarm System	7,500	
Total 1525 Fire Alarm System	\$ 7,500	
1530 Kitchen/Cafeteria	162,079	
1535 Construction In Progress	320,673	
1540 Leasehold Improvements	311,199	
Total 1519 Facility and Construction	1,044,659	
1610 Website	11,000	
Total 1610 Website	\$ 11,000	
1700 Accumulated Depreciation & Amortization		
1710 Accumulated Depreciation	(1,272,200)	

Challenge Prep Charter School
Balance Sheet
YTD as of February 28, 2021

	Total	Comments
1750 Accumulated Amortization	(7,578)	
Total 1700 Accumulated Depreciation & Amortization	\$ (1,279,778)	
Total Fixed Assets	\$ 1,300,618	
Other Assets		
1800 Security Deposits	925,999	
Total Other Assets	\$ 925,999	
TOTAL ASSETS	\$ 12,004,504	
LIABILITIES AND EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
2000 Accounts Payable	376,385	
Total Accounts Payable	\$ 376,385	
Other Current Liabilities		
2100 HSBC Loan Payable	1,792,512	
2300 Accrued Salaries/Taxes	-	
2301 Accrued Expenses	-	
2303 Accrued Interest - PPP	13,067	
2400 Unearned/Deferred Revenue	2,732,925	
Total Other Current Liabilities	\$ 4,538,505	
Total Current Liabilities	\$ 4,914,890	
Long-Term Liabilities		
2700 Deferred Rent Liability	2,573,937	
Total Long-Term Liabilities	\$ 2,573,937	
Total Liabilities	\$ 7,488,827	
Equity		
3100 Retained Earnings	2,004,976	
Net Income	2,510,701	
Total Equity	\$ 4,515,676	
TOTAL LIABILITIES AND EQUITY	\$ 12,004,504	

**Challenge Prep Charter School
Statement of Cash Flows
YTD as of February 28, 2021**

	<u>Total</u>	<u>Comments</u>
OPERATING ACTIVITIES		
Net Income	2,510,700.60	
Adjustments to reconcile Net Income to Net Cash provided by operations:		
1100 Accounts Receivable	221,574	
1200 Accounts Receivable:Other Receivables - Salary Advance	(364)	
1300 Prepaid Expenses	(245,855)	
1301 Prepaid Insurance	(38,156)	
1310 Prepaid Rent	44,431	
1710 Accumulated Depreciation & Amortization	127,941	
2301 Accrued Expenses	(116,838)	
2303 Accrued Interest - PPP	11,574	
INVESTING ACTIVITIES		
1510 Furniture, Fixtures & Equipment:Office & Admin Computers & Equipment	(6,083)	
1511 Furniture, Fixtures & Equipment:Classroom Computers & Equipment	(471,547)	
1512 Furniture, Fixtures & Equipment:Classroom Furniture	(37,231)	
1750 Accumulated Depreciation & Amortization:Accumulated Amortization	367	
Net cash provided by financing activities	<u>\$ 86,227</u>	
Net cash increase for period	4,046,660	
Cash at beginning of period	<u>\$ 4,880,224</u>	
Total Cash at beginning of period	<u>\$ 4,880,224</u>	
Cash at end of period	<u>\$ 8,926,884</u>	



Attachment #9

February 2021

Current Employees	Vacancies
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133	5
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Campus	Current	Vacancies	New Hires
Elementary School	72	2	-
Middle School	45	1	-
High School	5	2	-
Network Operations	11	0	-

New Hires	Position
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Vacancies

ES Teacher - 5th Grade

ES Teacher Assistant

MS Teacher - SETTS

HS Teacher - CTE

HS Teacher - Special Education