



2020-21 School Year Board Meeting #7 Minutes

Frederica Jefferies, CPCS Board Chair called the meeting to order and welcomed everyone to the CPCS 2020-21 School Year Board Meeting #7 at 6:30 PM on January 27, 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, Andrew Barnes and Dr. Michelle Daniel-Robertson

Member absent: Gertrudis Hernandez

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 #6 [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 where Challenge was in relationship to remote learning and preparation for the planned return to in person scholar attendance planned for March 2021. It was determined that another parent/guardian survey should be done to access the current mindset of our parents. A full staff survey should also be done with a determination of the vaccination status of the staff.



He also an update of the high school facility.

Following discussion, the report was received with great 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 December 2020 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 January Personnel Report [Attachment #9]. It was noted that no new personnel were hired since the last meeting of the Board. The report was approved by common consent.
12. The Chair called for the report on the six-month status of the 2020-21 Operating Budget. It was noted that there are no adjustment or changes in the budget as updated and approved in the November 2020 meeting of the Board

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



Respectfully submitted:

Karon K. McFarlane

Karon McFarlane
Secretary



Attachment #1
See Prior
Month
Minutes for
Minute
Attachments



2020-21 School Year Board Meeting #6 Minutes

Karon McFarlane, CPCS Board Secretary called the meeting to order and welcomed everyone to the CPCS 2020-21 School Year Board Meeting #6 at 6:30 PM on December 16, 2020. Frederica Jefferies, Board Chair requested that Karon McFarlane lead the meeting due to her absence as Chair Pro Tem.

Karen McFarlane, Chair Pro Tem 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 appointed Gertrudis Hernandez, as Secretary Pro Tem of the Board of Trustees due to Karon McFarlane being absent for this Board meeting. Ms. Hernandez did the roll call of the board.

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

Members absent: Frederica Jefferies

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

The Chair Pro Tem 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 Pro Tem called for a review of the minutes of the 2020-21 School Year Board Meeting #5 [Attachment #1]. The minutes were approved by common consent.
3. The Chair Pro Tem called for the report of Dr. Les Mullings, CEO. Dr. Mullings gave an update on the continued remote learning efforts of Challenge. The attendance continues to average 90% plus by our scholars.



Dr. Mullings reported on a meeting he attended virtually concerning the distribution of COVID-19 vaccine. The meeting was led by Dr. Anthony Fauci and focused on dissemination of the vaccine in communities like Far Rockaway.

Dr. Mullings shared information about the developing partnerships with Queensborough Community College and Johns Hopkins Medical Center for the CTE high school.

He also reported that the entire high school facility will be turned over to the school by February 2021. Each week Challenge provides a food distribution at the 15-26 Central Avenue site for the community and our parents/guardians. This week's distribution will also include the Annual Holiday Toy Distribution.

Following discussion, the report was received with great appreciation.

4. The Chair Pro Tem 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 Pro Tem called attention to the printed report of Nicole Griffin, K-5 Principal [Attachment #3]. The report was received with appreciation.
6. The Chair Pro Tem called attention to the printed report of Mavgar Mondesir-Gordon, 6-9 Principal [Attachment #4]. The report was received with appreciation.
7. The Chair Pro Tem 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 Pro Tem called attention to the printed report of Kimberly Messer, Director of Communications [Attachment #6]. The report was received with appreciation.
9. The Chair Pro Tem called attention to the printed report of Venessa Lynch, Director of Operations [Attachment #7]. The report was received with appreciation.
10. The Chair Pro Tem called for the November 2020 Financial Report [Attachment #8]. Following discussion and review, the report was received by common consent.



11. The Chair Pro Tem called for the presentation of the 2020-21 December Personnel Report [Attachment #9]. It was noted that no new personnel was hired since the last meeting of the Board. The report was approved by common consent.

The meeting adjourned by common consent at 7:05 PM.

Respectfully submitted:

A handwritten signature in black ink, appearing to read "Gertrudis Hernandez", written over a horizontal line.

Gertrudis Hernandez
Secretary Pro Tem



Attachment #2



Senior Director of Teaching and Learning
January 2021 Board Report
 (Covering December 14-January 14)
Kentia Coreus

2020-21 Scholar Enrollment

Current Enrollment	906 scholars (as of January 8, 2021)	
Grade	Number of scholars	Notes (where applicable)
K	103	
1	120	
2	100	
3	97	One seat offered
4	98	
5	102	
6	72	
7	82	
8	78	
9	54	
TOTAL	906	

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
- Observe classroom lessons and staff development sessions
- Conduct final teacher/assistants interviews

Staffing

CPCS has a 5th grade teacher assistant vacancy. A viable candidate is in queue. CPCS will work with Alternative Tutoring to fill an anticipated maternity leave position for a special education teacher. CCMS has an ELA teacher assistant vacancy and a 6th grade history teacher vacancy due to the teacher transitioning to CPCS. Instead of filling the Director of Curriculum and Instruction vacancy, CCMS seeks to employ a science teacher assistant.

Challenge will be participating in EdWeek's Top School Jobs Virtual Career Fair on January 28, 2021. The event allows us to meet a range of candidates. A group of team members will collaborate to make Challenge's participation successful. Attached are tips from EdWeek which give some sense of how the virtual event will jump start Challenge's 2021-22 Staff Recruitment season.

Performance Reviews

Teacher evaluations have been finalized at CCMS/HS. Evaluations are scheduled to begin at CPCS next week. The process includes teacher self-evaluation, data from mini-observations, and a final evaluation from the principal or principal's designee.

Principal evaluations are in progress. The SDTL has provided formal feedback to both principals in key practice areas. Attached are two of the rubrics utilized. The process continues with the review of the school improvement plan, goal-setting meeting, and completion of the VAL-ED survey.

It is expected that all evaluations are completed by the end of January 2021.

Compliance

The SDTL collaborated with CPCS' ELL teacher/coordinator and CCMS/HS' Director of Special Education & RTI to ensure completion of the NYSETILL waiver. Although not required to do so by SED, Challenge administered the NYSETILL to scholars (in the building) while it was safe to do so. Families who did not select this option or did not have this option due to COVID-19 guidelines, were contacted by the above team members to complete the SED mandated waiver. The SDTL drafted a *provisional eligibility for ELL services* letter for distribution to families whose scholar qualified.

EdWeek Top School Jobs

5 Tips to Maximize Your Presence at the Virtual Career Fair

With the virtual career fair coming up, here are some tips developed by our marketing team to help you put your district's best foot forward at the event and maximize the number of job seekers who visit your booth.

1. Feature authentic images in your booth.

- The adage is true – a picture is worth a thousand words. Adding images beyond your logo will help make your booth look dynamic and attract job seekers.
- Consider posting photos of teachers at work, students in classrooms or other learning environments. Choose images that highlight the diversity of your staff and students so that candidates can easily imagine themselves working for your district.

2. Provide information on your district's response to the Covid-19 pandemic.

- Explain which model your school is using (e.g., remote, hybrid, or in-person learning), and your tentative plans for the future.
- Be transparent about your policies and benefits - our EdRecruiter survey found that health benefits, health and safety policies, and compensation are the most important factors for job seekers during Covid.

3. Showcase your diversity goals and initiatives.

- Most job seekers believe a greater emphasis should be put on hiring diverse teaching staff, according to our EdRecruiter survey.
- Check out a recent article about "Grow Your Own Educator" programs and other ways to recruit and retain a diverse teaching staff [here](#).

4. Specify whether your district sponsors work visas.

- This can drive booth traffic from international candidates, in turn help increase diversity within your schools.
- If your district doesn't sponsor work visas, being transparent about this could discourage international candidates from entering your booth and save time.

5. Emphasize what your district offers beyond employment.

- Job seekers are increasingly interested in professional development, mentoring programs, and other avenues for career advancement. Don't forget to include information on these opportunities in your booth overview.
- Teaching is a rewarding profession! When describing your district, appeal to job seekers' values, such as a desire to forge meaningful connections with students and colleagues and to change the world one student at a time.

Conducting an Observation Feedback Meeting Rubric

Principal: Observer:	Date:
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Highly Effective	Effective	Developing	Ineffective
1. Feedback Process and Professional Development			
Explains the feedback process as a professional development strategy to enhance teacher’s knowledge, skill and performance. Principal uses an effective coaching strategy that results in the teacher’s accurate self-reflection of the lesson and collaborative development of next steps.	Explains the observation process as a professional development strategy to enhance teacher’s knowledge, skill and performance. Principal uses coaching strategy to some degree to promote teacher self-awareness of the lesson.	Relates the observation process to professional development and then conducts the conference in a top-down manner evidenced by the principal identifying areas of strength and areas for growth. The principal makes suggestions for performance improvement.	Does not relate the observation process to professional development.
2. Knowledge of Research-based Rubric for Effective Teaching (Danielson)			
Engages teacher in professional conversation based on observational evidence aligned to the rubric that subsequently leads to collaborative identification of research-based strategies to promote strong academic achievement for all students.	Engages teacher in professional conversation based on observational evidence aligned to the rubric that leads to the Principal’s identification of strategies to promote academic achievement for all students	Engages teacher in professional conversation based on observational evidence aligned to the rubric that leads to the identification of strategies to promote academic achievement for some sub-group of students.	Engages teacher in professional conversation of the classroom lesson that is not based on observational evidence aligned to the rubric and does not lead to the identification of strategies to increase academic achievement for students.
3. Performance Feedback			
Feedback prioritizes 1 to2 high-leverage actions to improve student learning. Feedback is aligned to the Common Core standards and the Danielson rubric.	Feedback to the teacher is specific, evidence-based and actionable with suggestions for how to improve. Feedback is aligned to the Common Core standards and the Danielson rubric.	Feedback to the teacher is vague, marginally aligned to evidence, with only some suggestions for how to improve. Feedback may be aligned to Common Core standards and the Danielson rubric.	Feedback to the teacher is general, not aligned to evidence and does not include suggestions for improvement. Feedback is not aligned to the Common Core standards or to the Danielson rubric.
4. Criticism			
Courageously engages in difficult conversations with below-proficient teachers, helping them improve.	Provides redirection and support to teachers who are less than proficient.	Criticizes struggling teachers but does not give them much help improving their performance.	Shies away from giving honest feedback and redirection to teachers who are not performing well.
5. Respect and Rapport with Teachers / Collaborative School Culture			
Interaction between the principal and the teacher is respectful, reflecting warmth, caring and sensitivity. An atmosphere of collaborative professionalism is fostered by the	Interaction between the principal and the teacher is polite and respectful, reflecting general warmth, caring and sensitivity.	Interaction between the principal and the teacher is generally appropriate and free from conflict but may be characterized by	Interaction between the principal and the teacher is negative, inappropriate, or insensitive and characterized by sarcasm, put-downs or conflict.

Conducting an Observation Feedback Meeting Rubric

mutual exchange of questions, answers and ideas.	Teacher is encouraged to ask probing and clarifying questions of the principal.	occasional displays of insensitivity or lack of responsiveness.	
6. Establishment of Teacher Accountability for Student Learning			
Communicates expectations that teachers are accountable for every student's success, and further, prompts the teacher to identify evidence of the efficacy of his/her lesson design for accomplishing that success.	Communicates expectations that teachers are accountable for helping all students learn; including helping high- and average-performing students along with low-performing students.	Communicates the expectation that teachers give their best effort to helping low-performing students despite social or family issues.	Does not challenge teachers who express the view that they can't be accountable for student learning due to social or family issues.
7. Establishment of Teacher & Principal Accountability for Sustainable Performance Improvement			
Explains the reciprocal role and expectations of the teacher and principal for sustained improvement of teacher practice. Collaboratively develops expectations for both teacher and principal accountability for supporting teacher's performance improvement over time.	Explains the teacher's role and expectations for sustained improvement of his/her practice. Describes teacher accountability for performance improvement over time.	Discusses school improvement but does not discuss the importance of personal responsibility.	Does not relate school improvement to staff accountability or responsibility.

Conducting An Observation Feedback Meeting Rubric			
Category	Principal's Self –Assessment (HEDI)	Supervisor's Assessment (HEDI)	Notes
1. Feedback Process and Professional Development			
2. Knowledge of Research-based Rubric for Effective Teaching (Danielson)			
3. Performance Feedback			
4. Criticism			
5. Respect and Rapport with Teachers/ Collaborative School Culture			
6. Establishment of Teacher Accountability for Student Learning			
7. Establishment of Teacher & Principal Accountability for Sustainable Performance Improvement			

Rev 10/2019, KC

Facilitating Professional Learning Rubric

Principal: Observer:	Date:
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Highly Effective	Effective	Developing	Ineffective
1. Agenda			
Has prepared an organized and developed agenda, with input from teachers that clearly states the purpose of the meeting and is circulated in advance. Purpose is consistently followed with no unproductive or unnecessary digressions.	Has prepared an organized and developed agenda that clearly states the purpose of the meeting and is consistently followed with few unproductive or unnecessary digressions.	Has an agenda but it is unorganized and undeveloped. Purpose of the meeting is discernable but not clearly stated or consistently followed.	Has no agenda. Demonstrates no understanding of the purpose of the meeting.
2. Expectations / Goals			
Goals of PD, developed with teacher input, are ambitious, closely aligned to overall school improvement plan and based on teacher needs and/or student achievement data. Expectations of changes in classroom practice are made explicit.	Goals of PD are clear, closely aligned to overall school improvement plan, and based on teacher needs and/or student achievement data. Principal communicates the expectation that new knowledge and skill will lead to changes in classroom practice.	Goals of PD are unclear, marginally aligned to overall school improvement plan and not necessarily based on teacher needs or student achievement data. Expected impact on classroom practice not communicated.	No goals. Professional development content unrelated to current school context and school needs.
3. Reflective Practice			
Description of effective performance with the modification below: Provides multiple opportunities for learners to apply and practice new knowledge and skills individually and in collaborative groups during the session. Provides feedback to learners.	Plans and initiates professional learning that includes the learner as an active participant in making meaning out of new knowledge. Invites questions and responds to them throughout the professional development session. Provides opportunities for learners to apply and practice new knowledge and skills during the session.	Plans and initiates professional learning that includes the learner as a passive participant in receiving new knowledge from the principal. Questions are responded to at the end of the professional development session. Provides an example of application of new knowledge and skills to participants.	Professional learning is delivered in lecture format where PD content is transferred from the principal to passive participants. Questions and/or interactions between participants are discouraged.
4. Leadership Tools			
Applies visioning, communicating, motivating and conflict resolution techniques effectively to maintain the focus and progress of the meeting and promotes staff understanding and buy-in of the professional development goal.	Applies leadership techniques of visioning, communicating, motivating, managing conflicts during meeting as needed, with mostly positive impacts.	Attempts to use leadership techniques of visioning, communicating, motivating, managing conflicts but attempts have little impact or are used incorrectly and have negative impact.	Does not use leadership techniques of visioning, communicating, motivating or managing conflicts to engage staff in learning
5. Respect / Cultivate Teacher Leadership			
Shows respect for the ideas and suggestions of all group members and gives recognition and encouragement to all. Principal	Shows respect for the ideas and suggestions of all group members and offers recognition and encouragement to some.	Shows respect for the ideas and suggestions of most staff but offers no recognition or encouragement. Does not	Shows disrespect for the ideas or suggestions of one or more staff members.

involves others in assessing and making meaning of ideas. Promotes input and leadership of all staff in professional development.	Principal assesses ideas. Promotes input and leadership of some staff in professional development.	promote input or leadership of staff in professional development.	
6. Ability to Listen			
Listens actively with interest and shows understanding by paraphrasing and acknowledgement of ideas. Asks questions to probe reasoning and evidence. Promotes staff dialogue to deepen collective understanding of ideas or suggestions and to check for agreement, acceptance and buy-in.	Listens actively and shows understanding by paraphrasing and acknowledging others' ideas. Asks some questions to probe reasoning and evidence.	Inconsistently demonstrates active listening behaviors. May ask for ideas or suggestions but shows no indication that they will be considered.	Does not ask for ideas or suggestions and does not demonstrate active listening behaviors.
7. Problem Solving			
Recognizes and acknowledges a problem and suggests problem-solving approaches which empower team members to effectively solve the problem.	Recognizes and acknowledges a problem and addresses it by guiding staff to create a plan to solve it.	Recognizes a problem but does little to define it or develop a plan to address it.	Fails to identify or recognize a problem when it occurs.
8. Written Communication			
Creates effective documents with clear purpose and structure, in-depth and convincing supporting evidence, as well as excellent grammar, style and mechanics.	Creates effective documents with clear purpose, structure and sound supporting evidence. May contain a few errors in grammar, style or mechanics that do not affect readers' understanding.	Creates documents with a clear purpose and structure, but little supporting evidence. Contains some errors in grammar, style and mechanics that may affect readers' understanding.	Creates documents with no clear purpose, structure, very little supporting evidence and poor grammar, style and mechanics.
9. Oral Presentation			
Presentation is clearly structured to provide information and includes clarifications, supports and examples to ensure comprehension. Transitions between parts of the presentation are smooth and logical. Speaker demonstrates full command of standard English grammar. Delivery is excellent (eye contact with participants in all areas of the room, strong voice with appropriate inflection), and effectively engages the staff.	Presentation is clearly structured to provide information in an organized fashion. Speaker demonstrates command of standard English grammar. Transitions are smooth between parts of the presentation. Delivery is clear (maintains eye contact, voice is clear and audible), and effectively engages the staff.	Presentation has a basic, discernable structure (beginning, middle and end). There are some grammatical errors that do not affect comprehension. Transitions are awkward or choppy. Delivery is acceptable, but inconsistent in quality (some eye contact, volume of voice varies inappropriately), and does not effectively engage staff.	Presentation lacks structure, is delivered poorly (no eye contact, inaudible, monotone), and does not engage staff.



Attachment #3



Ms. Nicole Griffin

Challenge Preparatory Charter School- Elementary
Principal Report
January 2021



Enrollment

Kindergarten- 103

1st grade- 120

2nd grade- 100

3rd grade- 98

4th grade- 98

5th grade- 102

Elementary Total: 621

Instruction

The month of December focused on Guided Reading. Guided Reading is one of our goals for the school year. The month of January will continue to focus on Instruction and Planning and Preparation.

Professional Development

- **Friday, January 8th**
 - Unpacking i-Ready; Formal Observations Expectations; Using Technology- Domain 3
- **Friday, January 15th**
 - Reading Strategies Unpacking i-Ready Data
- **Friday, January 22nd**
 - Next Generation Standards
- **Friday, January 29th**
 - Lesson Plan Alignment

Staff MID YEAR Evaluations

- Will be completed by the principal.. This will take form as a 1:1 meeting with the principal. Instruction and Professionalism will be the focus for the mid year evaluations.
- As part of the mid-year evaluations, all Administrators completed at least two-three rounds of mini-observations and provided feedback to staff.
- Due to the pandemic, the Danielson Framework for Teaching and Learning was modified to meet the needs of learners during this time.
- Outside of the classroom staff will be evaluated using the Danielson Domain 4

The Principal, Principal Assistant and Family Engagement Coordinator met with the newly elected PA team. We accomplished a calendar of events for the remaining of the year. PA will put together a youtube channel to also keep parents informed. A monthly newsletter or broadcast will also be distributed to parents to keep them informed.

PA Meeting Dates - 5:30-6:30pm

- January 29, 2021
- February 26, 2021
- March 26, 2021
- April 30, 2021
- May 28, 2021
- June 25, 2021 (Last day of school) **date is subject to change**



Attachment #4



CHALLENGE CHARTER SCHOOL

2020-2021 Principal's Monthly Board Report

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

School Year 2020-2021 Report

January 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
#3	Grade 9	54	54	54	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
#4	Grade 8	77	77	78	79	79
#5	Grade 7	81	80	81	80	82
#6	Grade 6	72	71	72	72	72
TOTAL		230	228	231	231	233

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
#3	Gr. 9	79%	92%	93%	93%	91%
#4	Gr. 8	90%	86%	95%	92%	89%
#5	Gr. 7	85%	96%	95%	95%	91%

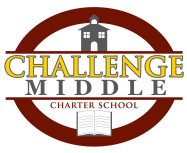


#6	Gr. 6	90%	91%	94%	95%	89%
CCMS Average		88%	91%	95%	94%	90%
6-9 Average		90.5%	91.1%	94%	94%	90%

STAFFING:

- CCMS/CCHS has secured 2 Visiting SETSS Teachers through Alternative Tutoring Inc. we are awaiting a third candidate to service our 9 grade scholars at this time.
- CCMS - Grade 7 ELA Teacher Assistant and a Grade 7 Science Teacher Assistant have been interviewed and references are now being checked at this time.
- With the transfer of the Grade 6 Social Studies teacher to the CPCS. CCMS has interviewed a teacher to fill in this vacancy. References are now being checked at this time.

- **SOCIAL EMOTIONAL LEARNING (SEL)**
- Shifts have been made to incorporate the Advisory SEL lessons into the thrice weekly mentoring sessions.
- 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 are now engaging 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. The success of this program will be measured at the end of quarter 2, weighing the improvement in overall grades and attendance averages.



CURRICULUM AND INSTRUCTION

- 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 have been underway focusing on the Power of Video for High Impact Instruction. These sessions are followed up with support on creating compactors which is part of the School Enrichment Model -SEM to support our scholars who are above the benchmark on their current grade level. The follow-up assistance of consultant Cheryl Quatrano is sought and rendered here. She has been meeting with teachers on a one to one basis to support their needs.
- We are also working on implementing another scaffold for our scholars who are significantly below grade level.

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



- Instructors and Admin Team members have been working together on presentations for Middle and High school open houses.

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 added 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.

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.
- Mid-Year evaluations for instructors have all been completed at this time.



Attachment #5



Director of Pupil Personnel Services

January 2021 Board Report

Covid-19 Coordinator

- Creating an outline of all school health and safety protocols and procedures for staff members upon return to the school building
- 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
- Make reports to the local DOH on any positive COVID-19 tests within our school community
- Preparation is underway for the continuation of the Johns Hopkins COVID-19 curriculum for all sites.
- Collaboration with St. Johns' Episcopal Hospital personnel for teaching nutrition to our scholars to support a healthy immune system
- On January 13th there will be a meeting with the Data coordinator, family engagement coordinators, and Operation personnel to review how the health screener will be used through Operoo for Challenge Prep families.

Pupil Personnel Director

- Bi-weekly check-in's with SST's for continuous support in the following areas:
 1. Aligning SEL strategies and supports for teachers around implementation for the Meta-Moment. This strategy is aligned to the self-management core competency and supports students that experience intense emotions
 2. Social Work Interns from Hunter College are all immersed within the school culture and are supporting our scholars during Character Education lessons and our at-risk scholars one-on-one at both locations.
 3. Our social work field instructor Ms. Harris and task supervisor Ms. Colon has been leading weekly meetings for our interns to ensure they are aware of the expectations and to provide them with any answers to their questions. I also meet with Ms. Harris to receive updates on the interns and their work schedules.

4. I continue to observe Inner You lessons at the high school level. This is the new character education curriculum that was implemented in the high school.
5. The SST submitted their professional goals and will also submit program goals for the SEL/ Character Education program using the Multi-tiered levels of support template in mind.
6. The school-wide wellness series continues this month, and the focus is on Healthy Relationships. Staff members received many resources to strengthen them in this area. At the end of the month colleagues will lead this virtual platform and have a discussion on what resource worked best for them. Each month will have a focus, and the SST has a teacher corner located in their virtual offices for staff to access these support resources.
7. SST will begin Curriculum mapping the SEL lessons from 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.

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 90% and the rising 9th graders retention rate is at 71%.

Consistent efforts are made with our School Counselors and Family Engagement Coordinators to increase the numbers.

2. The open house dates are all finalized, and rehearsal dates for the high school workshop will take place on Wednesday, January 13th

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.
2. We are also working on updating all family contacts.



Attachment #6



Challenge Charter School Communications Report - Jan. 2021

fr: Kim Messer, Director of Communications

One School Campaign/Application Season

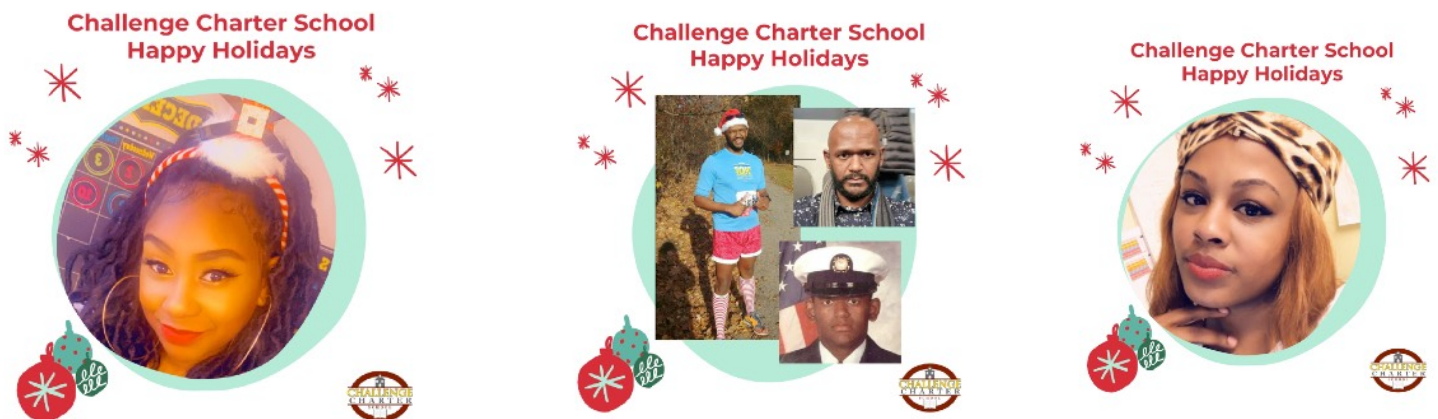
- We hosted our first Virtual Open House of the season on Thursday, January 14th. Our remaining dates were finalized and they extend through March for each school site.
 - In my role, I created a new slide presentation for this year and am collaborating with staff on modifications for Elementary, Middle, and High School Open Houses.
- We will be utilizing a Virtual Charter School Fair hosted by NYC Charter School Center in February and March. I will support through virtual booth design and any other branding needs.
- Ads are being placed publications such as Queens Family, Rockaway Times, El Correo, Caribbean Life and more. These print ads will promote our new high school, our open house dates, and encourage families to apply.

Virtual Job Fair

- We are utilizing a virtual fair at the end of the month to find job candidates for our open positions. I am working with Ms. Coreus to provide branding and support.

Social Media

- Our Facebook pages were merged to create one school-wide page. Visit at www.facebook.com/challengeprepcharter
- December represented good engagement from staff and families as I showcased Holiday projects, family photos and a special staff feature during the break.





Attachment #7



Rev. Dr. Les Mullings, Founder/CEO

January 15, 2021

Re: January 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.
- Fire inspection completed for Hartman Ln
- COVID signage placed throughout buildings.
- Classrooms set up based on COVID guidelines. Teachers just have to come in and put finish touches.
- Building Winterizations completed for all buildings.
- Working with property managers to complete building projects before March Reopening

II. Health

- Nurses have been confirmed for ES site and MS.
- Nurses will report back to their prospective sites closer to reopen date.
- Working with COVID response team to manage health screening for reopen via Operoo

III. School Operations

- Ongoing implementation of cloud base system Operoo for continuity of school operation. This system will streamline effective and accurate documentation for each scholar and family. We will be able to execute constant contact with instant response with our families. This will also assist with student records and ensure all documents are current.
- ATS cleanup/ update complete. Now updating as necessary based on changes received in real time. School Messenger List updated with most recent report from ATS.
- Working with Principals and Sr. Director of Teaching and learning to fill vacant positions. Recruiting candidates via Indeed and starting out reach to various universities with education programs.
- Continuing to support laptop distribution and student supply distribution as needed to support remote learning for all students.
- Partnering with Enrollment Coordinator to revamp registration process to completely electronic via Operoo
- Galaxy certified for this month
- Working with communication to procure SWAG for H.S.

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

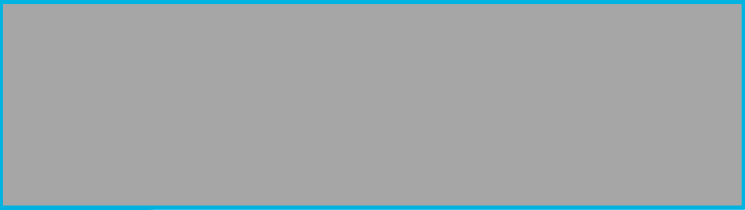
Phone: 718-327-4040

Email: mmondесir@challengecharterschools.org

www.challengechartermiddle.org



Attachment #8



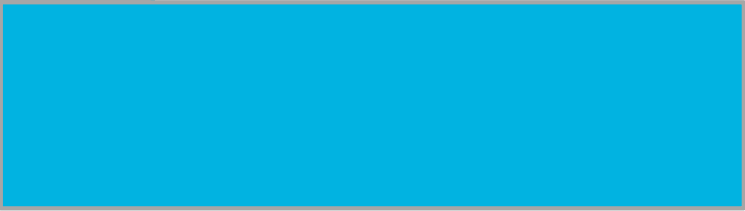
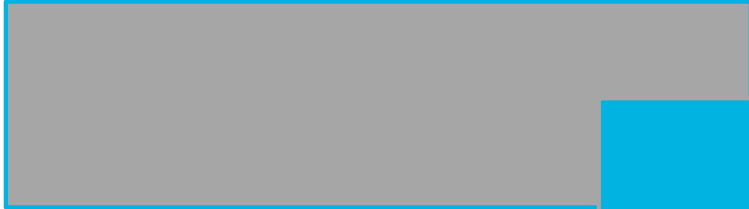
Helping you to focus on what's important:
STUDENT ACHIEVEMENT



experience. expertise. execution.

Challenge Prep Charter School

Monthly Financial Report
December 2020



Challenge Prep Charter School

Financial Summary

For Period Ended December 31, 2020

LIQUIDITY

Cash in Bank <i>(Operating Account(s) Only: as of December 31, 2020)</i>	\$ 8,482,530
<i>Projected months of cash on hand</i>	5.7
Cash in Bank <i>(Total - All Accounts: as of December 31, 2020)</i>	\$ 8,557,633
FY Ending Cash Available to Carryover to FY21-22 <i>(Operating Account(s) Only)</i>	\$ 1,411,517
<i>*Cash balance available once all FY20-21 obligations & receivables have been settled</i>	
<i>Projected months of cash on hand</i>	1.0
FY Ending Cash Available to Carryover to FY21-22 <i>(Total - All Accounts)</i>	\$ 1,486,621

Projected Cash

Months of Cash

ENROLLMENT

	<u>Actual</u>	<u>Budget</u>	<u>Variance</u>		<u>Actual</u>	<u>Budget</u>	<u>Variance</u>
General Ed	907.78	920.00	(12.22)	\$	14,660,695	14,083,360	\$ 577,335
SPED							
0 - 20%	40.02	41.00	(0.98)		-	-	\$ -
20 - 59%	22.56	25.00	(2.44)		234,409	259,750	\$ (25,341)
60% - Over	49.42	53.00	(3.58)		941,383	1,009,597	\$ (68,214)
Total SPED	112.00	119.00	(7.00)		1,175,791	1,269,347	\$ (93,556)

Student Enrollmt. - Gen. Ed

Student Enrollmt. - SPED

Per Pupil

BALANCE SHEET

Total Current Assets:	\$ 9,546,485
Total Current Liabilities:	\$ 4,961,749
Working Capital (Current) Ratio	1.92
Total Assets:	\$ 11,665,470
Total Liabilities:	\$ 7,449,459
Debt Ratio	0.64
Total Net Assets:	\$ 4,216,011

Assets & Liabilities

Working Capital & Debt Ratios

	<u>Actual</u>	<u>Budget</u>	<u>Variance</u>
Total Revenue YTD:	\$ 9,129,497	\$ 8,870,230	\$ 259,267
Total Expenses YTD:	(6,918,462)	(8,053,532)	1,135,070
Net Operating Surplus(Deficit):	\$ 2,211,035	\$ 816,698	\$ 1,394,337

Challenge Prep Charter School

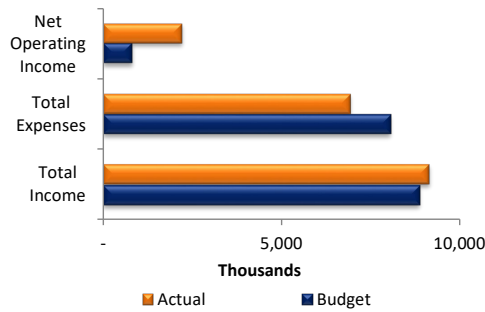
Financial Summary

For Period Ended December 31, 2020

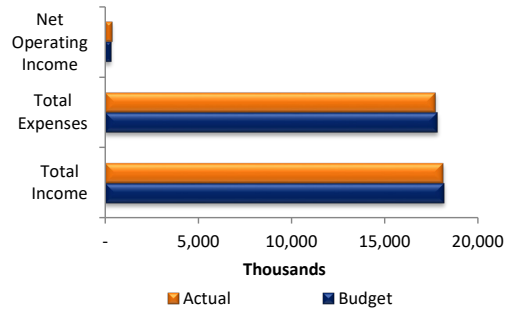
	<u>Projected</u>	<u>Budget</u>	<u>Variance</u>
Annual Projected Revenue:	\$ 18,125,515	\$ 18,169,622	\$ (44,107)
Annual Projected Expenses (before depreciation):	(17,461,937)	(17,587,393)	125,456
Projected Net Operating Surplus(Deficit) before Depreciation:	\$ 663,578	\$ 582,229	\$ 81,349
Annual Projected Depreciation:	(255,787)	(230,840)	(24,947)
Projected Net Operating Surplus(Deficit) after Depreciation:	\$ 407,791	\$ 351,389	\$ 56,402
Capital Expenditure Requirements	\$ (181,832)	\$ -	\$ (181,832)
Total Cash Expenditures <i>(expenses excluding depreciation plus capital expenditures)</i>	\$ (17,024,318)	\$ (17,356,553)	\$ 332,235
Revenue per Pupil (YTD)	\$ 19,967	\$ 19,750	\$ 217
Expenditure per Pupil (YTD)	\$ 19,236	\$ 19,117	\$ 119

BUDGETING / REVENUE & EXPENSES

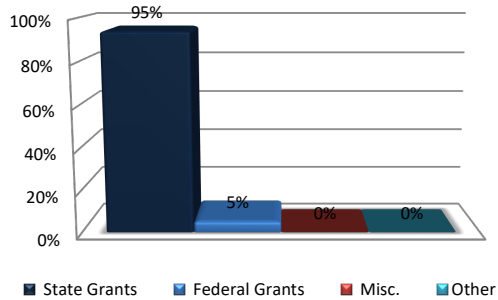
Year-To-Date (YTD)



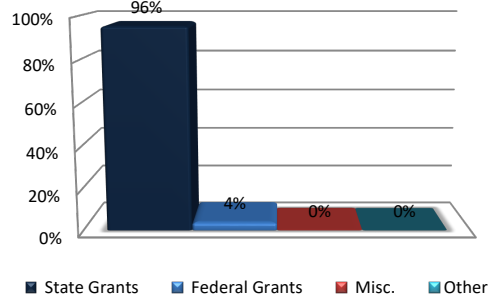
Year End (YE) Projection



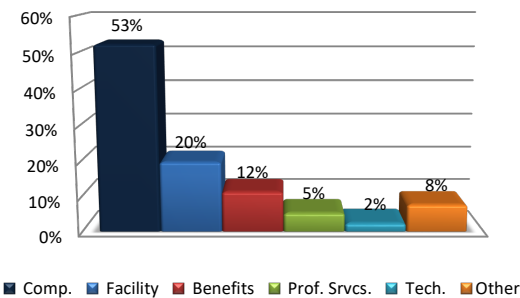
Revenue Breakdown YTD



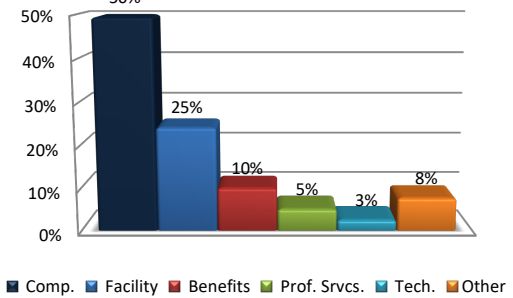
Revenue Breakdown YE



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	(100,509)
Net Projected Deficit Variance after Depreciation	<u>\$ 407,791</u>

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

	December 31, 2020			YTD Through December 31, 2020			Projected FYE June 30, 2021			Comments		
	Actual	Budget	Variance	Actual	Budget	Variance	Current Month	Actuals - July 2020 - September 30, 2020 +	Projections thru June 30, 2021		Annual Budget	Variance
Income												
4100 State Grants	1,445,440	1,431,604	13,836	8,636,786	8,696,279	(59,493)	8,748,721	17,385,507	17,670,286	(284,779)	GenEd budget based on 920, projection based on 907,783. SpEd budget based on 53 over 60%; 25 20-59%; Projection based on 22,561 20-60 and 49,419 >60	
4200 Federal Grants	250,192	84,413	165,779	492,708	173,951	318,757	209,656	702,364	499,336	203,028		
4300 Contributions	-	-	-	-	-	-	-	-	-	-	-	
4400 Miscellaneous Income	0	-	0	3	-	3	37,641	37,644	-	37,644	-	
Total Income	1,695,633	1,516,017	179,616	9,129,497	8,870,230	259,267	8,996,018	18,125,515	18,169,622	(44,107)	GenEd budget based on 920, projection based on 907,783. SpEd budget based on 53 over 60%; 25 20-59%; Projection based on 22,561 20-60 and 49,419 >60	
Expenses												
Compensation												
5100 Instructional Staff	511,315	538,177	(26,862)	2,498,926	2,571,444	(72,518)	3,893,012	6,391,959	6,381,357	10,582	Adjusted to reflect payroll trends	
5200 Non-Instructional Staff	136,161	131,691	4,470	716,054	805,708	(89,653)	786,396	1,502,450	1,642,535	(140,085)	Adjusted to reflect payroll trends	
5300 Pupil Support	86,361	82,600	3,760	423,081	514,599	(91,518)	472,173	895,254	919,276	(24,022)	Adjusted to reflect payroll trends	
5000 Compensation	733,837	752,469	(18,632)	3,638,062	3,891,751	(253,689)	5,151,581	8,789,642	8,943,168	(153,526)	Adjusted to reflect payroll trends	
5400 Benefits	139,586	137,714	1,872	802,000	823,491	(21,492)	1,016,783	1,818,783	1,641,398	177,385	Based on budget	
6100 Administrative Expenses	24,787	30,886	(6,099)	168,016	291,181	(123,165)	261,862	429,877	626,494	(196,617)	Category adjusted based on current trends	
6200 Professional Services	75,215	59,397	15,818	375,308	388,617	(13,309)	544,888	920,196	930,475	(10,279)	Adjusted based on spending	
6300 Professional Development	1,500	11,478	(9,978)	48,835	73,133	(24,298)	121,265	170,100	170,100	-	Based on budget	
6400 Marketing and Staff/Student Rec	8,703	8,475	228	42,543	45,453	(2,909)	51,181	93,724	80,115	13,609	Adjusted based on spending	
6500 Fundraising Expenses	-	287	(287)	-	1,779	(1,779)	3,675	3,675	53,675	(50,000)	Adjusted based on spending	
7100 Curriculum & Classroom Expenses	11,746	20,745	(8,999)	146,581	143,634	2,947	273,583	420,164	389,688	30,476	Adjusted based on spending	
8100 Facility	221,189	355,249	(134,060)	1,391,247	2,170,461	(779,214)	2,952,721	4,343,968	4,383,055	(39,087)	Based on budget	
8200 Technology/Communication Expenses	25,939	18,352	7,587	168,658	108,112	60,546	285,150	453,808	368,225	85,583	Adjusted based on spending	
8800 Miscellaneous Expenses	1,417	83	1,334	8,905	500	8,405	9,095	18,000	1,000	17,000	Adjusted based on spending	
8900 Depreciation Expense	74,294	57,710	16,584	128,308	115,420	12,888	127,479	255,787	230,840	24,947	Adjusted based on spending	
Total Expenses	1,318,213	1,452,844	(134,631)	6,918,462	8,053,532	(1,135,070)	10,799,262	17,717,724	17,818,233	(100,509)		
Net Income	377,420	63,172	314,248	2,211,035	816,698	1,394,337	(1,803,244)	407,791	351,389	56,402		
Capital Expenditures												
Furniture, Fixtures & Equipment	31,125	-	31,125	427,901	-	427,901	266,686	694,587	-	694,587		
Facility and Construction	-	-	-	(512,755)	-	(512,755)	-	(512,755)	-	(512,755)		
Website	-	-	-	-	-	-	-	-	-	-		
Total Capital Expenditures	31,125	-	31,125	(84,854)	-	(84,854)	266,686	181,832	-	181,832		

Challenge Prep Charter School Cash Flow Projection as of December 31, 2020

	Annual Budget FY20-21	Projected		January	February	March	April	May	June	July + Subsequent FY20 21 Items
		July 20 - June 21	Projected Aug 20 - June 21	8,482,530	6,457,803	7,498,944	5,831,810	6,877,851	5,220,341	3,600,464
Beginning Cash Balance (Operating)	4,804,870		8,482,530							
Projected Cash Receipts from Operations (below)	18,169,622	8,996,018	5,900,145	2	2,703,553	2	2,703,553	2	37,634	455,402
Projected Cash Disbursements from Operations (below)	(17,818,233)	(10,799,262)	(10,539,244)	(1,617,964)	(1,617,964)	(1,622,689)	(1,613,064)	(1,613,064)	(1,613,064)	(841,437)
Net Cash from Operations	351,389	(1,803,244)	(4,639,099)	(1,617,962)	1,085,589	(1,622,687)	1,090,489	(1,613,062)	(1,575,430)	(866,036)
Cash Receipts from Accounts & Misc Receivables (not included in revenue below)				(362,317)						
Cash Disbursements for Accounts Payable & Accrued Expenses		(266,686)	(266,686)	(44,448)	(44,448)	(44,448)	(44,448)	(44,448)	(44,448)	
Capital Expenditures (below)										
Accounts Receivable										
PPP Loan Payable										
PPP Loan Interest Payable										
Ending Cash Balance (Operating Account)	5,156,259	5,109,315	5,913,027	6,457,803	7,498,944	5,831,810	6,877,851	5,220,341	3,600,464	1,411,517
Other Cash Accounts (Net of Transfers)	75,354		5,913,027	75,104	75,104	75,104	75,104	75,104	75,104	75,104
Total Cash (All Accounts)	5,231,613	5,109,315	5,913,027	6,532,907	7,574,048	5,906,913	6,952,955	5,295,445	3,675,567	1,486,621

Challenge Prep Charter School
Balance Sheet
YTD as of December 31, 2020

	Total	Comments
ASSETS		
Current Assets	-	
Bank Accounts		
1000 Cash		
1001 HSBC Checking - 0844	7,806,369	
1002 HSBC Checking - 0852	722	
1003 HSBC Checking - 0879	676,161	
1004 HSBC Checking - 0887	506	
1005 HSBC Money Market - 5972	3,504	
1006 Chase Escrow - 3060	70,000	
1007 Petty Cash	372	
Total 1000 Cash	\$ 8,557,633	
Total Bank Accounts	\$ 8,557,633	
Accounts Receivable		
1100 Accounts Receivable	280,883	
1200 Other Receivables - Salary Advance	-	
Total Accounts Receivable	\$ 280,883	
Other current assets		
1300 Prepaid Expenses	304,322	
1301 Prepaid Insurance	57,235	
1310 Prepaid Rent	346,412	
Total Other current assets	\$ 707,969	
Total Current Assets	\$ 9,546,485	
Fixed Assets		
1500 Furniture, Fixtures & Equipment	-	
1510 Office & Admin Computers & Equipment	249,149	
1511 Classroom Computers & Equipment	679,266	
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	1,437,778	
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	300,000	
1540 Leasehold Improvements	311,199	
Total 1519 Facility and Construction	1,023,986	
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 December 31, 2020

	Total	Comments
1750 Accumulated Amortization	(7,578)	
Total 1700 Accumulated Depreciation & Amortization	\$ (1,279,778)	
Total Fixed Assets	\$ 1,192,986	
Other Assets		
1800 Security Deposits	925,999	
Total Other Assets	\$ 925,999	
TOTAL ASSETS	\$ 11,665,470	
LIABILITIES AND EQUITY		
Liabilities		
Current Liabilities		
Accounts Payable		
2000 Accounts Payable	362,065	
Total Accounts Payable	\$ 362,065	
Other Current Liabilities		
2100 HSBC Loan Payable	1,792,512	
2300 Accrued Salaries/Taxes	-	
2301 Accrued Expenses	252	
2303 Accrued Interest - PPP	10,399	
2400 Unearned/Deferred Revenue	2,796,521	
Total Other Current Liabilities	\$ 4,599,684	
Total Current Liabilities	\$ 4,961,749	
Long-Term Liabilities		
2700 Deferred Rent Liability	2,487,711	
Total Long-Term Liabilities	\$ 2,487,711	
Total Liabilities	\$ 7,449,459	
Equity		
3100 Retained Earnings	2,004,976	
Net Income	2,211,035	
Total Equity	\$ 4,216,011	
TOTAL LIABILITIES AND EQUITY	\$ 11,665,470	

Challenge Prep Charter School
Statement of Cash Flows
YTD as of December 31, 2020

	<u>Total</u>	<u>Comments</u>
OPERATING ACTIVITIES		
Net Income	2,211,035	
Adjustments to reconcile Net Income to Net Cash provided by operations:		
1100 Accounts Receivable	177,268	
1200 Accounts Receivable:Other Receivables - Salary Advance	(364)	
1300 Prepaid Expenses	(269,025)	
1301 Prepaid Insurance	(57,235)	
1310 Prepaid Rent	(6,865)	
1710 Accumulated Depreciation & Amortization	127,941	
2301 Accrued Expenses	(116,586)	
2303 Accrued Interest - PPP	8,905	
INVESTING ACTIVITIES		
1511 Furniture, Fixtures & Equipment:Classroom Computers & Equipment	(384,587)	
1512 Furniture, Fixtures & Equipment:Classroom Furniture	(37,231)	
1750 Accumulated Depreciation & Amortization:Accumulated Amortization	367	
Net cash provided by financing activities	\$ -	
Net cash increase for period	3,670,409	
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>\$ 8,550,633</u>	



Attachment #9

December 2020

Current Employees	Vacancies
-------------------	-----------

132	4
-----	---

Campus	Current	Vacancies	New Hires
--------	---------	-----------	-----------

Elementary School	74	0	-
Middle School	43	2	-
High School	5	2	-
Network Operations	10	0	-

New Hires	Position
-----------	----------

Vacancies

MS Teacher - SETTS

MS Teacher Assistant - 8th Grade ELA

HS Teacher - CTE

HS Teacher - Special Education