



2023-24 School Year Board Meeting #8 Minutes

Frederica Jeffries, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2023-24 School Year Board Meeting #8 at 6:30 PM on February 28, 2024.

Frederica Jeffries, Chair requested verification from the members present of “The Notice of Meeting” sent to each of the board members 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 Rockaway via email
- Public Posting at CPCS Office
- CPCS Websites and Social Media Sites

Frederica Jeffries, Chair of the Board of Trustees called the roll of the board.

Members present: Frederica Jeffries, Karon McFarlane, Ben Waxman, Andrew Barnes, Linda Plummer, Gertrudis Hernandez

Members absent: Dr. Michelle Daniel-Robertson

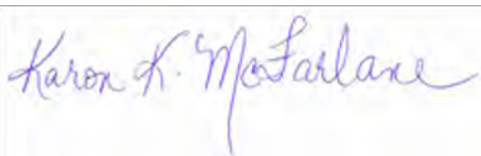
Also present: Dr. Mullings, Donna Webster

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

1. The Chair called for a review of the minutes of the 2023-24 School Year Board Meeting #7. The minutes were approved by common consent.
2. The agenda was approved by common consent.
3. The Chair called for the report of Dr. Les Mullings, CEO. Dr. Mullings shared the following information:
 - Dr. Mullings shared that we are getting ready for graduation. The school is solidifying venues for graduation.
 - The second week of March begins the state assessment. Staff is preparing the families as well as the students to have stamina and nurture positive atmospheres for the testing weeks.
 - We are still waiting to hear back from our authorizers. We waiting to hear the recommendation.
 - Port Authority is reviewing our JFK redevelopment proposal. We are waiting to have our scheduled meeting.
 - Dr. Mullings shared an update concerning our CTE Pathway, Culinary Arts. We are currently searching for another CTE Chef.

4. The Chair called for the Financial Report:
 - Ms. Webster shared that Form 990 was circulated and accepted by the entire board.
 - The report for the period ended Jan 31, 2024 shows enrollment is good.
 - We received advice from NYSED to increase the amount we are requesting from CSP.
 - We have about 51 days of cash on hand right now.
 - i. We've had a dramatic increase in repairs and maintenance due to the weather.
 - ii. Costs are being reviewed to meet the 60-day cash-on-hand requirements.
 - We were invited to apply for Summer Boost again.
5. Ben Waxman shared strategic recommendations to address topics reviewed by the authorizer.
 - Mr. Waxman suggested bringing in someone to work with pedagogy in Grades 3, 4, and 5 along the terms of Socratic methodology where the scholars take an active part in their learning, rather than have a teacher-directed; it becomes student-centered.
 - Programs suggested:
 - i. Foundations is a program that is a research-based proven program for early readers who are experiencing problems. It's fantastic but special education. It's also good with ELL scholars.
 - ii. There is a program called sound reading that should be expanded because sound reading teaches reading auditorily as opposed to what traditionally happens, which is visual.
 - We were told that there's a lack of understanding of the data.
 - i. Ben Waxman suggested that we hire someone to help the instructors with the data.
 - Ben Waxman suggested creating and inviting Math Teams.
 - A suggestion was made to support and push early regents.
6. Ms. Jeffries mentioned the Board Retreat.
 - The Secretary will collect date suggestions.
 - The CTE Advisory Council will be invited.
7. The Chair mentioned the next meeting on March 20th, 2024. The report was received, and the meeting adjourned by common consent.

Respectfully Submitted,



Karon McFarlane
Secretary



Attachment #1
See Prior
Month
Minutes for
Minute
Attachments



2023-24 School Year Board Meeting #7 Minutes

Frederica Jeffries, CPCS Chair called the meeting to order and welcomed everyone to the CPCS 2023-24 School Year Board Meeting #7 at 6:30 PM on January 27, 2024.

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

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

- The Rockaway via email
- Public Posting at CPCS Offices
- CPCS Website and Social Media

Frederica Jeffries, Chair of the Board of Trustees called the roll of the board.

Members present: Frederica Jeffries, Ben Waxman, Andrew Barnes, Linda Plummer, Gertrudis Hernandez, Karon McFarlane

Members absent: Dr. Michelle Daniel-Robertson,

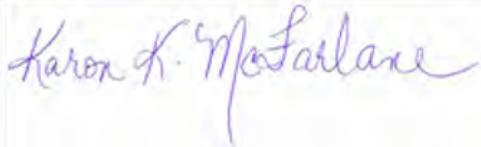
Also present: Dr. Mullings, Donna Webster

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

1. The Chair called for a review of the minutes of the 2023-24 School Year Board Meeting #6. The minutes were approved by common consent.
2. The agenda was approved by common consent.
3. The Chair called for the report of Dr. Les Mullings, CEO:
 - Dr. Mullings referred to all of the Director’s reports and shared that SDTL/Principal Gordon is out on leave at this time.
 - Dr. Mullings mentioned the successful public hearing that was held the prior week. The school is awaiting the recommendation from the authorizers.
 - Dr. Mullings mentioned feedback received from the authorizers during their visit.
 - The school is preparing to expand relationships within the four CTE Pathway industries.
 - Dr. Mullings mentioned the preparation taking place at the school for testing and graduation.
4. The Chair called for the Financial Report:
 - Donna Webster referenced that expenses are expected to rise due to increased spending on repairs and maintenance due to flooding.

- Discrepancies with the information mentioned by the authorizers were mentioned. Ms. Webster promised to provide the audited financial results for the past five years to clarify the situation.
5. The Chair called for the Personnel Report:
 - This information was covered by Dr. Mullings in his report.
 6. The Chair mentioned the next meeting on February 28, 2024. The report was received, and the meeting adjourned by common consent.

Respectfully Submitted,

A handwritten signature in blue ink that reads "Karon K. McFarlane". The signature is written in a cursive style and is positioned above a horizontal line.

Gertrudis Hernandez
Board Member



Attachment #2



Senior Director of Teaching and Learning K-5
February 2024 Board Report
 Covering 01/22-02-15
Kentia Coreus

Ongoing Teaching & Learning Tasks

- Manage personnel, curricula, relationships, and partnerships in support of the educational program
- Monitor the effectiveness of the educational program by reviewing data, observing instruction, school culture, and academic operations at both elementary sites
- Supervise the K-5 principal and administrative team by conducting regular check-ins, bi-weekly supervision meetings, and providing feedback on instructional leadership
- Receive, investigate, and respond to staff and family grievances
- Support human resource activities such as reviewing the credentials of all instructional candidates and conducting final interviews
- Respond to compliance and legal issues at it relates to staffing and the academic program
- Serve as liaison between the school and the DOE charter office

Remote Learning on 02.13.24

CPCS was able to quickly pivot to remote learning on February 13, 2024 soon after the NYCDOE announced a remote learning day due to inclement weather. Due to the number of available chargers for Chromebooks, the principal designed a hybrid schedule that included virtual sessions for attendance taking and norm setting while scholars completed work asynchronously. Below are the attendance totals.

G	Total	P	%
K	92	84	91.00%
1	111	83	75.00%
2	122	87	71.00%
3	114	108	95.00%
4	110	86	78.00%
5	103	91	88.00%
T	652	539	83.00%

Staff Recruitment

We have the current instructional vacancies: Grade 1 Teacher Assistant, Grade 2 SPED ICT, Grade 5 SPED ICT, Science Specials Teacher (K-5), Art teacher, and Music teacher. Given our historical vacancies in special education, we will consider candidates as ELA and Math specialist roles which would allow us to hire certified general education teachers. This too is difficult given we are in the middle of the academic year and our pipeline is depleted. We have been approved to hire an additional K-5 PE/Health Teacher to support 443 ES scholars at Hartman Lane and return to a comparable teacher to scholar ratio pre-pandemic.

The K-5 special projects coordinator is taking the following action steps to support recruitment and develop the student to teacher pipeline:

- Posting vacancies on Lever which gets distributed to Indeed and LinkedIn
- Sharing vacancies with the principal and relevant staff for internal recruitment
- Listing staff vacancies with Alternative Tutoring and substitute teachers with Kokua Education
- Posting vacancies on personal LinkedIn Page
- Regularly reviewing all candidates in Lever who have applied to other instructional roles at the school
- We have identified 22 colleges/universities in NYC and Long Island with teacher education programs. We are in conversations with two CUNY schools, 1 SUNY, and 4 private colleges in regard to student observers, student teachers and recent graduates (2 observers started this month-May 2024).
- We are maximizing our partnership with CUNY School of Labor Studies on certification workshops and Leap to Teacher (LTT) college programs, as well as postgraduate study access for members of ES staff who would like to develop their skills as educators and for our succession planning.
- We will be seeking approval funding for a reading interventionist for level 3 and 4 readers in grades K-5.

Preparing for Computer-Based Testing

In order to provide Grade 5 scholars with computer-based test preparation, CCS procured Pear Assessment (formerly known as Edulastic). Pear Assessment allows teachers and administrators to create and administer computer-based assessments in a platform that mirrors the digital state exam. We can select questions from prior state exams and receive in-depth data about student performance. The platform is currently available to grades 4-5 but will eventually be incorporated into Grade 3. The data specialist conducted a teacher training and will monitor implementation. The SDTL updated the CBT implementation plan and CPCS remains on target.

Due Date	Item	Person/Team	Status
December 29	Complete and submit Technology Readiness Checklist	Richardson	In Progress
January 2	Determine Nextera Admin roles	SDTLs/Samuels/Richardson	Complete
January 3	Create Nextera user accounts	Samuels	Not yet started
January 3	Send Fall Roadshow Training Info	Coreus	Complete
January 5	Verify student enrollment data in Nextera	Ops/Griffin/Samuels?	Assistance Needed
January 11	Attend MLL/ELL Compliance: Spring 2024 Need to Knows	Coreus/Qureshi/Meyers/Harris	Complete
January 12	Attend Special Education Compliance Need-to-Knows for Spring 2024 Training- Link	Coreus/Qureshi/Meyers	Complete
January 12	Ensure all scholar devices are ready for testing (Download Quester secure browser,	Megie, Ofori, Tech	Complete
January 12	Deliver Grade 5 Simulation Training	Ofori	Complete
January 16	Complete CBT Training Survey	See email	In Progress
January 16	Gather accommodations from SESIS	Qureshi	Complete
January 26	Conduct Grade 5 Simulation (Window: Jan 16-26)	Thomas/Ofori	Complete
January 29	CBT Simulation Debrief	Griffin/Thomas/Ofori/Qureshi	Complete
January 29	Deliver State Exam Teacher Training	Ofori/Thomas/Megie?	In Progress
Jan 29-Feb 9	Review testing accommodations. Alert CSE of needed changes	Qureshi & SPED Team	
February 27	Attend CBT Testing Hours Office Hours- - Links sent 12/22/23	See email	
Feb 12-Mar 1	Collaborate with CSE to ensure all needed updates are made	Qureshi	
March 8	Enter Final Scholar Accommodations in Nextera	Ofori	Not yet started
March 4-15	SPED Team reviews and verifies all accommodations from Nextera report	Qureshi & SPED Team	
March 15	Determine Testing Classes	Griffin/Qureshi/Thomas	
March 22	Create Testing classes	Qureshi/Ofori	

ESSER Audit

On January 23, 2024, the SDTL participated in a Zoom meeting with Ms. Liga from CSBM. Ms. Liga provided a general overview of the ESSER audit and Ms. Webster later provided a shared Google folder for the submission of documents. On February 7, 2024, the SDTL submitted items to the shared folder and asked for feedback. Items submitted by the SDTL are noted below.

Parts of the ESSER Audit:

Part 1- Stakeholder Engagement

- Indicator 1: Stakeholder engagement (Spring 2021), specifically connected to ARP- *Four documents uploaded to folder*
- Indicator 2: Continued updates on ARP funds
- Indicator 3: ARP documents are posted on the website (until 2027)
- Indicator 4: The general public was aware (provide families with a Feedback form on the website)
- Indicator 5: not applicable

Part 2- Return to In-Person Instruction

- Indicator 1: Link to Reopening Plan (until 2027)
- Indicator 2: Post all versions of the Reopening plan - *All seven versions have been added to the Reopening plans subfolder*
- Indicator 3: Meeting to discuss plan, changes to testing, masking guidelines- *Six items uploaded*

Part 3- ARP (Lost Instructional Time)

Lavinia-CCMS Reading contract added to the folder

Special Education and ENL Compliance

The SDTL attended ENL and Special Education compliance informational sessions offered by the Collaborative on January 11th and 12th respectively. Afterwards, the SDTL met with the elementary admin team on January 17th and January 30th to review key compliance elements. A professional development training schedule from the Collaborative from February-June 2024 was drafted to ensure training in key areas. The topics below are being covered:

Roundtable Discussion: MLL/ELL Grading
Beyond Compliance: Teaching, Assessing, & Supporting MLLs/ELLs with Disabilities
Checks For Understanding: Increasing Accessibility And Engagement For MLLs/ELLs
Counselor and Social Worker Summit
NYSESLAT Administration & Scoring: Speaking Subtest
NYSESLAT Administration & Scoring: Writing Subtest
Beyond Behavior Charts: Strengthening Positive Behavior Supports (Elementary)
Scaffolding Grade Level Text Across Content Areas for MLLs/ELLs (Grades K-5)
Embracing Difficult Conversations (For Leaders)
Intro To Differentiation For MLLs/ELLs (Repeat)
CPI Nonviolent Crisis Intervention (NCI) trainings 1 & 2
Verbal De-Escalation for Teachers
Special Education Compliance: Closing Out SY23-24 & Planning for Summer
Setting the Foundations for Strong ICT in SY24-25 (for Leaders)
Special Education Leaders Summit: Planning for SY24-25
MLL/ELL Leaders Summit: Planning for SY24-25
MLL/ELL Compliance: Closing Out The Year & Planning Your Summer

Teacher Certification

The SDTL received forwarded emails from HR indicating which K-5 instructional staff received a memo on January 25, 2024 regarding their certification status (as analyzed by the NYC Charter Center). On February 6, 2024, the SDTL provided HR with a summary of the findings. Highlights and wonderings are listed below:

- Twelve teachers received a memo
- Five teacher assistants received a memo
- Six teachers and three teacher assistants who should have received memos did not receive one
- The memo that was issued brings up the following questions that policies currently do not exist for:
 - How much time do uncertified employees have to meet the certification requirement for their role?
 - How does this apply to the employees we hired under the exemptions allowed for charter schools?
 - How will SDTLs receive certification statistical updates due to terminations and hires across K-12?

Mid-Year Reflection Meetings

Mid-Year reflection meetings are an opportunity for instructional staff and leaders to have an opportunity to have a transparent and collaborative conversation with their supervisor about their current level of performance and the support they will need to improve in order to support scholar achievement. Employees new to their positions or in a role that is new to the school, will have a reflection meeting that is aligned to their job description. The tool utilized for the Dean of Culture is included at the end of this report. Teacher reflection meetings will be based on the Danielson Framework. The principal identifies focus areas based on school data and goals. Teachers complete a self-evaluation then have a meeting with their AP/Principal after receiving a rating from administration. The SDTL provided administrators with training for these meetings in addition to providing the protocol below. The SDTL will administer a teacher survey to elicit feedback regarding the process.

Mid-Year Teacher Reflection Meeting Protocol

Duration:

- 15-30 minutes (*20-45 minutes should be scheduled for teachers whose self-evaluation demonstrates a gap in understanding the rubric and/or their effectiveness*)

Materials Needed:

- Teacher's Self-Rating and Admin Rating Document
- Teacher's Class Level iReady data (reading & Math)
- Danielson framework
- Evidence related to subdomains where there were large discrepancies

Prior to the Meeting:

- Strategically schedule all meetings on your calendar (prioritizing critical issues)
- Send a meeting invite to the teacher (include details i.e, whether or not they can bring additional evidence)
- Share your rating in the Teacher’s Self-Rating and Admin Rating Document

During the Meeting:

- Begin by identifying a talent/strength of the teacher and demonstrate appreciation
- State the purpose of the conversation
- Discuss areas where the teacher’s self-rating was significantly different from the admin rating
 - “Let’s explore subdomain 1A together to make sure we are on the same page about what it means...”
 - “I noticed that you rated yourself X in this subdomain...I would love for you to talk through your rationale. Please read the subdomain a loud and speak to how you implement each part”
- Discuss areas in need of additional development (if not already covered above). Ask the teacher which areas are a priority for them
- State your agreement/disagreement with their chosen priority
- Explicitly state the goal you would like teachers to accomplish by May
- Describe what will happen from now until June - “From now until June, we will continue to plan, observe and provide feedback. Not only based upon our school-wide goals, but also your specific goals that we have highlighted during our meeting.”
- Ask the teacher if there is anything they would like to add/share. Thank them for their service

After the Meeting:

- Update the Teacher’s Self-Rating and Admin Rating Document as needed
- Have the teacher sign
- Submit final document to Principal
- A copy will be provided to the teacher

Dean of Culture Rating Instrument

The purpose of this tool is to assess elementary leadership roles specific to the responsibilities outlined in the [job description](#). DIRECTIONS: Rate each evaluation criteria by selecting a rating from the drop-down menu. Add links to supporting artifacts as evidence for the rating.. Artifacts can be utilized to support more than one criteria. It is not expected that there is an artifact for every single criteria as long as the artifacts provided are comprehensive and address most aspects of the role.

Dean of Culture's Name:

Date:

Evaluation Criteria	Self-Rating
1. Establish and reinforce high expectations for positive student behavior	<p>NA- Not applicable ▾</p> Supporting Artifacts:
2. Maintain consistent and constructive communication with scholars, teachers, administrators, and scholar families in an effort to ensure that school culture norms are effectively defined and reinforced	<p>NA- Not applicable ▾</p> Supporting Artifacts:
3. Establish and maintain a positive, safe, school culture	<p>NA- Not applicable ▾</p> Supporting Artifacts:
4. Supervise the consistent and fair administration of school policies regarding student conduct and discipline with a Restorative Justice Approach	<p>NA- Not applicable ▾</p> Supporting Artifacts:
5. Implement and maintain the schools Positive Behavior Intervention Support (PBIS) program	<p>NA- Not applicable ▾</p> Supporting Artifacts:
6. Track the Multi-Tiered Systems of Support (MTSS)	<p>NA- Not applicable ▾</p> Supporting Artifacts:
7. Support teachers to create and sustain classroom management systems that ensure a focus on learning and student success	<p>NA- Not applicable ▾</p> Supporting Artifacts:
8. Develop teachers to establish foundations for successful classrooms: ambitious vision and goals, strong relationships, and positive classroom cultures	<p>NA- Not applicable ▾</p> Supporting Artifacts:
9. Meet with teachers regularly to discuss data trends; problem solve with teachers to prioritize the teacher actions that will most impact scholars' progress	<p>NA- Not applicable ▾</p> Supporting Artifacts:
10. Develop and implement a peer mediation club and or other interventions and supports	<p>NA- Not applicable ▾</p> Supporting Artifacts:

11. Maintain systems for collecting and tracking data on school culture metrics, including discipline and attendance	<p>NA- Not applicable ▾</p> <p>Supporting Artifacts:</p>
12. Serve as a liaison to parents and facilitate parent education and involvement in support of school culture policies	<p>NA- Not applicable ▾</p> <p>Supporting Artifacts:</p>
13. Work with the Family Engagement Coordinator and Parent Academy and play an active role in coordinating school partnerships	<p>NA- Not applicable ▾</p> <p>Supporting Artifacts:</p>
14. Create and present formal reports on school culture and safety	<p>NA- Not applicable ▾</p> <p>Supporting Artifacts:</p>
15. Facilitate faculty and staff professional development related to school culture and consistent enforcement of student discipline	<p>NA- Not applicable ▾</p> <p>Supporting Artifacts:</p>
16. Organize school events that encourage community connection to and investment in the school culture and student success	<p>NA- Not applicable ▾</p> <p>Supporting Artifacts:</p>
17. Participates in ongoing professional development	<p>NA- Not applicable ▾</p> <p>Supporting Artifacts:</p>
18. Analyze and interpret data to provide informed decision making	<p>NA- Not applicable ▾</p> <p>Supporting Artifacts:</p>

updated: 1/29/24



Attachment #3



CHALLENGE CHARTER SCHOOL

2023-2024 Principal's Monthly Board Report

Mavgar Mondesir-Gordon, SDTL (Grades 6-12)

Principal Gasner Vil (Grades 6-8)

Principal Mavgar Mondesir - Gordon (Grades 9-12)

School Year 2023-2024 Report February 27, 2024

Current CCHS Enrollment:

Cohort Group	Grade Level	Enrollment as of...									
		Sept 18, 2023	Oct. 16, 2023	Nov. 14, 2023	Dec. 19, 2023	Jan. 23, 2024	Feb. 27, 2024	Mar. , 2024	Apr. , 2024	May , 2024	Jun. , 2024
#3	G. 12	40	38	36	36	36	35				
#4	G. 11	67	63	62	62	62	63				
#5	G. 10	89	86	81	83	84	84				
#6	Gr. 9	102	101	94	101	104	107				
TOTAL		298	288	273	282	286	289				

Current CCMS Enrollment:

Cohort Group	Grade Level	Enrollment as of...									
		Sept 18, 2023	Oct. 16, 2023	Nov. 14, 2023	Dec. 19, 2023	Jan. 23, 2024	Feb. 27, 2024	Mar. , 2024	Apr. , 2024	May , 2024	Jun. , 2024
#7	Gr. 8	103	97	98	98	96	98				
#8	Gr. 7	92	90	93	96	96	95				
#9	Gr. 6	121	113	112	113	112	110				
TOTAL		316	300	303	307	304	303				

CCMS/CCHS Attendance Statistics:

Cohort Group	Grade Level	Attendance Rates									
		Sep 7, '23 - Sep 18, '23	Sep 19, '23 - Oct 16, '23	Oct 16, '23 - Nov 14, '23	Nov 14, '23 - Dec 19, '23	Dec, '23 - Jan 23, '24	Jan, '24 - Feb, '24	Feb, '24 - Mar, '24	Mar, '24 - Apr 2, '24	Apr, '24 - May, '24	May, '24 - Jun, '24
#3	Gr. 12	99.2%	95.4%	100%	99.8%	99.6%	98.9%				
#4	Gr. 11	94.2%	98.2%	99.9%	99.9%	100.0%	97.3%				
#5	Gr. 10	91.0%	97.6%	99.4%	97.2%	99.2%	98.2%				



#6	Gr. 9	75.1%	98.6%	99.1%	92.7%	97.6%	94.3%				
#7	Gr. 8	85.4%	100.0%	98.0%	96.5%	98.9%	95.5%				
#8	Gr. 7	83.7%	99.6%	98.9%	94.8%	100.0%	98.9%				
#9	Gr. 6	73.6%	100.0%	100.0%	98.2%	100.0%	100%				
CCMS Average		80.4%	99.9%	99.0%	96.6%	99.3%	98.2%				
CCHS Average		87.4%	97.8%	99.5%	96.5%	98.9%	96.7%				
6-12 Average		86.0%	98.5%	99.3%	97.0%	99.3%	97.6%				

ATTENDANCE:

The administration has been working with Enrollment to ensure accurate attendance rates while we work to determine students who have been discharged or withdrawn from the school. Thus far, work has been steady and successful. The school counselors have regularly conducted parent phone calls to ensure that scholars report to school daily. Scholars who are sick or suspended have been receiving live links to their classes via Google Meet and meeting with teachers 1:1 to ensure minimal disruption of education.

STAFFING:

Challenge Charter High School and Challenge Charter Middle School started the 23-24 SY strong with limited staffing vacancies. Although we are almost entirely staffed, our vacancies are critical for our academic programs. Nonetheless, we have used our creativity to ensure that scholars are always before instruction and that we do our best to meet the expectations of our scholars and their parents.

The following position has been filled within the last month:

- High School Music Teacher
- High School Algebra I Teacher
 - Our Algebra I TA filled the position as she is a qualified math teacher.

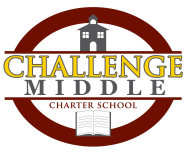
We will be conducting more interviews to fill the following positions below:

- CCMS:
 - TA for 7th grade Math
 - Middle School Spanish Teacher
- CCHS:
 - Culinary Arts Teacher
 - Two (2) Allied Health Teachers
 - Spanish Teacher



CURRICULUM, INSTRUCTION, AND ASSESSMENT

- The staff at CCHS has started preparing for the June Regents Examinations. The scholars will be taking their exams starting from the first week of June. The teachers have already started conducting review sessions from February 27, 2024, and will continue to do so until June 2024. These sessions will take place during the daily Enrichment period, some class sessions, and on Fridays between 1:00 p.m. and 2:00 p.m. The scholars have been assigned specific review sessions based on data, and attendance is mandatory for these sessions.
- A soft launch of Test Prep continues at CCMS; however, on Monday, March 4, 2024, the hard launch will begin with a focus on the CBT components, using Edulastic as the LMS for practice in Eighth Grade. Grades 6 and 7 will continue to use the paper-based test.
- Ms. Janette Cesar from Women Excelling in Leadership is providing instructional coaching twice a month to several CCHS staff members- primarily focusing on Math and ELA novice teachers or teachers who may have experience but need the support:
 - Shermale McKnight - Grade 9 Math - Further Development in our Gradual Release Teaching Model
 - Imani Williams - Grade 9 ELA - Novice Teacher
 - Benjamin Casey - Grade 10 History Further Development in our Gradual Release Teaching Model
 - Teaching Model
 - Joyce Green - Grade 11 ELA - Experienced Teacher in need of support
 - Anya Charles - Grade 10 ELA - Further Development in our Gradual Release Teaching Model
- CCMS and CCHS will continue to uphold a solid instructional focus to close the gap in Math and ELA. On October 23, CCMS began High Impact Tutoring, focusing on small group instruction in Math and Reading. This work continues to date.
- At CCMS, the High Impact Tutoring Instructors will continue to receive coaching to increase high-quality instruction to meet scholar needs in mathematics.



- **Early College**

- The College English Composition II course began on February 2, 2024. Professor Cody Kalina from CUNY SLU will be at CCHS on Mondays and Wednesdays throughout the semester.
- On February 1, 2024, the scholars who are enrolled in the CUNY classes took a trip to the CUNY SLU campus. They toured the campus, attended a class, and received their CUNY ID cards and metro cards. The scholars now have access to CUNY resources and internships.
- AP Kirnon and Ms. McFarlane are working with local elected officials to establish a scholar volunteer program to offer community service hours to our high school seniors.
- The partnership with NYIT has also proven to be very beneficial with our continued enrollment in their Science and Technology Entry Program(STEP). The program began on October 25, 2023, and has continued to run weekly. This partnership has allowed our CCHS scholars to earn a stipend for providing peer tutoring to CCMS scholars. In addition, scholars also take part in project-based STEM activities such as robotics, programming, and engineering. The objective is to develop the scholars understanding and enhance their interest in pursuing careers in STEM fields.
- On March 13, 2024, scholars enrolled in the STEP program will attend a trip to visit the NYIT Long Island Campus in Old Westbury.

- **Career and Technical Education**

- The Self Study Committee comprises various stakeholders who will continue to meet and work collaboratively on compiling the data needed for the CTE application submission. In the interim, the Culinary Arts and Allied Health pathways are locally underway. The anticipated partnership with the JFK Redevelopment project will create a robust Aviation pathway offering manned and unmanned pilot training.
- In Culinary Arts, the scholars will begin to utilize the ProStart curriculum to develop their knowledge of cooking methods and food handling safety. They can create various recipes such as soups, desserts, pasta, breads, etc., while applying industry-level skills.
- In the Allied Health class, scholars utilize the DHO curriculum and engage in hands-on patient care exercises, such as taking blood pressure, wound care, and learning basic life-saving techniques (BLS). After completing Health I and Health 2, scholars who wish to pursue a medical field will be enrolled in the CNA pathway. The certified RN who was scheduled to start this semester rescinded their job acceptance. There is continued recruitment for an Allied Health Teacher and Certified RN for the Allied Health CNA Teacher.
- The Aviation course will utilize the STEMPilot curriculum, which is a literal adaptation of its title, emphasizing project-based learning in the areas of Science,



Technology, Engineering, and Math. The STEMPilot curriculum aligns with the in-house flight simulator, allowing scholars to observe the different components of the simulator and its functions. This pathway requires hiring a certified pilot to facilitate some aspects of the program.

- Before selecting their pathway, the prerequisite Career and Financial Management (CFM) course is taken. The Career Module focuses on career options and job readiness skills, while the Finance Module teaches scholars financial literacy. To further enhance their learning, scholars have been participating in the Junior Achievement project. On February 12, 2024, a number of CFM and Business Math scholars attended a field trip to JA Finance Park. On the trip, the scholars were given a tablet with a fake persona. They had to navigate budgeting their everyday expenses in this makeshift museum replicating a real community of businesses.
- Scholars will be provided a Career Plan in middle/secondary schools. This will help document their progress towards their educational and career goals. A digital platform such as Naviance and/or Career Zone will also be utilized to track scholars' employability and post-secondary achievements.
- Work-Based Learning- AP Kirnon and the WBL Coordinator, Laura Hogan, will work on building opportunities for work-based learning sites. Building stronger relationships with local businesses and industries can lead to increased support, internship opportunities, and potential job placements for students. The Career and Technical Educational Program equips scholars with practical and job-specific skills, making them highly employable. In addition, CCHS will host a Career Fair for scholars in March, and a public job fair is scheduled for June.

SOCIAL-EMOTIONAL LEARNING (SEL)

- The Director of Per Pupil Ms. Tameeka Richards, the HEAL curriculum written by Mr. Hal Eisenberg has launched. Ms. Tameeka Richards and the Social Science Team have been working with Mr. Hal Eisenberg to ensure the lessons are appropriate for our scholars.
- The Student Support Team has been compiling data to review the graduation progress of our Seniors and Juniors. They have been making appropriate schedule changes to influence a successful pathway to graduation.
- On January 25, 2024, 30 scholars attended a basketball game at the Barclays Center for the HBCU Night.
- CCHS and CCMS Scholars participated in a themed Black History Month Spirit Week from February 12, 2024 - February 16, 2024.
- On Thursday, February 29, 2024, scholars from CCMS and CCHS will attend a performance in honor of Black History Month. Several staff members and scholars have been planning and rehearsing the performance for our school to enjoy. We have secured Far Rockaway High School for the performance.



- Several more trips are being planned for the future for further enrichment.

SPECIAL EDUCATION and ENL SERVICES

- Dr. Lyle will continue to lead the SPED work for both the Middle School and High School. She has worked feverishly to ensure that CCS is in compliance with IEP and SPED Mandates. She has collaborated with teachers and the CSE to provide professional development and informational meetings on SDI and teacher reports. Dr.Lyle must be recognized for the revamping of a very strong and professional relationship with the CSE.
- Due to the increased Special Education caseload, Ms. Zak has been supporting Dr. Lyle with the IEPs and SESIS administrative portion with a focus on CCHS.
- IEP meetings are regularly scheduled to ensure scholars have aligned and up-to-date IEPs. Dr. Lyle is working with the CSE to ensure all services and transmittals are being pushed through to support our scholars. Currently, 34 IEPs are misaligned.
- The enrollment of Scholars with Disabilities continues to grow. Fifty-three students at CCMS and Fifty-Five Scholars at CCHS receive special education services as per official IEPs, with another large number of students getting support as “Deemed to Know” scholars under IDEA and IDEAi Law. At CCMS, we have also added two RTI specialists - one for math and one for English.
- Supplementary aids and services, accommodations, modifications, and specially designed instruction are delivered in the general education classroom, minimizing pull-out sessions. Pull-out sessions are deemed necessary as per scholar request or teacher and/or service provider recommendations based on the unique needs of the scholar needing beneficial SDI Tools.
- Our growing ENL Population is currently receiving ENL support services with the guidance of Ms. Ana Gomez. Although Ms. Gomez works between both buildings, Mr. Matthew Rivera and Mr. Nestor Medina have been assisting in providing services to all of our ELL students.
- At CCMS and CCHS, Ms. Gomez has administered the NYSITELL exams to newly enrolled students. All scholars are tested within ten days of enrollment.
- CCMS/CCHS will continue to work on the Language Acquisition Plan for our ELL population, as this plan does not currently exist in our school.

DIGITAL PLATFORMS

- Grades 6-8 scholars continue to utilize school-monitored Chromebooks while in the building. At the end of last year, the decision was made to keep all Chromebooks in the building and not allow them to travel with the scholars.



- At CCHS, students have received an NYC DOE-issued Chromebook. The scholars take their computers home– the new devices will be tracked closely.
- CCMS and CCHS will use GoGuardian to track scholar work on their Chromebooks. Due to the new DOE Chromebooks, Tech is working on effectively blocking some of our previously blacklisted websites, i.e. YouTube.
- CCHS is utilizing the APEX Credit Recovery platform to assist scholars in recuperating credits to stay on track for graduation.
- CCMS and CCHS have gained access to the newly acquired Edulastic software.

PARENT AND SCHOLAR OUTREACH and ACCESSIBILITY

- Home visits have started to target scholars performing slightly below and above the benchmark who aren't displaying academic excellence.
- The NYC School Surveys went out as of February 12, 2024. Our student support team and parent coordinator have been working towards getting 100% response rates from the parents.
- Ms. Colon, our Parent Coordinator, has been working with Ms. Sanford and the other members of the Student Support Team to help increase parent involvement and engagement.
- CCMS and CCHS will continue to use ParentSquare as the primary method of communication between the school and the school community.
- The deans, student support teams, and administration at CCMS and CCHS continue to host individual parent meetings to address concerns with our scholars.
- The partnership between CCHS and CUNY SLU has extended beyond the classroom with support for families and scholars transitioning to post-secondary education. Michael Gilbert from CUNY SLU has been working with Ms. Sanford in providing resources to share with our families regarding continued education and workplace development at various CUNY Campuses.
- In a continued effort to provide scholars with exposure to college life, several workshops and college tours have been planned. Additionally, CCHS will host a College Awareness Fair in March 2024. Representatives from different colleges and universities will be invited to attend.

PROFESSIONAL DEVELOPMENT

- On January 25 and February 6, 2024, the Math department across CCMS and CCHS participated in a Math Lab where Math teachers, teacher assistants, SETSS Providers, and interventionists observed Mr. Bowman and Ms. Fannis' Algebra classes. There would be more labs in math and other content areas to allow teachers to learn from each other and improve their teaching practices.
- On Friday, January 26, the Social Studies department at CCHS participated in a History Lab observing Ms. Giotta's Participation in Government class. The experience gave the teachers the opportunity to learn from each other and improve their teaching practices. More labs will be scheduled for the future.
- CCMS has been receiving regular professional developments through Lavinia. They have



been meeting with our teachers since pre-service week.

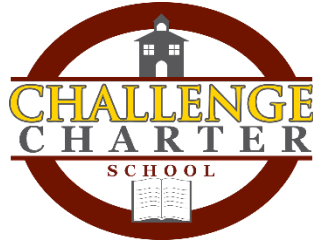
- We will continue our work with the Collaborative at the Charter School Center.
- Key instructional staff and administrators will attend Professional Developments through the NY CTE Technical Assistance Center.
- CCMS and CCHS have launched our Mentoring Circles to build supportive professional relationships amongst the staff.
- Principal Gordon has hosted a Professional Developments on Progress Monitoring series for our Special Education, ENL, and Interventionist staff and a Procedural and Conceptual Understanding of Mathematics for the Math, SETTS, and RTI teams. Most recently, Principal Gordon facilitated Professional Development on the Danielson Rubric and Domains.
- GRADE TEAM PLANNING AND ONGOING PROFESSIONAL DEVELOPMENT
 - Professional development takes place weekly.
- VERTICAL DEPARTMENT PLANNING
 - Department Teams have been meeting to discuss instructional planning across curriculums.

INSTRUCTIONAL OBSERVATIONS

- Mid-year evaluations are almost complete with staff at CCMS and CCHS. They will continue until all evaluations are completed on the estimated date of Friday, March 1, 2024.
- Teachers completed the Vanderbilt Assessment of Leadership in Education (VALED) on the building leadership team on January 29, 2024.
- The CCMS-CCHS Admin Team members have begun supporting instructional periods throughout the day to ensure that instruction occurs and that outreach is performed as needed. Informal observations and coaching have begun through check-ins and 1:1 Instructional Supervision. TeachBoost will continue to be used for this task, with a target of 2 long observations and five short observations across the board for the school year.



Attachment #4



Director of Pupil Personnel
February Board Report

Social Emotional Learning (SEL) and College and Career Curriculum Implementation

- The Windows of Opportunity Social Emotional Learning curriculum has been successfully implemented across all grade levels, with a focus on key skills and competencies.
- In the elementary schools (K-5), students are actively engaged in activities centered around collaboration, cooperation, relationship skills, and early exposure to career connections.
- Middle and high school scholars are focusing on developing lifelong learning skills, executive functioning abilities, self-management techniques, and effective decision-making strategies to prepare them for future success.

Family Engagement Team Activities

- The Family Engagement Team has been proactive in organizing a range of events to foster strong connections with families and the community:
- The Black History Identity Celebration Game Night aimed to celebrate diversity and promote cultural awareness among students and families.
- A successful Parent Association Meeting and Parent Academy session focused on enhancing parenting skills and fostering a supportive home environment for students.
- Efforts to gather valuable feedback through NYC family surveys have been intensified, with incentives offered to boost survey completion rates.
- Plans for a community breakfast event are underway to strengthen collaborations with local organizations and engage the broader community.
- A new family orientation session, complete with Spanish translations, has been planned to welcome and support incoming families.

Student Support Team Initiatives

Elementary School

- The Student Support Team in elementary schools has been actively engaged in promoting a positive school climate and supporting students' social and emotional development through various initiatives:

- Kindness Week celebrations aimed at promoting empathy, compassion, and inclusivity among students.
- A Red and White Dance event organized for Valentine's Day to foster a sense of community and belonging.
- Special focus on preparing fifth graders for a smooth transition to middle school through guidance and support.
- Implementation of fun Friday events to boost student engagement and morale.

High School

- The Student Support Team in high schools has been dedicated to assisting students in achieving their academic goals and preparing for post-secondary education:
- Support provided to scholars in navigating the college application process and exploring various career pathways.
- Plans for a college fair with participation from eight to nine colleges to provide students with valuable information and networking opportunities.
- Assistance with Regents appeals and uploading midyear transcripts for seniors to ensure a seamless transition to post-secondary education.

Catholic Charities Support

- Catholic Charities has been instrumental in providing crucial support to the school community through various initiatives:
- Offering therapy sessions for students to address mental health and emotional well-being needs.
- Hosting parenting skills workshops to empower families with effective parenting strategies and tools.
- Collaborating with the Parent Academy to support community events such as the upcoming community breakfast.

The combined efforts of the Pupil Personnel Services department, Family Engagement Team, Student Support Team, and Catholic Charities have played a pivotal role in enhancing the overall well-being and academic success of students and families within the school community.

The commitment to fostering a supportive and inclusive learning environment remains a top priority, with ongoing efforts to strengthen partnerships and engagement with stakeholders.



Attachment #5



Challenge Charter School Communications Report - February 2024

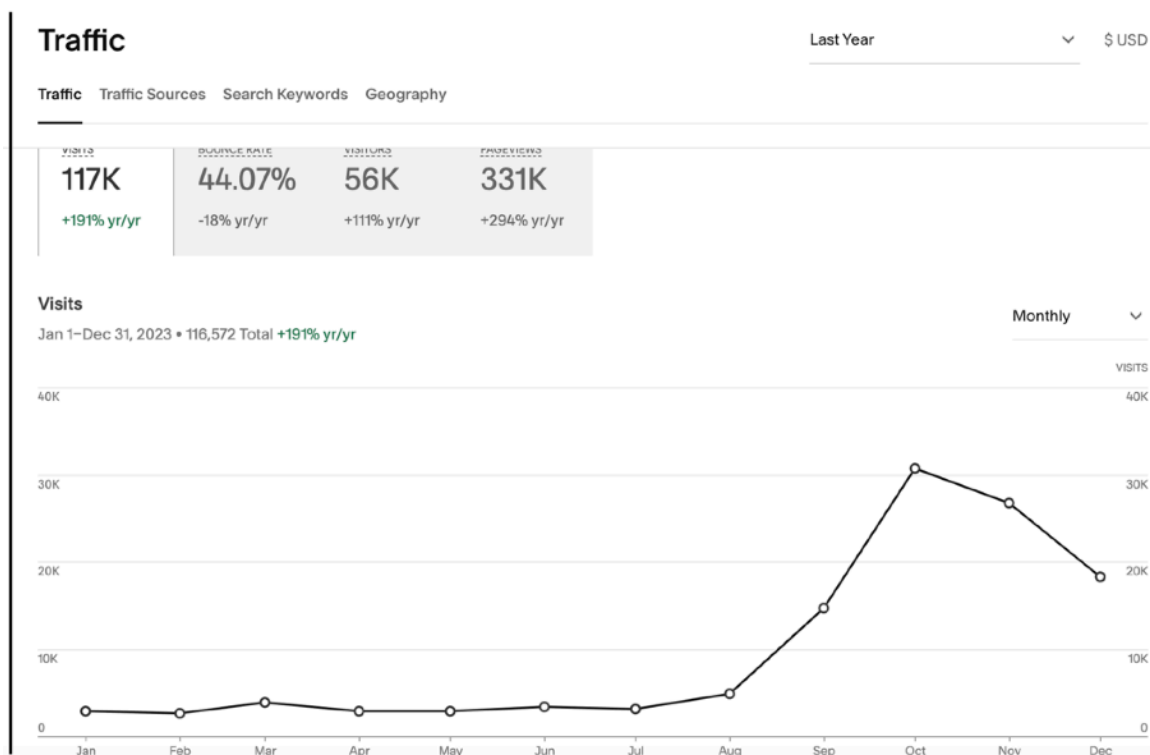
Kim Messer, Director of Communications

Marketing/Application Season

- Our ads in local papers continue to advertise our **Open Houses** and application deadline
- **Vanguard** mailing assets were finalized earlier this month for mailing last week
- Our **Bus Shelter** ads (in Spanish and English) continue through March
- Our commercial **video** is being edited into shorter spots for use on social media

Website

- Analytics for 2023 are shown below with a 191% increase over 2022. Our SEO work and work on the health score of our website increased our visits significantly from September to December.
- **Families are visiting** in this order:
 - Home Page
 - Calendar
 - High School Updates Page
 - Middle School Updates Page
 - Elementary School Updates Page
 - Apply
- After our pause per Dr. Mullings for our renewal work and visit, we are jumping back into work on the newly designed site.



Family Communications

- The **NYC School Survey** is now open, and we are working hard on new strategies to increase our response numbers. A committee is working together on this project.
- Communication supports include social media posts, weekly ParentSquare updates and posts, designed flyers for incentives, and feedback on video content
- **Black History Month** continues with highlights of school projects, designed doors and interactive displays in classrooms, and programs occurring this week.
- Communications supports these activities through posts, designed flyers, and calendar updates
- Our **Spring Newsletter** is in the works for publishing the first week of March
- We are excited that 11th grade scholar Kendra Komeng has joined our newsletter team to bring more scholar voice into our publication
- Our **Family Winter Photo Challenge** has brought in some great content from our families sharing snowy pictures of scholars





Attachment #6



Optimizing educational learning environments using effective school operational systems and processes.



Board Report #7 Director of Operations and Student Enrollment

February 28, 2024,

Scholar Enrollment

CCS scholar enrollment is currently 1,240 -95%. This week we will welcome 5 new scholars.. Seats will continue to be offered to fill the grade-level vacancies.

2024-2025 Lottery Application Update:

We have received 386 lottery applications since the October 2, 2023 launch. Linked here are the updated open house dates. Open houses will begin on Wednesday, January 24, 2024.

Scholar Recruitment

The [open house dates](#) have been confirmed by each site. Open house invitations will be sent this week to all applicants. The Vanguard mailers are scheduled to be sent to families in the Rockaway community in early March.

School Operations

School Safety

The operation managers conducted an internal audit of each room's safety drill logs/binders.

Scholar Health Physical Form and Immunization Records

CCS immunization status via ATS is up at 89.4%. Operation site leaders will continue to monitor their site immunization status using the ATS report RHIL. Follow the plan below to ensure 100% compliance in scholar immunization.

- **Fix the Date Errors**-For the scholars listed in “**D-Date Errors**” make the corrections via ATS.
- **Audit**- Complete an immunization records audit for all scholars on the “**X-Excludable**” list. Do not send home warning letters as of yet. *Last school year letters were sent home to parents who submitted their scholars' immunization records, but the office did not make the updates via ATS.* Before submitting the warning letters, Let's thoroughly search in SchoolMint and the scholar files.
- **Update Immunization Status via ATS**- After you complete the audit and find the immunization records, update the information via ATS. This will ensure that our school data is accurate. *(Approx 10-15 mins per scholar)*
- **Parent Outreach and Warning Letters**- When you have identified the scholars who are missing immunizations, provide us with an updated list. We will liaise with the school social workers and family engagement coordinators to assist with parent outreach. In addition, Department of Health and Mental Hygiene warning letters will be sent home to scholars who are missing updated immunizations. The site leadership team will be informed if a scholar is at risk for not attending school due to not meeting immunization requirements. We will continue to follow the guidelines outlined in the [NYSED 2023 Immunization Guidelines for Schools](#).

Family Income Inquiry Form (FIIF)

This school year ATS is reporting **80.4% of our families are free and reduced meals.**

School meals are free for scholars, however, parents/guardians are encouraged to complete the Family Income Inquiry Form to help maximize Title I Funding. Please see our school data below:

- ❖ **75%** of our scholar population are enrolled in a government assistance program and are automatically eligible for Title I funds.
- ❖ **5%** of our families completed the Family Income Inquiry Form(FIIF).

Facilities

The operations managers and custodians are utilizing their site's facilities checklist. They will give the custodians a hard copy of the facilities checklist on Monday mornings. The document will have special projects and the focus areas for the week.

On Monday, January 8, 2024, Challenge Charter School started DSNY Curbside Composting Service. The scholars are sorting their compostable waste during meal times. All cafeterias and meal spaces at every location have been set up to accommodate the composting service. On Tuesday, January 9, 2024, the DSNY representative Eric Schaal went to all locations to ensure that materials were set up properly. We were provided with an alternative setup for locations that serve meals in the classroom (Redfern Avenue). Ms. Brown and Mr. Hugo will be working on getting the supplies to alter the setup.

Operational Systems

[Linked here](#) is the CCS Events Request Form.

Challenge Preparatory Charter School has grown to servicing grades K-12 across 4 locations. Every week each site has school events and we needed a system of tracking. If someone plans to host a meeting, school, or community event and requires operations support they complete the form. Requests must be submitted at least 10 business days prior to the event. Once the request is received an operations team member will contact you within 24 hours to confirm the event details. The school community has been utilizing the form which has helped us streamline the process and communicate to all stakeholders.

Janisa Vaughn

Director of Operations and Student Enrollment

TNTP Leader Cohort 2022

School Business Leader, M.Ed, MBA



Attachment #7



Director of Technology Report

Feb. 2024 - Dale Richardson

I: Current Work

- 1) \$500,000 Reso A Grant
 - a) Our Reso A Technology grant was donated by Council Member Selvena N. Brooks-Powers.
 - b) We have received an update from our vendor that the funds have been cleared and are now accessible to us.
 - c) We will collaborate with our vendor to see what resources are available and proceed to the next step in securing new technology.

 - 2) Auvergne By The Sea: Architecture and Electrical Plans (follow up from Oct 2023 & Jan 2024)
 - a) February's round of suggestions to the developers included:
 - i) The following items will be delivered via CAD drawings and relevant documentation via PDF files:
 - ii) Low voltage locations through all floors
 - iii) Wireless Access System Design, including a predictive design
 - iv) Layout showing security camera placements and coverage range
 - v) Public Announcement System with Zone Assignments
 - vi) Review of Synchronized Clocks design and placement
 - vii) Classroom layout and elevation drawings for interactive boards
 - viii) MDF/IDF rooms location selection and Layouts and Elevations
 - ix) Riser Systems to connect IT rooms
 - x) Synchronization of all Challenge sites
 - b) The contractor should collaborate with our current Network Administrators in order to avoid conflicting protocols with our other location, update systems designs, and ensure the sync of resources.
-



- i) I have received two quotes from our Network Administrator.
 - ii) We hope that the contractor will absorb the cost of the updates.
 - c) Before the installation, the builder should present the make and model of the planned network, security, telecom, etc.
 - d) Our next meeting is scheduled for Friday, March 1st.
- 3) CBT (Computer Based Testing)
- a) Edulastic is now up and running for our 5th and 8th grade scholars.
 - b) This is an assessment tool and practice exam that mimics the format of the software that will be used for state testing.
 - c) Make giving tests easier, via pre-populated or custom question banks that teachers can assign to students.
 - d) Track student progress, as the system shows how well students are learning and what area they require help the most.
 - e) Please use the following url to find out more about CBT:
<https://cbtsupport.nysed.gov/hc/en-us/categories/201173603-Grades-3-8-ELA-Math-and-Grades-5-and-8-Science-Computer-Based-Testing>

—

II: Pending budget approval - These items should be prioritized.

1. Independent Cyber Security Audit for the entire organization (Pending approval)
 - a. We should purchase an independent cyber security assessment to satisfy various insurance and state requirements.
 - i. Ex: https://www.dfs.ny.gov/industry_guidance/cybersecurity
 - ii. The quote received was \$42,327.00



1. This quote is now aged and will require a new one (possibly a more expensive quote) when we are ready to move forward.
 - b. Dr. Mullings has forwarded me the following NYSED recommendation:
 - i. Via:

<https://www.cisa.gov/protecting-our-future-partnering-safeguard-k-12-organizations-cybersecurity-threats>
 - ii. The NYSED's version is more of a blanket suggestion.
 - iii. I strongly suggest tailoring "cyber security" to the specific needs of Challenge.
 - c. As of Jan. 16th 2024, NYSED Data Privacy & Compliance is now a factor.
2. Interactive Panel (update)
 - a. Using Reso A funding, we intend to purchase Interactive Panels (smart boards) for the 2024 - 2025 school year.
 - b. We need twelve boards to have 1520 Central Ave. fully outfitted and ready for scholars.
 - c. I also suggest ordering four extra "rolling boards" (one for each site) in case of an emergency where a classroom board malfunctions or if principals call an assembly.
 3. 1526 Central Ave - Security Camera (Pending approval)
 - a. Quotes received (may require a new quote as quite some time has passed)
 - i. With classrooms: \$24,711.00
 1. I suggest we go with this package, even if we only run the wiring for the offices, because the current offices may become classrooms in the future).
 - ii. No Classroom cama: \$19,788.00



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III: Risk Factors

1. 1279 Redfern NVR [network video recorder] for Security Cameras.
 - a. Inherited from the daycare upon our acquisition of the building, the security camera system at 1279 Redfern Ave. is failing, and cameras are falling offline.
 - b. In the best-case scenario, only the NVR is failing, and we can replace it but keep the current cameras.
 - c. Worst case scenario, the entire system has expired, and we must replace NVR, cameras, and wiring.

2. Two PA Systems are needed for 1520 Central Ave.
 - a. Due to High and Middle school residing in the same building, we should order an extra PA system, as they need to keep simultaneous meetings.
 - b. Additionally, the music room often borrows the current PA system, and schedules are sometimes conflicting.

3. High Fidelity Audio and Video system
 - a. As the number of attendees and demands for streaming increases, Challenge should seek to invest in a High Fidelity system for major events and streaming.
 - b. Ex: The portable system at 1520 Central reached its limit during the attendance of the 200 audience event for the JFK Redevelopment.
 - c. The electricity @ 1520 Central Ave. should be revamped to accommodate bigger events that demand more power consumption.



- d. Perhaps one of the JFK stakeholders can assist Challenge with a grant to invest in a HiFi sound system and Video Capture to accommodate large audiences.
- e. Estimated value
 - i. \$25,000 - Small scale.
 - ii. \$100,000 - Medium scale.
 - iii. \$500,000 - Major scale.



Attachment #8



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



Challenge Prep Charter School

Monthly Financial Report
January 2024



Challenge Prep Charter School

Financial Summary

January 2024

LIQUIDITY	Cash on Hand <i>Operating accounts (Savings account not included)</i>					\$	4,348,352
	Cash on Hand <i>Total Accounts</i>					\$	5,441,220
	Months of Cash on Hand - (Excellent > 3 months/ Poor < 1 month)						1.7
	FY Ending Cash Available to Carryover to FY 24 <i>(Operating Account(s) Only)</i>					\$	1,472,783
	<i>*Cash balance available once all FY23 obligations & receivables have been settled</i>						
Escrow Reserve - current balance						\$	70,000
ENROLLMENT		<u>Actual</u>	<u>Budget</u>	<u>Variance</u>	<u>Actual</u>	<u>Budget</u>	<u>Variance</u>
	General Ed	1,209.87	1,296.00	(86.129)	\$ 22,189,034	\$ 23,768,640	\$ (1,579,606)
	SPED						
	0 - 20%	60.420	51.000	9.420	-	-	\$ -
	20 - 59%	44.974	43.000	1.974	467,280	446,770	\$ 20,510
	60% - Over	86.236	83.000	3.236	1,642,710	1,581,067	\$ 61,643
Total SPED	191.630	177.000	14.630	2,109,989	2,027,837	\$ 82,152	
BALANCE SHEET	Total Current Assets:		Assets		\$	6,802,076	
	Total Current Liabilities:		Liabilities		\$	5,193,823	
	Working Capital (Current) Ratio - (Rating Excellent >=3.0/Poor <1.0)						1.31
	Quick (Acid Test) Ratio - (Rating Excellent >=2.5/Poor <1.0)						1.26
	Total Assets:				\$	104,112,949	
	Total Liabilities:				\$	103,158,226	
	Debt Ratio - (Rating Excellent <0.50/Poor >1.0)						0.99
Total Net Assets:		Net Assets		\$	954,722		
Summary			<u>YTD Actual</u>	<u>Annual Projected</u>	<u>Annual Budget</u>	<u>Variance</u>	
	Revenue		\$ 17,219,884	\$ 29,502,987	\$ 30,940,013	\$ (1,437,026)	
	Expenses (before depreciation)		16,190,346	31,412,857	30,341,761	1,071,096	
	Net Operating Surplus(Deficit) before Depreciation:		\$ 1,029,539	\$ (1,909,869)	\$ 598,253	\$ (2,508,122)	
	Depreciation:		272,740	500,000	500,000	-	
	Net Operating Surplus(Deficit) after Depreciation:		\$ 756,798	\$ (2,409,869)	\$ 98,253	\$ (2,508,122)	
	Capital Expenditure Requirements		\$ 178,443	\$ 206,839	\$ 142,000	\$ 64,839	
	Total Cash Expenditures <i>(expenses excluding depreciation plus capital expenditures)</i>		\$ 16,368,789	\$ 31,619,696	\$ 30,483,761	\$ 1,135,935	
				<u>Projected</u>	<u>Annual Budget</u>	<u>Variance</u>	
	Revenue per Pupil			\$ 24,385	\$ 23,873	\$ 512	
Expenditure per Pupil			\$ 26,377	\$ 23,798	\$ 2,579		

Challenge Prep Charter School

Budget vs. Actuals Fiscal Year Ending 6/30/2024

	YTD Actuals	Full Year	Annual	Variance	Notes
Income					
4100 State Grants					
Total 4100 State Grants	15,925,102	27,420,063	28,917,517	(1,497,453)	
4200 Federal Grants					
Total 4200 Federal Grants	639,566	1,407,707	1,330,496	77,210	
4300 Contributions					
Total 4300 Contributions	626,422	626,422	672,000	(45,578)	
4400 Miscellaneous Income					
Total 4400 Miscellaneous Income	28,795	48,795	20,000	28,795	
Total Income	17,219,884	29,502,987	30,940,013	(1,437,026)	
Expenses					
5000 Compensation					
5100 Instructional Staff					
Total 5100 Instructional Staff	5,057,874	10,893,704	11,181,027	(287,323)	
5200 Non-Instructional Staff					
Total 5200 Non-Instructional Staff	1,637,087	2,806,434	2,269,326	537,108	
5300 Pupil Support					
Total 5300 Pupil Support	829,925	1,422,729	2,061,301	(638,572)	
5400 Benefits					
Total 5400 Benefits	1,475,002	3,438,791	3,840,921	(402,130)	
6100 Administrative Expenses					
Total 6120 Insurance	383,498	704,892	612,782	92,110	
6200 Professional Services					
Total 6200 Professional Services	1,119,041	2,233,722	2,035,500	198,222	
6300 Professional Development					
Total 6300 Professional Development	46,253	105,000	345,000	(240,000)	
6400 Marketing and Staff/Student Rec					
Total 6400 Marketing and Staff/Student Rec	75,451	114,000	96,000	18,000	
7100 Curriculum & Classroom Expenses					
Total 7100 Curriculum & Classroom Expenses	413,588	722,897	743,196	(20,299)	
8100 Facility					
Total 8100 Facility	4,886,473	8,508,237	6,683,138	1,825,099	
8200 Technology Expenses					
Total 8200 Technology Expenses	227,117	421,414	472,969	(51,555)	
8800 Miscellaneous Expenses					
Total 8800 Miscellaneous Expenses	39,038	41,038	600	40,438	
8900 Depreciation Expense	272,740	500,000	500,000	-	
Total Expenses	16,463,086	31,912,857	30,841,761	1,111,534	
Net Surplus(Deficit)	756,798	(2,409,869)	98,253	(2,548,560)	
Net Surplus(Deficit) without Lease Adjustment	756,798	(749,791)	98,253	(888,482)	

Capital Expenses (Input CY Additions)

1500 Furniture, Fixtures & Equipment				
Total 1500 Furniture, Fixtures & Equipment	154,693	183,089	122,000	61,089
1519 Facility and Construction				
Total 1519 Facility and Construction	23,750	23,750	20,000	3,750
1610 Website	-	-	-	-
Total Capital Expenditures	178,443	206,839	142,000	64,839

Challenge Prep Charter School

Cash Flow Projections

	February	March	April	May	June	July + Subsequent
Beginning Cash Balance (Unrestricted)	5,441,220	7,222,171	4,414,980	6,496,923	3,689,732	1,009,355
Projected Cash Receipts	4,627,722	39,580	4,928,714	39,580	166,394	463,428
Projected Cash Disbursements	(2,846,771)	(2,846,771)	(2,846,771)	(2,846,771)	(2,846,771)	-
Net Cash from Operations	1,780,951	(2,807,191)	2,081,943	(2,807,191)	(2,680,377)	463,428
Accounts & Other Receivables						
AP, Credit Card & Accrued Expenses						
Employee Funds (FSA/Transit)						
Ending Cash Balance (Unrestricted)	7,222,171	4,414,980	6,496,923	3,689,732	1,009,355	1,472,783

Challenge Prep Charter School

Balance Sheet

January 2024

ASSETS

Current Assets

Bank Accounts

1000 Cash

Total 1000 Cash	\$	5,441,219.69
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1072 Bill.com Money Out Clearing		0.00
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Total Bank Accounts	\$	5,441,219.69
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Accounts Receivable

Total 1100 Accounts Receivable	\$	387,555.25
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Total Accounts Receivable	\$	387,555.25
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Other Current Assets

Total Other Current Assets	\$	973,301.36
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Total Current Assets	\$	6,802,076.30
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Fixed Assets

1500 Furniture, Fixtures & Equipment

Total 1500 Furniture, Fixtures & Equipment	\$	2,626,028.48
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1750 Accumulated Amortization		-9,777.75
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Total 1700 Accumulated Depreciation & Amortization	-\$	2,691,968.22
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Total Fixed Assets	\$	1,230,627.60
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Other Assets

Total Other Assets	\$	96,080,244.73
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TOTAL ASSETS	\$	104,112,948.63
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LIABILITIES AND EQUITY

Liabilities

Current Liabilities

Accounts Payable

Total Accounts Payable	\$	162,277.06
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Other Current Liabilities

Total Other Current Liabilities	\$	5,031,545.81
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Total Current Liabilities	\$	5,193,822.87
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Long-Term Liabilities

Total Long-Term Liabilities	\$	97,964,403.62
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Total Liabilities	\$	103,158,226.49
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Equity

3100 Retained Earnings		197,923.99
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Net Income		756,798.15
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Total Equity	\$	954,722.14
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TOTAL LIABILITIES AND EQUITY	\$	104,112,948.63
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