Application: Mott Hall Charter School

Francine Cruz - mhcscompliance@motthallcs.org
2025-2026 Annual Report

Summary

ID: 0000000184
Status: Annual Report Submission
Last submitted: Nov 2 2026 11:24 PM (UTC)

Entry 1 – School Information and Cover Page

Completed - Jul 8 2026

Instructions

Required of ALL Charter Schools

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

Entry 1 – School Information and Cover Page

(New schools that were not open for instruction for the 2025-2026 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2026)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. LEGAL SCHOOL NAME (as chartered)

(Select name from the drop down menu)

MOTT HALL CHARTER SCHOOL

b. Unofficial or Popular School Name

(No response)

c. CHARTER AUTHORIZER (As of June 30th, 2026)

Please select the correct authorizer as of June 30, 2026 or you may not be assigned the correct tasks.

BOARD OF REGENTS

c. School Unionized

Is your charter school unionized?

No

d. District/CSD of Location

New York City Community School District # 9

e. Date of Approved Initial Charter

Dec 1 2010

f. Date School First Opened for Instruction

Jul 5 2012

g. Approved School Mission

(Regents, NYCDOE, and Buffalo BOE-authorized schools only)

The mission of the Mott Hall Charter School is to prepare our scholars in mind, body, and character to succeed in top high schools, colleges, and careers by becoming inquisitive, open-minded, and compassionate citizens of the world.

h. Approved Key Design Elements

(Regents, NYCDOE, and Buffalo BOE-authorized schools only)

KDE 1

21st Century Teaching and Learning Model

Mott Hall Charter School's (MHCS) instructional program is student-centered and inquiry-based, which is how middle school students learn most effectively. Teachers use Understanding by Design (UBD) as their primary method of curriculum development as they align lessons to state standards. AVID aims to close the achievement gap by providing students with the skills and support necessary to succeed in challenging academic environments and ultimately, to thrive in college. The Workshop Model of Instruction is used to ensure that students are constructing their knowledge.

KDE 2

Proficiency

At Mott Hall Charter School, a significant number of students enter below grade-level proficiency, particularly in English Language Arts (ELA). To address this, the school implements key instructional strategies designed to build and support literacy proficiency across all content areas. These strategies include:

Longer blocks of instruction in both ELA and Math allow for deeper engagement with reading, writing, and comprehension skills.

Evidence-Based Literacy Practices: A strong focus on literacy acquisition through the Science of Reading's six pillars ensures that foundational reading skills are systematically and explicitly taught.

Literacy Across the Curriculum: Emphasis on the application of ELA standards within Math and other content areas reinforces reading and writing skills in diverse contexts.

KDE 3

Special Population Support

MHCS uses a collaborative team teaching approach to ensure that the needs of students with IEPs are met. Our ELL instructional model includes small group instruction, pull-out and push-in support, and standalone. The schedule provides an opportunity for weekly direct vocabulary instruction, and a requirement that all lesson plans

include language objectives paired with learning objectives. All MHCS teachers receive professional development to ensure that they can address the learning needs of ELLs and students with IEPs.

KDE 4

College and Career Readiness Program

MHCS's college and career readiness program is modeled on the AVID College and Career Readiness Program. This program helps ensure that Mott Hall students have the skills and information they need to gain acceptance to college-bound High Schools throughout New York City.

KDE 5

Social and Emotional Health Program

The program design is rooted in aspects of the Sanctuary model, with ongoing training in trauma attachment theory, adolescent development, and other topics for all staff, as well as providing teachers with feedback to ensure classrooms are trauma-sensitive. This program includes enhanced counseling for scholars who are identified as at risk, a character development class for all scholars, and ongoing parent support groups.

i. School Website Address

https://www.motthallcs.org/

j. Authorized Charter Enrollment for 2025-2026 School Year

210

k. Actual Enrollment on June 30, 2026, Excluding Pre-K Program Enrollment

145

l. Grades Served

Grades served during the 2025-2026 school year (exclude Pre-K program students):

Responses Selected:

6
7
8

m. Charter Management Organization/Educational Management Organization

Do you have a Charter Management Organization?

No

FACILITIES INFORMATION

n. FACILITIES: Owned, rented, or leased **to educate students**

Will the school maintain or operate multiple sites in 2026-2027?

	No, just one site.

School Site 1 (Primary)

n1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site for 2025-2026 School Year (K-5, 6-9, etc.)	Grades to be Served at Site for 2026-2027 school year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	1260 Franklin Ave, Bronx, NY 10456	718-991-9139	New York City Community School District # 9	6-9	6-9	No

n1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Francine Cruz	Interim Principal	516-435-5800	718-991-9139	fcruz@motthallcs.org
Operational Leader	Wanda Andujar	Interim Director of Operations	516-631-9007	718-991-9139	wandujar@motthallcs.org
Compliance Contact	Erica Flores	Operations/Data Analyst Specialist	516-631-9008	718-991-9139	mhcscompliance@motthallcs.org
Complaint Contact	Sandra Lugo	Board Chairperson	718-991-9139	718-991-9139	mhcsboard@motthallcs.org
DASA Coordinator	Honike Madhoo	Dean of School Culture	516-631-9010	718-991-9139	hmadhoo@motthallcs.org
Phone Contact for After Hours Emergencies	Francine Cruz	Interi, Principal	516-435-5800	718-991-9139	mainoffice@motthallcs.org

n1b. Is site 1 in a public space or in a private space?

(No response)

n1c. Is site 1 in a co-located or not in a co-located facility?

No Responses Selected

n1d. Please list the terms of your current co-location.

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1		No		No		Yes

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

n1e. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2025.

Fire inspection certificates must be updated annually. For the upcoming school year 2026-2027, please submit a current fire inspection certificate.

If the fire inspection certificate will expire between the August 3, 2026 submission of the Annual Report and the November 2 Annual Report submission, please submit the new certificate with the Annual Report entries due no later than 11:59 PM on November 2, 2026.

Site 1 Certificate of Occupancy (COO)

Certificate of Occupancy.pdf

Filename: Certificate of Occupancy.pdf.pdf **Size:** 183.1 kB

Site 1 Fire Inspection Report

This is required, marked optional for administrative purposes.

Fire Inspection.png

Filename: Fire Inspection.png.png **Size:** 510.8 kB

o. List of owned, rented, or leased facilities not used to educate students and the purpose of each.

Separate by semi-colon (;)

N/A

p1. Total Number of School Calendar Days

184

p2. Total Number of Anticipated Hours of Instruction by Month (Entries are required for all months. Enter a zero for months with no instructional hours.)

July 2026	0
August 2026	3
September 2026	21
October 2026	21
November 2026	17
December 2026	16
January 2027	18
February 2027	15
March 2027	21
April 2027	17
May 2027	20
June 2027	15

CHARTER REVISIONS DURING THE 2025-2026 SCHOOL YEAR

q. Summary of Material and Non-Material Charter Revisions submitted or approved since August 1, 2025, including updates to the school's board of trustees' by-laws, enrollment policy, discipline policy, or complaint policy.

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

Does the school have any material or non-material revision requests that have been submitted or approved since August 1, 2025?

No

ATTESTATIONS

r. Name/Position of Person Completing/Submitting the 2025-2026 Annual Report. (To type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).

Name	Francine Cruz
Position	Interim Principal
Phone/Extension	718-991-9139
Email	fcruz@motthallcs.org

s. Our signatures (Executive Director/School, Leader/Head of School, and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, this will constitute grounds for the revocation of our charter.

Click **YES** to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).

Responses Selected:

Yes

As outlined in ENTRY 7 (Employee Fingerprint Requirements Attestation):

Our E-Signatures (not digital signatures) (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 7 and found in the NYSED CSO Fingerprint Clearance Oct 2019 Memo. Click **YES** to agree.

Responses Selected:

Yes

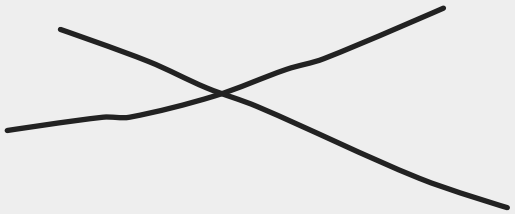
Signature, Head of Charter School

(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)



Signature, President of the Board of Trustees

(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)



Date

Jul 8 2026

Thank you. 

Entry 2 – Links to Critical Documents on School Website

Completed - Jul 20 2026

Instructions

Required of ALL Charter Schools - Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (DASA) policy and Authorizer-approved School Discipline Policy.

By law, each charter school is required to maintain certain notices and policies listed on its website. All documents must be readily found on the school's website and publicly accessible. Please insert a link to the page on the school's website where each document can be accessed. **DO NOT provide a direct link to a Google document or PDF.**

1. Current Annual Report (i.e., 2025-2026 Annual Report);[1] Please note: schools are responsible for redacting their own annual reports for posting.
2. All Board of Trustees documents, including calendar, meeting notices, agendas, and board meeting minutes;
3. New York State School Report Card - This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law.[2] Even if there is no school data yet reported, a direct web link to the most recent New York State School Report Card for the charter school must be provided;
4. Authorizer-approved DASA Policy and Authorizer-approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building-level safety plan (as per the 2024 Emergency Response Plan Memo – Charter Schools Only);
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records.

[1] **Each charter school is required to make the Annual Report publicly available by August 1 and to post it on their respective charter school website**. Each school should post an updated and complete version to include

accountability data and financial statements that are not or may not be available until after the August deadline (i.e., repost when financials have been submitted in November.)

[2] School Report Card data is included in the reporting requirements for New York charter schools in 8 NYCRR 119.3.

Entry 2 – Links to Critical Documents on School Website

School Name: Mott Hall Charter School

Required of ALL Charter Schools - Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (DASA) policy and Authorizer-Approved School Discipline Policy.

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link to the page on the school's website where each document can be accessed.

	Link to Documents
1. Current Annual Report (i.e., 2025-2026 Annual Report)	https://www.motthallcs.org/state-reporting
2. Board meeting notices, agendas, and documents, including board meeting minutes	https://www.motthallcs.org/board-of-trustees
3. New York State School Report Card. This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law. Even if there is no school data yet reported, a direct web link to the most recent New York State School Report Card for the charter school must be provided.	https://www.motthallcs.org/state-reporting
4a. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	https://www.motthallcs.org/state-reporting
4b. Authorizer-approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	https://www.motthallcs.org/state-reporting
5. District-wide safety plan, not a building level safety plan (as per the 2024 Emergency Response Plan Memo)	https://www.motthallcs.org/school-safety-plan
6. Authorizer-approved FOIL Policy	https://www.motthallcs.org/state-reporting
7. Subject matter list of FOIL records (e.g., see NYSED Subject Matter List)	https://www.motthallcs.org/state-reporting

It is the school's responsibility to ensure that if a policy appears in more than one place on the website, including as part of the family handbook, that the policy versions are consistent and up to date.

Responses Selected:

Yes, the website has been reviewed to ensure that policies are consistent and up to date.

Thank you. 

Entry 3 – Board of Trustees Membership Table

Completed - Jul 20 2026

Instructions

Required of ALL Charter Schools

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

Entry 3 – Board of Trustees Membership Table

1. **SUNY-AUTHORIZED** charter schools are required to provide information for VOTING trustees only.
2. **REGENTS, NYCDOE**, and **BUFFALO BOE-AUTHORIZED** charter schools are required to provide information for all VOTING and NON-VOTING trustees.

1. **SUNY-AUTHORIZED** charter schools are required to provide information for VOTING trustees only.
2. **REGENTS, NYCDOE**, and **BUFFALO BOE-AUTHORIZED** charter schools are required to provide information for all VOTING and NON-VOTING trustees.

Authorizer:

Who is the authorizer of your charter school?

Board of Regents

1. 2025-2026 Board Member Information (Enter information for each Board of Trustees member).

	Voting Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliation (s)	Voting Member Per By-Laws (Y/N)	Number of Completed Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2025-2026
1	Sandra Lugo	maeztra130@gmail.com	Chair	Executive Committee/Finance Committee	Yes	2	06/14/2024	06/14/2027	12
2	Francesa Weindling	francesce.weindling@nuveen.com	Trustee/ Member	Finance	Yes	1	04/17/2024	04/17/2027	12
3	Luis Quan	lquan@schools.nyc.gov	Trustee/ Member	Executive	Yes	1	02/16/2026	02/16/2029	12
4	Don Mabrey	don.mabrey@gmail.com	Trustee/ Member	Facilities	Yes	1	02/16/2026	02/16/2029	12
5	Ofier Sigal	ofiersigal@gmaol.com	Trustee/ Member	Operations	Yes	0	10/16/2025	10/16/2026	9
6	Francine Cruz	fcruzin6@gmail.com	Trustee/ Member	Education	Yes	0	10/16/2026	04/26/2026	9
7									
8									
9									

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

No

2. Number of board meetings conducted in 2025-2026

12

3. Number of board meetings scheduled for the 2026-2027 school year

12

4. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total number of Voting Members on June 30, 2026	5
b. Total number of Voting Members added during the 2025-2026 school year	2
c. Total number of Voting Members who left the board during 2025-2026 school year	1
d. Maximum number of Voting Members in 2025-2026, as set by the board in by-laws, resolution, or minutes	6
e. Board members attending 8 or fewer meetings during 2025-2026	0

5. INFORMATION ABOUT NON-VOTING MEMBERS OF THE BOARD OF TRUSTEES (REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED ONLY)

a. Total number of Non-Voting Members on June 30, 2026	0
b. Total number of Non-Voting Members added during the 2025-2026 school year	0
c. Total number of Non-Voting Members who left the board during the 2025-2026 school year	0
d. Maximum number of Non-Voting members in 2025-2026, as set by the board in by-laws, resolution, or minutes	0

Thank you.

Entry 4 – Board of Trustees Disclosure of Financial Interest Form

Completed - Aug 3 2026

Instructions

Required of ALL Charter Schools

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2025-2026 school year must complete and sign the most up-to-date version of the Trustee Disclosure of Financial Interest Form **no later than 11:59 PM on August 3, 2026**. Acceptable signature formats include:

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

All completed forms must be collected and uploaded in PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2025-2026 school year completes the form.**

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

Lugo, S - Financial Disclosure

Filename: Lugo, S - Financial Disclosure.pdf **Size:** 438.4 kB

Weindling, F - Financial Disclosure

Filename: Weindling, F - Financial Disclosure.pdf **Size:** 405.4 kB

Sigal, O - Financial Disclosure

Filename: Sigal, O - Financial Disclosure.pdf **Size:** 190.6 kB

Mabrey, D - Financial Disclosure

Filename: Mabrey, D - Financial Disclosure.pdf **Size:** 237.2 kB

Quan, L - Financial Disclosure

Filename: Quan, L - Financial Disclosure.pdf **Size:** 246.4 kB

Entry 5 – Board Meeting Minutes

Completed - Aug 3 2026

Instructions

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

Schools must upload a complete set of final monthly board meeting minutes (July 2025-June 2026), which should match the number of meetings held during the 2025-2026 school year, as indicated in Entry 3. The minutes provided must be the final version approved by the school's Board of Trustees AND must be posted on the school's website. Board meeting minutes may be uploaded individually or as one single combined file. Board meeting minutes must be submitted **no later than 11:59 PM on August 3, 2026**.

BOT - July 25

Filename: BOT - July 25.pdf **Size:** 353.4 kB

BOT - Aug 25

Filename: BOT - Aug 25.pdf **Size:** 294.4 kB

BOT - Sept 25

Filename: BOT - Sept 25.pdf **Size:** 344.7 kB

BOT - Oct 25

Filename: BOT - Oct 25.pdf **Size:** 304.3 kB

BOT - Nov 25

Filename: BOT - Nov 25.pdf **Size:** 348.6 kB

BOT - Dec 25

Filename: BOT - Dec 25.pdf **Size:** 353.3 kB

BOT - Jan 26

Filename: BOT - Jan 26.pdf **Size:** 356.3 kB

BOT - Feb 26

Filename: BOT - Feb 26.pdf **Size:** 348.3 kB

BOT - Mar 26

Filename: BOT - Mar 26.pdf **Size:** 354.5 kB

BOT - Apr 26

Filename: BOT - Apr 26.pdf **Size:** 355.6 kB

BOT - May 26

Filename: BOT - May 26.pdf **Size:** 333.2 kB

BOT - June 26

Filename: BOT - June 26.pdf **Size:** 331.8 kB

Entry 6 – Enrollment & Retention of Special Populations

Completed - Aug 3 2026

Instructions

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2025-2026 toward meeting targets to attract and retain the enrollment of students with disabilities (SWD), English language learners (ELL), and students who are economically disadvantaged (ED). In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2026-2027.

Entry 6 – Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets

	Describe Recruitment Efforts in 2025-2026	Describe Recruitment Plans for 2026-2027
Students with Disabilities	At Mott Hall Charter School, we know that recruiting students with disabilities requires offering the services each student needs and maintaining an unwavering commitment to serving them and making them feel welcome. With all of the promotion and outreach that we detail in depth in the section for economically disadvantaged students, we detail the array of special education options available at Mott Hall. In particular, we make known to all families, CBO leaders, and community members that we meet that we are one of the few schools in the area offering a 12:1:1 self-contained classroom. We also share the bevy of wraparound services that we provide, also described below, and how we pull all of the stops to ensure that students and families belong, no matter their disability. Our social media posts for the school year will profile our special education services, who leads them, and share our philosophy on how we serve every student's educational needs. Most importantly, we are making inroads with schools ending in 5th grade and with the local Committees on Special Education (CSE) through regular in-person visits and follow-ups, as well as sharing our	At Mott Hall Charter School, recruiting students with disabilities begins with an honest promise: we offer the services each student needs, and we are unwavering in serving them. The broad outreach described in our economically disadvantaged section canvassing, feeder school visits, community events, and multilingual materials reaches families of scholars with IEPs as well. What follows is what we say specifically to them, and where we say it. We target our outreach deliberately. Within CSD 9, our district of location, and CSD 12, a neighboring high-needs district, we prioritize the elementary schools serving the largest special education populations, including P.S. 63, P.S. 53 Basheer Quisim, P.S. 463 Urban Scholars, P.S. 132 Garrett A. Morgan, and P.S. 46 Edgar Allan Poe. We visit these schools in person and return regularly, because the people who shape a family's middle school decision special education coordinators, guidance counselors, IEP teams, and family coordinators need to know our program before those conversations happen. We also work directly with the local Committees on Special Education, meeting with staff in person, following up consistently, and sharing our materials, so that families weighing placement options hear our name from the people

	promotional materials.	advising them. We are committed to recruiting, enrolling, and supporting students with disabilities through a continuum of high-quality special education services. The school actively communicates the availability of its special education programs during recruitment events and through outreach to families, community organizations, and educational partners. The school's instructional model includes 12:1:1 self-contained classrooms, Integrated Co-Teaching (ICT) classrooms, and Special Education Teacher Support Services (SETSS) to address the diverse academic and social-emotional needs of students with disabilities. Mott Hall Charter School employs New York State certified Special Education teachers who collaborate closely with general education teachers, instructional leaders, and related service providers to ensure that students receive individualized instruction and appropriate supports. In addition, the school partners with the New York City Department of Education's Committee on Special Education (CSE) to ensure that all related services, including speech-language therapy, occupational therapy, physical therapy, counseling, and other mandated services identified in students' Individualized Education Programs (IEPs), are provided in accordance with federal and state requirements. Through these intentional recruitment efforts and comprehensive support systems, Mott Hall Charter School strives to ensure equitable access for all

		students while fostering an inclusive learning environment where every scholar can succeed.
English Language Learners	While our student recruitment strategies are largely described below and overlap with ENL populations, we are making additional specific, targeted outreach with organizations and enclaves where families of ENL students may exist. To make inroads with populations new to or unfamiliar with our school, we are making a concerted effort to build connections. Using our multilingual staff to canvass over the summer months, we are developing relationships with places of worship - both Christian and Muslim - and other CBOs serving specific ethnic and immigrant populations, to not just share flyers and talk about Mott Hall, but to identify possible partnership avenues that could create student pipelines, which include promoting and sharing access to services they provide. We are offering our physical space to churches, sports leagues, youth groups, or other programs with connections to age-eligible students. We are also promoting to community members and families all of the resources and initiatives that show how Mott Hall can best serve their ENL students. We cater to their desires with rigorous programs like our International Baccalaureate and their needs, including social-emotional learning and character	Mott Hall Charter School implements a comprehensive, culturally responsive marketing and recruitment strategy designed to engage families throughout the Bronx, with a particular emphasis on multilingual communities and families with limited English proficiency. As part of its academic program, the school promotes the availability of Spanish language instruction beginning in at least the eighth grade, reinforcing its commitment to preparing students with the language skills and cultural competence necessary for success in high school, college, and future careers. The school actively recruits families with limited English proficiency by providing recruitment materials including brochures, flyers, applications, and digital advertisements in multiple languages. Bilingual staff members are available throughout the enrollment process to communicate with families, answer questions, and provide individualized support regarding the school's academic programs and student services. Mott Hall Charter School also utilizes multilingual social media campaigns, targeted digital advertising, direct mail, and community-based outreach to increase awareness of enrollment opportunities. Recruitment efforts are strengthened through partnerships with trusted community organizations that serve multilingual families, including Urban Health

	education programs that are the center of our mission. We also share that we provide adaptive translation technology and translators in French, Spanish, and Wolof to our live gatherings. We are also continuing longstanding programs with a proven track record of success in helping families, specifically, including our adult ESL classes and other wraparound services noted below.	Plan's Adolescent Health Center, BronxWorks, local faith-based organizations, and neighborhood churches throughout the South Bronx. The school actively participates in community events hosted by organizations that serve diverse populations. These partnerships include collaboration with BronxWorks Children and Youth Department, which serves more than 3,000 children and young adults annually through early childhood education, after-school programs, workforce development, college readiness initiatives, and community centers. Outreach efforts also include becoming members of the Hispanic Federation, whose network of educators, community leaders, parents, and advocates supports educational equity and increased college readiness for Latino students. These relationships enable the school to connect with families who may benefit from Mott Hall Charter School's academic programs and comprehensive student support. Through these targeted recruitment and marketing initiatives, Mott Hall Charter School strives to ensure equitable access for all families while fostering a welcoming, inclusive environment that reflects the linguistic and cultural diversity of the communities it serves.
Economically Disadvantaged	At Mott Hall Charter School, we pride ourselves on being a community-based and community-focused school that serves students of all abilities and needs. Typically, 95% of our enrollment is	Mott Hall Charter School serves a student body that is roughly 95% economically disadvantaged, so our recruitment strategy for this population is our recruitment strategy, period. We are rebuilding it

economically disadvantaged students. Facing deeper competition for students, given the exodus of families from New York since the pandemic, we plan to expand and build upon our existing outreach initiatives to attract, recruit, enroll, and retain students who need the compelling programs that we offer in CSD 9.

Recruitment and retention go hand in hand, where compelling, high-quality academic instruction, supports, and programs help us to keep the students we recruit. Broad outreach also helps us serve more students with disabilities and English as a New Language learners, so our discussion here of our upcoming school year plans applies to those populations. More targeted outreach for them is noted in the corresponding sections.

Overall, MHCS this school year has developed a community map and events calendar, which we are using to both expand our reach and also provide targeted development of contacts to recruit students with disabilities, ENL students, and economically disadvantaged students.

Our dedicated student recruitment team is canvassing and building relationships with CBOs, health services, and local restaurants, salons, and other businesses that cater to ethnic enclave populations that our school serves, including Spanish-speaking families, Muslims, and a wide range of families of the African diaspora. We are making a concerted effort to conduct door-to-

this year around a dedicated staff role, a wider geographic net, and a clearer read on which outreach actually produces applications.
We restructured the function first. Our Enrollment and Family Engagement Coordinator began consulting with the school at the end of May 2026. He owns recruitment strategy, community partnership development, event and outreach coordination, and family support through application and registration, and he reports directly to school leadership on weekly targets.
We concentrate our outreach in CSD 9, our district of location, and neighboring District 12, with recruitment activities prioritized at elementary schools that historically serve students transitioning into middle school. Priority recruitment sites include P.S. 63, P.S. 53 Basheer Quisim, P.S. 463 Urban Scholars, P.S. 132 Garrett A. Morgan, P.S. 46 Edgar Allan Poe, and additional District 9 and District 12 schools. School representatives conduct in-person visits, distribute multilingual recruitment materials, participate in school fairs and community events, and build relationships with school administrators, counselors, and family coordinators to increase awareness of the school's academic programs.
The school's recruitment strategy emphasizes building strong relationships with community-based organizations that provide essential services to families experiencing economic hardship. Staff members engage with social workers, family advocates, and community partners

door and physical outreach along bus lines that lead to Mott Hall, given that we are a middle school where the yellow busing service ends at 6th grade, as it does citywide.

We have made our physical presence known at every local summer school, summer camp, meal site, local pool, rec center, WIC locations, and local restaurants and places of worship, where we speak with both families and employees to share our mission and help them submit applications in real time, in addition to providing literature and attempting to schedule larger format events. We are canvassing local parks, tenting at community events, and joining block parties to build community.

We have buttressed our pound-the-pavement strategy with an invigorated social media campaign, including TikTok, that we intend to launch in the fall that showcases our services, students, and unique attributes about Mott Hall.

We are also implementing a wide range of incentives and community-building events to welcome families to our doors. Incentives include a substantial referral bonus for anyone who successfully encourages a family to enroll at Mott Hall; we also provide give-to-get gift cards, free bookbags, uniform vouchers, and supplies to applicants at local events happening throughout the Bronx.

Finally, we are continuing, expanding, and promoting the

to provide enrollment information and assist families experiencing housing instability with the application and registration process. The community partnerships have included:

POTS (Part of the Solution) operates a food pantry and provides prepared meals, medical and dental services, legal assistance, employment support, housing resources, and family stabilization services in the Bronx.

WHEDco provides affordable housing, family support services, early childhood education, youth development programming, and financial empowerment services across the South Bronx.

PATH Family Intake Center serves as New York City's intake point for families entering emergency housing.

Common Pantry provides food assistance to families across our service area.

BronxWorks serves more than 3,000 children and young adults each year through early childhood education, after-school programming, workforce development, and college readiness initiatives.

School representatives regularly participate in neighborhood events, school fairs, community festivals, resource fairs, and family engagement activities hosted by these organizations to increase awareness of Mott Hall Charter School and its academic programs.

Our recruitment strategies are intentionally designed to reduce barriers to enrollment by providing multilingual communication, individualized application assistance, flexible registration

	wraparound services that we offer families to ease their burdens. We are launching a laundry service and an on-site food pantry, in addition to uniform vouchers to needy families. We also provide a physician once a year for physicals. Our parent-to-parent dinners provide opportunities to community-build and learn more about family needs. Glasses to Classes provides free eyeglasses and exams for students. Our partnerships with the Bronx Chamber of Commerce and R.A.I.N. Total Care offer employment and other opportunities and training for families.	support, and ongoing family engagement. These coordinated efforts have been effective in expanding access to high-quality educational opportunities for students from economically disadvantaged communities while ensuring that every family has equitable access to the school's programs and services. Through dedicated staffing, strategic community partnerships, and intentional outreach, Mott Hall Charter School continues to strengthen its presence within the community and advance its mission of serving all students, regardless of socioeconomic status.

Good Faith Efforts To Meet Retention Targets

	Describe Retention Efforts in 2025-2026	Describe Retention Plans for 2026-2027
Students with Disabilities	In 2025-26, we intend to expand our efforts to serve students with disabilities and serve every student with IEPs who enrolls. Specifically, we will continue with our second year of self-contained 12:1:1 instruction, and are open to a second classroom if our recruitment efforts illustrate a demand for it. Moreover, we offer ICT in all grades and have a dedicated special education coordinator to support teachers, families, and students with support, alongside our We are also ramping up our RTI initiatives with preservice and embedded coaching to more quickly identify students who may need special education services and provide targeted support as they go through evaluations. On the family front, we have developed approaches and routines to help destigmatize IEPs with families and provide them with dedicated teachers and contacts to help navigate them through the process, through declassification, if warranted.	Our retention strategy for students with disabilities in 2026-27 rests on a single premise: we keep students when we identify what they need early and act with deliberate speed to address those needs. We are implementing a formal MTSS Plan that integrates academic and behavioral supports into one sequence rather than running them as separate tracks. We are intentionally setting our formal progress monitoring cycles at 8 to 12 weeks. Shorter cycles close before an intervention demonstrates whether it works, and our teachers assess informally and continuously throughout, so the longer window costs us no visibility into student progress. Tier II groups run six to ten students across a full cycle; Tier III reduces group size further, down to individual instruction where the data calls for it. A full tiered sequence consumes roughly six months, which we consider too long for a scholar who needs services, so we are compressing it several ways. We have added a daily intervention block to our master schedule across every grade, reading-focused with flexibility toward mathematics, which gives our staff scheduled time to deliver Tier II and Tier III support without pulling students from core instruction and lets us reach our sixth graders within their first weeks in the building. Our Tier 1 Universal Supports

include the following:
Teach and reteach schoolwide expectations in the classrooms as needed
Monitor attendance, missing assignments, grades, referrals, and student climate survey data.
Use positive behavior supports and restorative conversations to maintain belonging and accountability.
Use advisory and homeroom for relationship-building, goal setting, organization, and conflict resolution
Embed social-emotional learning into classroom routines and academic instruction.

We establish a baseline for every returning scholar at the start of the year and use incoming state proficiency results to place students into Tier II or Tier III immediately rather than waiting for a first cycle to surface them. For students who arrive at Mott Hall without an IEP, we have shortened the window from baseline to referral decision to three months.
Tier II Intervention will use clear entrance criteria such as declining grades, multiple behavior referrals, screening data, excessive absences, teacher concern, or student self-referral and will include the following:
Academic interventions in small groups, mentoring, check-in/check-out, executive functioning support, and attendance plans.
Assign an adult lead for each intervention and document frequency, duration, and student response.
Review progress every 4–6 weeks and decide whether to continue, adjust, fade, or intensify support.

Tier III Interventions require more intensive support. Targeted research-based approaches and smaller group sizes (4-6 students) will be used for Tier III intervention groups. In addition, the team will implement any or all of the following:
Develop individualized plans for students with persistent or high-risk needs.
Include student voice, family meeting & collaboration, teacher input, counselor support, administration, and related service providers as appropriate.
Use functional problem-solving to identify patterns, triggers, strengths, and taught skills.
Coordinate community referrals when needs exceed school-based support (long-term counseling, etc.).
Monitor progress frequently and adjust supports based on data and team review.
When we reach a referral decision, our team weighs baseline assessment data, classroom performance across subjects, behavioral records, and academic history, including grade retention and consecutive years of failure. We bring families into that conversation before we move forward.
We back this system with real service capacity. We operate a 12:1:1 self-contained bridge classroom spanning sixth through eighth grade, one of the few in our area, so a family enrolling a sixth grader knows the placement holds through graduation. We offer ICT in every grade and SETSS, and our dedicated special education coordinator supports teachers, students, and families through IEP implementation. Our in-house

		Licensed Mental Health Counselor delivers IEP-mandated counseling and also runs student focus and wellness check-in groups, which extends our reach to students whose needs have not risen to the level of a mandate. Families determine whether any of this holds. We coordinate consistently and directly with parents at every tier, and we treat an IEP conversation as a normal part of educating a child rather than a verdict on one. Each family works with named teachers and a named contact who carry them through evaluation, service delivery, and declassification where a scholar earns it. Combined with the wraparound supports described below, this is how we make Mott Hall a school that students with disabilities and their families choose to stay in, no matter their learning difference.
English Language Learners	Our efforts to retain students and families where English is a New Language build on all of the family supports that we outlined for economically disadvantaged students. In addition to what was described in that section, we provide partnerships designed to address the needs of migrant and new arrival populations, including mental health services and immigration services through the Freedom Coalition, which has become more critical given the political environment. Instructionally, we are deepening our efforts at making our curriculum even more culturally relevant and responsive to our families. Our	Our retention work with ENL students and families in 2026-27 builds on the belonging and academic supports we described for 2025-26, with a sharper focus on embedding language acquisition into the parts of school that scholars most look forward to. We are expanding afterschool enrichment specifically for ENL students. These are non-academic activities by design — clubs, arts, sports, and interest-based programming — with scaffolded language acquisition supports built into them. Students practice English in a low-stakes setting where the motivation comes from the activity itself rather than from the instruction.

	curriculum already includes texts and readings documenting the experience of Black and Latinx families, but we are also researching texts on the Muslim experience. Our small class sizes and diverse staffing population allow us to provide more intensive academic support to ENL students, and our expanded school day has made intentional time for tutoring in even smaller settings than our 13:1 classrooms. Our collaboration this school year with AVID will provide teachers with additional coaching support to better differentiate instruction alongside a student-centered instructional framework. We have expanded efforts in promoting belonging in the school, not only with translations of all of our materials and our website to prominent languages and dialects in the schools, and translators at school functions, but also through our character education and social-emotional learning supports that promote safe spaces for diverse populations.	Academically, we are adding Spanish as a class for our 7th and 8th graders and rolling out a new culturally responsive curriculum with HMH that includes novel studies and project-based learning units drawn from a range of cultures. Texts including The Arabic Quilt, the young reader's edition of I Am Malala, and Just Mercy give scholars a way into cultures that may be new to them while affirming those already represented in our hallways. We continue to research additional titles for incorporation into the ELA curriculum. Belonging remains central to keeping families with us. Our Culture Day brings families and scholars together around food and student-led presentations of their own heritage. Throughout the building, cultural artifacts and visible diversity signal to every family that they are seen here. Alongside our translated materials, translators at school functions, and our character education and social-emotional learning supports, these efforts make Mott Hall a school that ENL families choose to stay in.
Economically Disadvantaged	MHCS firmly believes that a strong educational program catered to the needs and requests of families and students is the best strategy for retention. Our end-of-year survey, which we translated into more languages for 2025-26, noted that academics were by far the biggest reason parents chose Mott Hall. To that end, we have dedicated	As Mott Hall Charter School's student body is nearly fully economically disadvantaged, our overall school approach to retention reflects an acute acknowledgement and embracing of our role in serving the neediest, economically disadvantaged students and families in the Bronx. First, firmly believe that a strong

most of our resources to strengthening our academic program to provide more data-rich Tier I instruction, rapidly identify students in need of academic intervention, and implement remedial supports throughout the school day and week with a power hour each day for additional support, and afterschool and Saturday tutoring.

To also meet families where they are, we plan to provide a suite of wraparound services designed to address family needs that we described above in our student recruitment efforts.

To further engage all students, we have expanded extracurricular offerings based on scholar input. We are providing and expanding on an after-school program to provide additional sports and participation in athletic leagues, as well as tutoring programs on Saturdays, and field activities to maintain student engagement.

Our school culture builds upon the family connection. All of our staff know every scholar by their first name. We have implemented Big Lion and Little Lion to promote integrated community and social-emotional learning that is reinforced through our regular community celebrations. Parent-to-parent dinners and our Parent Advisory Board bring families into our school and promote the community authorization and investment that both retain students and create the feedback loop needed to continuously improve Mott Hall.

academic program, built around what families tell us they need, is our best retention strategy. Families have consistently told us that academics are the primary reason they chose Mott Hall, and our 2026-27 investments reflect that. Second, we are continuing, expanding, and promoting the wraparound services we offer to ease the burden our families carry.

As to academics, we are entering the year with a standards-based curriculum in every content area, including social studies and science. We have added a daily intervention block across all grades, giving every student a scheduled point of academic support within the school day rather than only after it. We are bringing back a language class with Spanish in 7th and 8th grade, and we are implementing Personal Finance Education, now required by New York State, as a dedicated 8th grade course with elements infused into 6th and 7th grade mathematics. We are replacing our previous instructional supplements with a focus on 21st-century skills — critical thinking, communication, creativity, and problem-solving developed through project-based learning, alongside social, literacy, and media skills. These skills are cycled deliberately across the year rather than treated as a one-time unit. Our advisory program now runs on a year-long, grade-specific curriculum, with a dedicated staff lead for each grade, so that advisory carries a coherent arc rather than functioning as unstructured time.

Our wraparound supports allow students and families to focus energy on the abundance of our

		academic program as opposed to scarcities they face daily. This year we continued our free laundry service and an on-site food pantry, and we partnered with the Swaminarayan Temple in Secaucus, New Jersey to provide more than 400 pre-packaged healthy snack bags each month for distribution throughout our community. Our parent-to-parent dinners remain one of our most effective tools for building community and learning directly from families about what they need. Glasses to Classes provides free eyeglasses and eye exams for scholars. Our partnership with the Bronx Chamber of Commerce offers employment opportunities and training for families. Our wraparound supports also extended into complimentary afterschool sports programming as well. Securing an NYC DYCD Youth Sports Grant in 2026 for 3 years, we have deepened our afterschool sports offerings and team play throughout the spring.

Entry 7 – Employee Fingerprint Requirements Attestation

Completed - Jul 20 2026

Instructions

Required of ALL Charter Schools

Review and complete the Employee Fingerprint Requirements Attestation.

Entry 7 – Employee Fingerprint Requirements Attestation

A. TEACH System – Employee Clearance

Required of ALL Charter Schools

Charter schools MUST ensure that all prospective employees[1] receive clearance through the NYSED Office of School Personnel Review and Accountability (OSPRA) prior to making an offer of employment. **This includes paraprofessionals and other school personnel who are provided or assigned by the district of location, or related/contracted service providers**. After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee.

Please note that all schools should maintain an electronic or hard copy of the clearance certification pulled from TEACH and dated **PRIOR** to the employee's start date. Clearance certifications pulled from TEACH at a later date will show that the staff member was cleared as of that date and may result in a finding of clearance violations against the school.

[1] Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers**. See NYSED memorandum dated October 1, 2019 at NYSED CSO Employee Clearance and Fingerprint Memo or visit the NYSED website at Who Must Be Fingerprinted Charts for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

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

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

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

Attestation

Responses Selected:

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

Entry 8 – Organization Chart

Completed - Jul 20 2026

Instructions

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

Upload the school's currently approved **2025-2026 Organization Chart.** The organization chart should be a graphic representation (a list will not be accepted) and should include position titles and reporting (hierarchical) relationships. Employee names should **not** appear on the chart.

Annual Report - Organizational Charter - Google Docs

Filename: Annual Report - Organizational Charter - Google Docs.pdf **Size:** 143.3 kB

Entry 9 – School Calendars

Completed - Jul 27 2026

Instructions

Required of ALL Charter Schools

Charter schools must upload final **2025-2026 and 2026-2027** calendars into the portal **no later than 11:59 PM on August 3, 2026**. The calendars must be separate files.

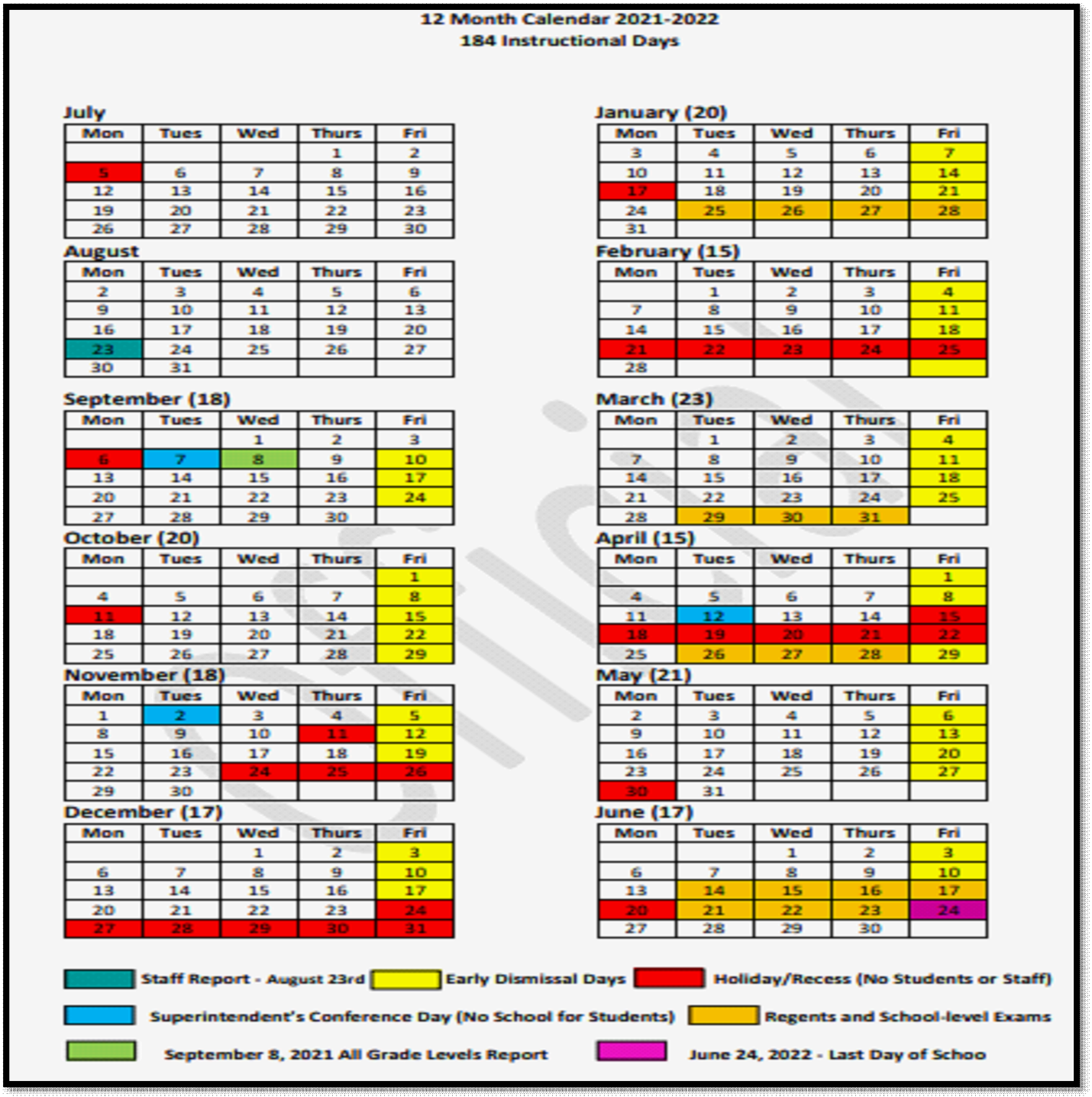
School calendars must meet the minimum instructional requirements as required of other public schools "… *unless the school's charter requires more instructional time than is required under the regulations."*

Board of Regents-authorized charter schools are also required to submit **school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month**. **Schools must use a calendar format and ensure there is a monthly tally of instructional days**.

Charter schools serving elementary and secondary levels may submit one combined calendar showing instructional hours and days for all building levels OR separate calendars uploaded as one PDF. *Note that school calendars will also provide evidence of alignment for schools with extended days/years referenced in their mission statements or key design elements.*

See below for an example of a calendar showing the requested information.

Sample Calendar:



SY25:26 School Calendar

Filename: SY25:26 School Calendar.pdf **Size:** 324.4 kB

SY26:27 School Calendar

Filename: SY26:27 School Calendar.pdf **Size:** 314.2 kB

Entry 10 – Faculty/Staff Roster Template

Completed - Aug 3 2026

INSTRUCTIONS

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

Please click on the MS Excel Faculty/Staff Roster Template and provide the following information for **all** instructional and non-instructional employees, which should include all faculty and staff employed by the school at any point during the 2025-2026 school year.

Use of the 2025-2026 Annual Report Faculty/Staff Roster Template is required. With the exception of the optional Notes section, completion of each of the data elements is required. When provided, use of the drop-down list options is also required**.** Failure to adhere to the guidelines and validations in the Faculty/Staff Roster Template will result in the need for resubmission of a fully corrected roster.

Reminders: (1) Verify that the correct TEACH ID is entered in the roster. Incorrect data entry may result in findings of non-compliance for the school in the areas of teacher certification and clearance. (2) Use the Notes section to add any additional information deemed necessary, such as a name change that may impact verification of certification. (3) Ensure that staff roles (i.e., teacher, school leader, etc.) are accurately identified.

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

Roster Data Elements	Explanations
Authorizer **NOTE: MUST BE DONE FIRST**	**Select** your school's authorizer from the **drop-down list first**, before completing the roster.
School Name and Institution ID	**Select** your school's name from the **drop-down list**.
Faculty/Staff First Name	Enter the **first name** of the Faculty/Staff person.
Faculty/Staff Last Name	Enter the **last name** of the Faculty/Staff person.
TEACH ID	Enter the **7-digit TEACH ID** for the Faculty/Staff person; **verify the TEACH ID is correctly entered**.
Role at the School / Network	**Select** the best choice of role of the Faculty/Staff person from the **drop-down list**.
Total Years Experience in this Role	Enter **the number of years** of experience the Faculty/Staff person has **in the role selected**.
CPR/AED Certification Status	**Select** the appropriate choice from the **drop-down list**.
Building ID	Enter **the site number (e.g., Site 1, Site 2, etc.)** as completed in the School Information and Cover Page **Entry 1 (n) – Facilities Information** section.
Hire Date at the School / Network	Enter **the date** that the Faculty/Staff person was **hired at the school/network**.
Start Date at the School / Network	Enter **the date** that the Faculty/Staff person actually **began employment at this school/network**.
Date Employee Separated from Service (if applicable)	Enter **the date** that the Faculty/Staff person **separated from service at the school/network**.
Certification Status / Out-of-Certification Justification	**Select** the appropriate choice from the **drop-down list**.
FOR TEACHERS ONLY: Choose Subject Taught	**Select** the appropriate choice from the **drop-down list**.
FOR TEACHERS ONLY: Specify Subject or Grade Band, if NOT Math, Science, Career Technical Education, Technology, or Computer Science	**Select** the appropriate choice from the **drop-down list**.
Notes	Optional

Faculty Staff Roster 2026

Filename: Faculty Staff Roster 2026.xlsx **Size:** 15.1 kB

Entry 11 – Progress Toward Goals (Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Completed - Oct 31 2026

Instructions

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

Board of Regents, NYCDOE, and Buffalo BOE-authorized schools must report all Progress Toward Charter Goals as per their currently approved charters **no later than 11:59 PM on November 3, 2026**.

Schools must complete the "Goals" tables as provided in the tables below **OR** upload the most current action plan that includes progress made during the 2025-2026 school year toward achieving or maintaining a “Meets” rating on the 10 Performance Framework benchmarks.

PLEASE NOTE: This is a required task for Regents, NYCDOE, and Buffalo BOE-authorized charter schools. It is marked optional for administrative purposes only.

Entry 11 – Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Board of Regents, NYCDOE, and Buffalo BOE-authorized schools may complete the "Goals" tables as provided in the portal OR upload the most current action plan that includes progress made during the 2025-2026 school year toward achieving or maintaining a “Meets” rating on the 10 Performance Framework benchmarks.

Please select the method by which you will provide your school's information:

Responses Selected:

Upload Action Plan That Includes 2025-2026 Progress Toward Goals

1. Please upload a current action plan document.

2026-2027-MHCS SED Action Plan-UPDATED-FINAL.pdf

Filename: 2026-2027-MHCS SED Action Plan-UPDATED-FINAL.pdf.pdf **Size:** 487.9 kB

Entry 12 – Audited Financial Statements

Completed - Oct 31 2026

Required of ALL Charter Schools

ALL charter schools must upload the financial statements and related documents in PDF format into the portal **no later than 11:59 PM on November 2, 2026.** The statements, the independent auditor’s report, any advisory and/or

management letter, and the internal controls report must be combined into a PDF file with security features such as password protection removed.

ALL SUNY-authorized charter schools must also submit the documents to the SUNY Compass system **no later than 11:59 PM on November 2, 2026**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

PLEASE NOTE: This task appears as optional until August 3, 2026. Thereafter, it will be identified as a required task due on November 2, 2026.

MHCS-FY2026-Audited Financial Statements

Filename: MHCS-FY2026-Audited Financial Statements.pdf **Size:** 416.4 kB

Entry 12a – Audited Financial Report Template (BOR)

Completed - Oct 31 2026

Regents-Authorized Charter Schools ONLY

Regents-authorized schools must download the Excel spreadsheet entitled “Audited Financial Report Template” from the portal or the Annual Reports webpage and complete it using the audited financial statements. Upload the completed file **no later than 11:59 PM on November 2, 2026.**

Do not add rows or columns to the template in order to match the format of the financial statements. Use only the existing fields and combine any additional entries into the “other” fields throughout the template. For education corporations operating more than one school, complete one template at the education corporation level and submit the same template for each of the schools operated by the education corporation.

PLEASE NOTE: This task appears as optional until August 3, 2026. Thereafter, it will be identified as a required task due on November 2, 2026.

MHCS-FY2026-SED Audit Template

Filename: MHCS-FY2026-SED Audit Template.xlsx **Size:** 85.3 kB

Entry 12b – Additional Financial Documents

Completed - Nov 2 2026

Regents, NYCDOE, and Buffalo BOE-authorized schools must upload financial documents and submit **no later than 11:59 PM on November 2, 2026**. The items listed below should be uploaded with an explanation added if an item is not applicable or not available (e.g., a “Federal Single Audit was not required because the school did not expend federal funds of more than the $750,000 Threshold.”)

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

PLEASE NOTE: This task appears as an optional task until August 3, 2026. After this date, the task will be identified as a required task due on November 2, 2026.

MHCS-Contingency Reserve-412

Filename: MHCS-Contingency Reserve-412.pdf **Size:** 15.9 kB

Entry 12c – Financial Contact Information

Completed - Nov 2 2026

Regents, NYCDOE, and Buffalo BOE-authorized schools should enter financial contact information directly into the form within the portal **no later than 11:59 PM on November 2, 2026**.

PLEASE NOTE: This task appears as an optional task until August 3, 2026. After this date, the task will be identified as a required task due on November 2, 2026.

Form for "Financial Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Josh Moreau	jmoreau@weboosted.com	917-804-7847

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Joseph Albano	jalbano@saxllp.com	212-268-2802	14

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

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm
	BoostEd Finance	Josh Moreau	PO Box 70 Plainview, NY 11803	jmoreau@weboosted.com	212-786-7900	12

Entry 13 – Fiscal Year 2026-2027 Budget

Completed - Jul 20 2026

Regents, NYCDOE, and Buffalo BOE-authorized charter schools are required to download the budget template from the portal or the Annual Reports webpage and complete it. Upload the completed template **no later than 11:59 PM on November 2, 2026**. The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory.

PLEASE NOTE: This task appears as optional until August 3, 2026. Thereafter, it will be identified as a required task due on November 2, 2026.

MHCS Final2026-2027ARBudgetTemplate FY27 (6

Filename: MHCS Final2026-2027ARBudgetTemplate FY27 (6.xlsx **Size:** 168.2 kB

Optional Additional Documents to Upload (BOR)

Incomplete

B Form 54C (Rev. 6/69)-16M-703756(70) THE CITY OF NEW YORK

BJ

N.B. 334-72

HOUSING AND DEVELOPMENT ADMINISTRATION

DEPARTMENT OF BUILDINGS

CERTIFICATE OF OCCUPANCY

BOROUGH THE BRONX **DATE:** APR 20 1977 **NO.** 51190

This certificate supersedes C.O. No. ZONING DISTRICT R-6 C-14

THIS CERTIFIES that the new—alt[redacted]building—premises located at

1260 Franklin Avenue Block 2615 Lot 14

CONFORMS SUBSTANTIALLY TO THE APPROVED PLANS AND SPECIFICATIONS AND TO THE REQUIREMENTS OF ALL APPLICABLE LAWS, RULES AND REGULATIONS FOR THE USES AND OCCUPANCIES SPECIFIED HEREIN

PERMISSIBLE USE AND OCCUPANCY

STORY	LIVE LOAD LBS. PER SQ. FT.	MAXIMUM NO. OF PERSONS PERMITTED	ZONING RESOLUTION		BUILDING CODE		DESCRIPTION OF USE
			DWELLING OR ROOMING UNITS	USE GROUP	HABITABLE ROOMS	OCCUPANCY GROUP	
First	On Grad	245		3		G	Public school classrooms

* 100,000.

THIS CERTIFICATE OF OCCUPANCY MUST BE POSTED WITHIN THE B[illegible] IN ACCORDANCE WITH THE RULES OF THE DEPARTMENT PROMULGATED MARCH 31ST, 1967

OPEN SPACE USES _____

(SPECIFY—PARKING SPACES, LOADING BERTHS, OTHER USES, NONE)

NO CHANGES OF USE OR OCCUPANCY SHALL BE MADE UNLESS A NEW AMENDED CERTIFICATE OF OCCUPANCY IS OBTAINED

THIS CERTIFICATE OF OCCUPANCY IS ISSUED SUBJECT TO FURTHER LIMITATIONS, CONDITIONS AND SPECIFICATIONS NOTED ON THE REVERSE SIDE.

I. M. Cohen, AR
BOROUGH SUPERINTENDENT

Jeremiah V. Welch
COMMISSIONER

OFFICE COPY—DEPARTMENT OF BUILDINGS

THAT THE ZONING LOT ON WHICH THE PREMISES IS LOCATED IS BOUNDED AS FOLLOWS:

BEGINNING at a point on the South side of Franklin Avenue distant 279 feet from the corner formed by the intersection of East 168th Street and Franklin Avenue

running thence South 184' 11 3/16" feet; thence East 79' 7 9/16" feet;
thence South 168' 8 5/8" feet; thence East 146' 9 1/2" feet;
thence North 168' 11 1/8" feet; thence West 28' 3 3/4" feet;
thence North 169' 9 7/8" feet; thence West 193' 10" feet;
to the point or place of beginning.

N.B. No. 334-72 DATE OF COMPLETION 3-20-74 CONSTRUCTION CLASSIFICATION 1-E
BUILDING OCCUPANCY GROUP CLASSIFICATION G HEIGHT 1 STORIES, 14' FEET.

THE FOLLOWING FIRE DETECTION AND EXTINGUISHING SYSTEMS ARE REQUIRED AND WERE INSTALLED IN COMPLIANCE WITH APPLICABLE LAWS.

	YES	NO		YES	NO
STANDPIPE SYSTEM (C26-1702.1)	X		AUTOMATIC SPRINKLER SYSTEM (C26-1703.1)	X	
YARD HYDRANT SYSTEM (C26-1702.2)	X		CENTRAL STATION SUPERVISION (C26-1703.2 & .4)	X	
PRIVATE HYDRANT SYSTEM (C26-1702.17)	X		WATER FLOW ALARM (C26-1703.4)	X	
STANDPIPE FIRE TELEPHONE AND SIGNALLING SYSTEM (C26-1702.21)	X		SIAMESE (C26-1703.6)	X	
SMOKE DETECTOR (C26-1703.1 J)	X		TWO AUTOMATIC SOURCES (C26-1703.9(a))	X	
FIRE ALARM AND SIGNAL SYSTEM (C26-1704.1)	X		ONE AUTOMATIC SOURCE (C26-1703.9(b))	X	
			DOMESTIC WATER SUPPLY SOURCE (C26-1703.9c)	X	

THE FOLLOWING PERMITTED ALTERNATE TO A REQUIRED STANDPIPE SYSTEM WAS PROVIDED OR INSTALLED (C26-1702.1d.

	YES	NO
HAND OR PORTABLE FIRE EXTINGUISHERS SUBJECT TO FIRE DEPARTMENT APPROVAL (C26-1702.1(d)(1)).		X
AUTOMATIC SPRINKLER SYSTEM CONNECTED TO A CENTRAL SUPERVISORY STATION (C26-1702.1(d)(2)).		X

THE FOLLOWING PERMITTED ALTERNATES TO A REQUIRED AUTOMATIC SPRINKLER SYSTEM WERE INSTALLED.

	YES	NO
PARTIAL SYSTEM (TABLE 17.2). CLARIFY EXTENT OF SYSTEM BELOW.		X
AUTOMATIC DRY SPRINKLER SYSTEM (TABLE 17-2)		X
NON AUTOMATIC DRY SPRINKLER SYSTEM (TABLE 17-2 FOOTNOTE (c))		X
SMOKE DETECTOR ALARM SYSTEM (C26-1703.2)		X
EXTINGUISHING AGENT IF OTHER THAN WATER:		X
EXTENT OF PARTIAL SYSTEM:		

LIMITATIONS OR RESTRICTIONS:

BOARD OF STANDARDS AND APPEALS CAL. NO. _____
CITY PLANNING COMMISSION CAL. NO. _____
OTHERS:

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name: Sandra Lugo

Charter School Education Corporation: Mott Hall Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.) and the dates the positions were held.

Chairperson/Secretary

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and the person's position.

3. Are you related by blood, marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship.

-

4. Are you related, by blood or marriage, to any person who could financially benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you a current or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management ("CMO") services, whether for-profit or not-for-profit, that contracts, or may contract, with the charter school or education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, and your start date.

6. Do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☒ **No**

If **Yes**, please provide a description of the position(s) you hold and your responsibilities.

-

7. Identify each interest/transaction (and provide the requested information) that you, any of your family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the past five years or your current Board term, whichever is less, and, for new Board members serving less than one year, during the six months prior to service. If there has been no such interest or transaction, check **None**.

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion) and the date of the board meeting documenting such steps	Name of person holding interest or engaging in transaction and relationship to you

-

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship.

If you or an immediate family member are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify the name of the organization, your position in the organization, and the relationship between such organization and the school(s).

If there was no financial interest, check **None**.

☒ **None**

Organization conducting business with the school(s) and your position if applicable	**Nature of business conducted and relationship between organization and the school**	**Approximate value of the business conducted**	**Name of Trustee and/or immediate family member of household holding an interest in the organization and the nature of the interest**	**Steps taken to avoid conflict of interest; the date of the board meeting documenting such steps**

-

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Please provide only contact information which may be made publicly available.

Business Telephone:

917-842-523

Business Address:

158 Meadow View Drive, Middletown, NY 10940

E-mail Address:

maeztra130@gmail.com



July 18,2026

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2026

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:

Francesca Weindling

Name of Charter School Education Corporation:

Mott Hall Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board Member / Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☑ **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☑ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☑ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

212-916-6057

Business Address:

730 Third Avenue, New York, NY 10017

E-mail Address:

francesca.weindling@nuveen.com

Home Telephone:

212-749-3357

Home Address:

230 Riverside Drive, New York, NY 10025



07/13/2026

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name: Ofier Sigal

Charter School Education Corporation: Mott Hall Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.) and the dates the positions were held.

Treasurer 10/2025-Present

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship and the person's position.

3. Are you related by blood, marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship.

-

4. Are you related, by blood or marriage, to any person who could financially benefit from your participation as a board member of the education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you a current or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management ("CMO") services, whether for-profit or not-for-profit, that contracts, or may contract, with the charter school or education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, and your start date.

6. Do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☑ **No**

If **Yes**, please provide a description of the position(s) you hold and your responsibilities.

-

7. Identify each interest/transaction (and provide the requested information) that you, any of your family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the past five years or your current Board term, whichever is less, and, for new Board members serving less than one year, during the six months prior to service. If there has been no such interest or transaction, check **None**.

☑ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion) and the date of the board meeting documenting such steps	Name of person holding interest or engaging in transaction and relationship to you

-

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship.

If you or an immediate family member are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify the name of the organization, your position in the organization, and the relationship between such organization and the school(s).

If there was no financial interest, check **None**.

☑ **None**

Organization conducting business with the school(s) and your position if applicable	Nature of business conducted and relationship between organization and the school	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization and the nature of the interest	Steps taken to avoid conflict of interest; the date of the board meeting documenting such steps

-

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Please provide only contact information which may be made publicly available.

Business Telephone:

(718) 991 - 9139

Business Address:

1260 Franklin Ave Bronx, NY 10456

E-mail Address:

ofiersigal@gmail.com

Ofier Sigal
Ofier Sigal (Jul 9, 2026 13:48:28 EDT)

07/09/2026

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2026

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name: Don Mabrey

Charter School Education Corporation: Mott Hall Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.) and the dates the positions were held.

N/A

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and the person's position.

3. Are you related by blood, marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship.

-

4. Are you related, by blood or marriage, to any person who could financially benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you a current or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management ("CMO") services, whether for-profit or not-for-profit, that contracts, or may contract, with the charter school or education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, and your start date.

6. Do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☒ **No**

If **Yes**, please provide a description of the position(s) you hold and your responsibilities.

-

7. Identify each interest/transaction (and provide the requested information) that you, any of your family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the past five years or your current Board term, whichever is less, and, for new Board members serving less than one year, during the six months prior to service. If there has been no such interest or transaction, check **None**.

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion) and the date of the board meeting documenting such steps	Name of person holding interest or engaging in transaction and relationship to you

-

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship.

If you or an immediate family member are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify the name of the organization, your position in the organization, and the relationship between such organization and the school(s).

If there was no financial interest, check **None**.

☒ **None**

Organization conducting business with the school(s) and your position if applicable	**Nature of business conducted and relationship between organization and the school**	**Approximate value of the business conducted**	**Name of Trustee and/or immediate family member of household holding an interest in the organization and the nature of the interest**	**Steps taken to avoid conflict of interest; the date of the board meeting documenting such steps**

-

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Business Telephone:

347-735-5480

Business Address:

RYCS - 650 Grand Concourse, Bronx, NY 10451

E-mail Address:

don.mabrey@gmail.com

Donald Mabrey — 7/20/26

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2026

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name: Luis G. Quan, Jr

Charter School Education Corporation: Mott Hall Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.) and the dates the positions were held.

Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and the person's position.

3. Are you related by blood, marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship.

-

4. Are you related, by blood or marriage, to any person who could financially benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you a current or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management ("CMO") services, whether for-profit or not-for-profit, that contracts, or may contract, with the charter school or education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, and your start date.

6. Do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☒ **No**

If **Yes**, please provide a description of the position(s) you hold and your responsibilities.

-

7. Identify each interest/transaction (and provide the requested information) that you, any of your family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the past five years or your current Board term, whichever is less, and, for new Board members serving less than one year, during the six months prior to service. If there has been no such interest or transaction, check **None**.

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion) and the date of the board meeting documenting such steps	Name of person holding interest or engaging in transaction and relationship to you

-

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship.

If you or an immediate family member are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify the name of the organization, your position in the organization, and the relationship between such organization and the school(s).

If there was no financial interest, check **None**.

☒ **None**

Organization conducting business with the school(s) and your position if applicable	**Nature of business conducted and relationship between organization and the school**	**Approximate value of the business conducted**	**Name of Trustee and/or immediate family member of household holding an interest in the organization and the nature of the interest**	**Steps taken to avoid conflict of interest; the date of the board meeting documenting such steps**

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Please provide only contact information which may be made publicly available.

Business Telephone:

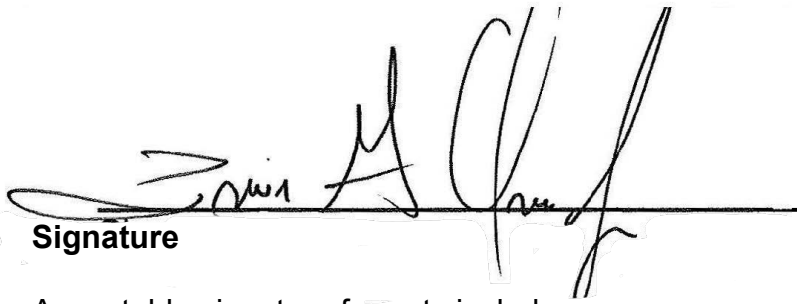
646-234-7858

Business Address:

1260 Franklin Ave, Bronx, NY 10456

E-mail Address:

lquan@schools.nyc.gov



08/03/2026

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2026

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Board of Trustees Meeting Minutes
July 29th, 2025

A regular meeting of the Board of Trustee (the "Board" or "BoT") of the Mott Hall Charter School (the "MHCS") was held on the above date beginning at 5:35 p.m. local time pursuant to notice duly given.

Attendance

- The following Trustees were present via video conference: Sandra Lugo, Don Mabrey, Luis Quan, and Francesca Weindling.
- The following school staff and guests were present: Connie Lobdell, Principal and Executive Director; and Josh Moreau, Finance Consultant

Call to order, Public Comment and Board Discussion

- After noting that a quorum was present, the meeting was called to order at 5:30 p.m.
- No public comments.
- Motion was made for approval of June 17th, 2025, minutes
- Josh Moreau
    - Budget update
    - Audit in September-early October
    - Finance Committee to review audit for Board approval
    - Beginning August, on the last Friday of every month, will provide Board with budget updates
    - Will send weekly updates to Finance Committee
    - Finance Committee and Josh Moreau will schedule day to meet monthly
    - October will reflect actual enrollment numbers
- Sandra Lugo
    - Board meetings will take on Thursdays every third (3rd) week of the month
    - Tentative Board meeting dates for 2025-2026:
        - August 21st, 2025
        - September 18th, 2025
        - October 16th, 2025
        - November 20th, 2025
        - December 18th, 2025
        - January 15th, 2026
        - February 19th, 2026
        - March 19th, 2026
        - April 16th, 2026
        - May 21st, 2026
        - June 18th, 2026
    - Board Recruitment
- Connie Lobdell
    - Dashboard will be implemented
    - Information will be streamlined
    - Instructional Report – Luis Quan will help with aggregating information from report
    - Staff has been attending training on AVID (Advancement Via Individual Determination) for implementation in the 2025-2026 school year

    - The office of Vanessa Gibson, Bronx Borough President, awarded MHCS a STEM grant of $200,000
- Luis Quan
    - Will provide professional development for MHCS staff on *Science of Reading*
- Board Member Departure
    - Lyne James Turnbull announced her decision to step down from the Board. We wish her well.

Board Motions and Approvals

1. Motion to approve June 17th, 2025, minutes made by Don Mabrey and seconded by Francesca Weindling - Board reviewed and unanimously approved.
2. Motion to adjourn meeting at 6:15 p.m. made by Francesca Weindling and seconded by Luis Quan - Board unanimously approved.

Adjournment

1. There being no further business to come before the Board, the meeting was adjourned at 6:50 p.m.

Respectfully submitted,

Sandra Lugo, Interim Chair and Secretary

APPROVED:

Sandra Lugo_____
Name

_Sandra Lugo___ July 29th, 2025_____
Signature Date

All trustee meetings for Mott Hall Charter School are open meetings subject to the NYS open meetings law. While we encourage public participation and provide a designated time for public comment, individuals are limited to two minutes total of public comment each, unless the Board asks for additional feedback. All trustees and members of the public must abide by norms around professionalism and civility in their comments. Complaints against a specific employee or public comments that may reveal confidential information will, consistent with the open meetings law, be handled through our dispute resolution process or may be heard in the executive session.

Board of Trustees Meeting Minutes
August 21st, 2025

A regular meeting of the Board of Trustee (the "Board" or "BoT") of the Mott Hall Charter School (the "MHCS") was held on the above date beginning at 5:30 p.m. local time pursuant to notice duly given.

Attendance

- The following Trustees were present via video conference: Sandra Lugo, Don Mabrey, Luis Quan, and Francesca Weindling.
- The following school staff and guests were present: Connie Lobdell, Principal and Executive Director; and Josh Moreau, Finance Consultant

Call to order, Public Comment and Board Discussion

- After noting that a quorum was present, the meeting was called to order at 5:30 p.m.
- No public comments.
- Motion was made for approval of July 29th, 2025, minutes
- Josh Moreau
    - Budget update
    - Audit to start in September
    - October will reflect actual enrollment numbers
- Connie Lobdell
    - Employee Handbook draft will be sent to Board members
        - Board members will review before approval at next Board meeting
    - State Exams
        - ELA – 47% Proficiency
        - Math – 56% Proficiency
        - School made significant growth in both ELA and Math
        - Data is being aggregated and will be forwarded to Board members
- Board Recruitment
    - Francine Cruz – Resume was shared with Board members and endorsement given
    - Connie Lobdell will reach out to Francine Cruz

Board Motions and Approvals

1. Motion to approve July 29th, 2025, minutes made by Don Mabrey and seconded by Francesca Weindling - Board reviewed and unanimously approved.
2. Motion to adjourn meeting at 6:15 p.m. made by Don Mabrey and seconded by Luis Quan - Board unanimously approved.

Adjournment

1. There being no further business to come before the Board, the meeting was adjourned at 6:15 p.m.

Respectfully submitted,

Sandra Lugo, Interim Chair and Secretary

APPROVED:

Sandra Lugo_____
Name



_ ___ August 21st, 2025_____
Signature Date

All trustee meetings for Mott Hall Charter School are open meetings subject to the NYS open meetings law. While we encourage public participation and provide a designated time for public comment, individuals are limited to two minutes total of public comment each, unless the Board asks for additional feedback. All trustees and members of the public must abide by norms around professionalism and civility in their comments. Complaints against a specific employee or public comments that may reveal confidential information will, consistent with the open meetings law, be handled through our dispute resolution process or may be heard in the executive session.

Board of Trustees Meeting Minutes
September 25th, 2025

A regular meeting of the Board of Trustee (the "Board" or "BoT") of the Mott Hall Charter School (the "MHCS") was held on the above date beginning at 5:30 p.m. local time pursuant to notice duly given.

Attendance

- The following Trustees were present via video conference: Sandra Lugo, Don Mabrey, Luis Quan, and Francesca Weindling.
- The following school staff and guests were present: Connie Lobdell, Principal and Executive Director; Josh Moreau, Finance Consultant; Francine Cruz, Board Candidate; and Ofier Sigal, Board Candidate.

Call to order, Public Comment and Board Discussion

- After noting that a quorum was present, the meeting was called to order at 5:35 p.m.
- No public comments.
- Motion was made for approval of August 21st, 2025, minutes
- Josh Moreau
    - Budget update
    - Draft of October Audit Report to be sent to Board members
    - Audit partners will meet with Finance Committee in October
    - Connie Lobdell will meet with audit partners to review projections
- Connie Lobdell
    - STEM grant – should receive between January and February
    - After school programs
    - Received last of summer school program grant
    - Extensis working on updating Employee Handbook. Will present at next Board meeting.
    - MHCS outperformed the State in math
    - Maria Kero, Math Consultant working with teachers and students
    - AVID training is ongoing
    - Pre-assessments ongoing and being scored by Connie Lobdell and Jennifer Melendez
    - LinkIt aggregating data that will be presented to the Board
    - Will be attending Science of Reading Conference and turnkey with Board
- Board Recruitment
    - Francine Cruz and Ofier Sigal were introduced as Board Candidates
- Sandra Lugo
    - Board retreat – will coordinate with Connie Lobdell on dates and location
    - Dashboard – Connie Lobdell and Paul Le updating for implementation

Board Motions and Approvals

1. Motion to approve August 21st, 2025, minutes made by Don Mabrey and seconded by Luis Quan - Board reviewed and unanimously approved.
2. Motion to adjourn meeting at 6:15 p.m. made by Don Mabrey and seconded by Luis Quan - Board unanimously approved.

Adjournment

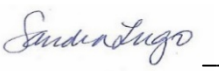
1. There being no further business to come before the Board, the meeting was adjourned at 6:15 p.m.

Respectfully submitted,

Sandra Lugo, Interim Chair and Secretary

APPROVED:

Sandra Lugo_____
Name



Signature

September 25th, 2025_____
Date

All trustee meetings for Mott Hall Charter School are open meetings subject to the NYS open meetings law. While we encourage public participation and provide a designated time for public comment, individuals are limited to two minutes total of public comment each, unless the Board asks for additional feedback. All trustees and members of the public must abide by norms around professionalism and civility in their comments. Complaints against a specific employee or public comments that may reveal confidential information will, consistent with the open meetings law, be handled through our dispute resolution process or may be heard in the executive session.

Board of Trustees Meeting Minutes
October 16th, 2025

A regular meeting of the Board of Trustee (the "Board" or "BoT") of the Mott Hall Charter School (the "MHCS") was held on the above date beginning at 5:30 p.m. local time pursuant to notice duly given.

Attendance

- The following Trustees were present via video conference: Sandra Lugo, Don Mabrey, Luis Quan, and Francesca Weindling.
- The following school staff and guests were present: Connie Lobdell, Principal and Executive Director; Josh Moreau, Finance Consultant; Francine Cruz, Board Candidate; and Ofier Sigal, Board Candidate.

Call to order, Public Comment and Board Discussion

- After noting that a quorum was present, the meeting was called to order at 5:35 p.m.
- No public comments.
- Motion was made for approval of September 25th, 2025, minutes.
- Board Recruitment
  - Waiting on State approval of Francine Cruz and Ofier Sigal as Board of Trustees
- School Pantry
  - With SNAP being halted the school will be setting up a school pantry for students and their families which will continue to exist after SNAP is restored.
  - Asking for contributions: non-perishables and/or financial support
  - NYC Food Pantry contacted.
  - Francine Cruz to reach out to NY Common Pantry and Food Pantry as well.
- School Visit
  - Ofier Sigal visited Mott Hall
  - Spoke with students.
  - Had discussion with Wanda Andujar in Operations
  - Observed baseline testing.
- Josh Moreau
  - Finance report update.
  - No findings on audit
  - Board vote on audit.
  - CSE is slow on finalizing IEP approvals and funding.
- Parental Involvement
  - Curriculum night was successful with a number of parents attending.
  - Open House on October 23rd, 2025
  - Planning a Parent-to-Parent Harvest Dinner in November
  - Connie Lobdell to send Board calendar with scheduled parent activities.
- Connie Lobdell
  - Student attendance at 92%
  - Worked with Extensis to update Employee Handbook and sent to Board for review for approval at next Board meeting.
  - Submitted a grant for $50,000 written with Paul Le
  - ELA mock exam over two days to get ahead on areas of need.

    - Built in time for interventions and working with the interventionists.
    - Baseline data at next Board meeting
    - Pre-assessments for every unit that will show authentic data.
    - AVID is showing positive results.
    - Attended two-day conference on Science of Reading
    - LinkIt – easy to manage, provides small group action plan.
- Luis Quan
    - Foundation of Literacy for Middle Schools
    - DOE using screening data – basic grammar skills, decoding, digraphs, etc.
    - R.O.A.R. assessment (Rapid Online Assessment of Reading) – takes onus off teachers, quick to use and online.
    - Achieve the Core – synchronous course for older struggling readers.
    - Data needs to be granular.
    - Will email Connie Lobdell with links and recommendations.
- Don Mabrey
    - Lexia is very granular.
    - iReady to set programs.

Board Motions and Approvals

1. Motion to approve August 21st, 2025, minutes made by Don Mabrey and seconded by Francesca Weindling - Board reviewed and unanimously approved.
2. Motion to approve Francine Cruz and Ofier Sigal as Board members made by Francesca Weindling and seconded by Luis Quan – Board reviewed and unanimously approved.
3. Motion to approve audit made by Sandra Lugo and seconded by Don Mabrey – Board reviewed and unanimously approved.
4. Motion to adjourn meeting at 6:15 p.m. made by Don Mabrey and seconded by Luis Quan - Board unanimously approved.

Adjournment

1. There being no further business to come before the Board, the meeting was adjourned at 6:15 p.m.

Respectfully submitted,

Sandra Lugo, Interim Chair and Secretary

APPROVED:

Sandra Lugo
Name

Sandra Lugo
Signature

October 16th, 2025
Date

All trustee meetings for Mott Hall Charter School are open meetings subject to the NYS open meetings law. While we encourage public participation and provide a designated time for public comment, individuals are limited to two minutes total of public comment each, unless the Board asks for additional feedback. All trustees and members of the public must abide by norms around professionalism and civility in their comments. Complaints against a specific employee or public comments that may reveal confidential information will, consistent with the open meetings law, be handled through our dispute resolution process or may be heard in the executive session.

Board of Trustees Meeting Minutes
November 24th, 2025

A regular meeting of the Board of Trustee (the "Board" or "BoT") of the Mott Hall Charter School (the "MHCS") was held on the above date beginning at 5:30 p.m. local time pursuant to notice duly given.

Attendance

- The following Trustees were present via video conference: Sandra Lugo, Don Mabrey, Luis Quan, and Francesca Weindling.
- The following school staff and guests were present: Josh Moreau, Finance Consultant; and Ofier Sigal and Francine Cruz, Board Candidates.

Call to order, Public Comment and Board Discussion

- After noting that a quorum was present, the meeting was called to order at 5:30 p.m.
- No public comments.
- Motion was made for approval of October 16th, 2025, minutes.
- Board Recruitment
    - Waiting on State approval for Francine Cruz and Ofier Sigal as Board of Trustees
- Josh Moreau
    - Finance report update.
    - Revisions to budget
    - Enrollment 149
    - Paul Le applied for $50K grant
    - Will meet with Connie Lobdell regarding budget updates, etc.
- Finance Committee
    - Francesca Weindling - Budget okay to date
    - Fundraising committee
    - Board member donations – send members links of various areas for school donations.
- Mock Visit
    - Connie Lobdell will update at next Board meeting.
    - Focus on curriculum/instruction.
- Employee Handbook
    - Revisions/additions to be made before approval.
- Parental Involvement
    - Representation on Board
    - Fundraising

Board Motions and Approvals

1. Motion to approve October 16th, 2025, minutes made by Don Mabrey and seconded by Francesca Weindling - Board reviewed and unanimously approved.
2. Motion to adjourn meeting at 6:30 p.m. made by Don Mabrey and seconded by Luis Quan - Board unanimously approved.

Adjournment

1. There being no further business to come before the Board, the meeting was adjourned at 6:30 p.m.

Respectfully submitted,

Sandra Lugo, Chairperson and Secretary

APPROVED:

Sandra Lugo
Name



Signature Date October 16th, 2025

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Board of Trustees Meeting Minutes
December 18th, 2025

A regular meeting of the Board of Trustee (the "Board" or "BoT") of the Mott Hall Charter School (the "MHCS") was held on the above date beginning at 5:30 p.m. local time pursuant to notice duly given.

Attendance

- The following Trustees were present via video conference: Sandra Lugo, Don Mabrey, Luis Quan, Francesca Weindling, Francine Cruz, and Ofier Sigal.
- The following school staff and guests were present: Connie Lobdell, Principal and Executive Director; Josh Moreau, Finance Consultant.

Call to order, Public Comment and Board Discussion

- After noting that a quorum was present, the meeting was called to order at 5:30 p.m.
- No public comments.
- Motion was made for approval of October 16th, 2025, minutes.
- Board Recruitment
    - Official welcome of Francine Cruz and Ofier Sigal as members on the Board of Trustees
- Board Retreat
    - Coordinating dates and venue
    - Dates - February
- Josh Moreau
    - Met with Finance Committee
    - Finance report update.
    - Forecast for beginning of year updated.
    - Special Education planned for year is in line.
    - Budget for 2026-2027 in early February 2026
- Committees
    - Education – Don Mabrey – Curriculum and Instruction; Francine Cruz – Special Education; Luis Quan - ENL
    - Operations – Ofier Sigal
    - Finance – Sandra Lugo and Francesca Weindling
- Employee Handbook
    - Motion was made for approval by Francesca Weindling and seconded by Francine Cruz – Board reviewed and unanimously approved.
- Connie Lobdell
    - Feedback on mock visit of 11/12/2025 from Paul Le and team:
        - Baseline Visit
        - Teacher Engagement
        - New Teachers
        - PD on Instruction
        - Focus group went well.
    - AVID
        - 12/17/2025 visit to do initial walk through.
        - Site coordinator will be trained online.
        - Following specific steps for implementation
        - Will be visiting school in Westchester to observe AVID program.

- Enrollment - 151

Board Motions and Approvals

1. Motion to approve October 16th, 2025, minutes made by Francesca Weindling and seconded by Ofier Sigal - Board reviewed and unanimously approved.
2. Motion to adjourn meeting at 6:30 p.m. made by Don Mabrey and seconded by Luis Quan - Board unanimously approved.

Adjournment

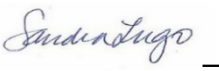
1. There being no further business to come before the Board, the meeting was adjourned at 6:30 p.m.

Respectfully submitted,

Sandra Lugo, Chairperson and Secretary

APPROVED:

Sandra Lugo
Name



Signature Date December 18th, 2025

All trustee meetings for Mott Hall Charter School are open meetings subject to the NYS open meetings law. While we encourage public participation and provide a designated time for public comment, individuals are limited to two minutes total of public comment each, unless the Board asks for additional feedback. All trustees and members of the public must abide by norms around professionalism and civility in their comments. Complaints against a specific employee or public comments that may reveal confidential information will, consistent with the open meetings law, be handled through our dispute resolution process or may be heard in the executive session.

Board of Trustees Meeting Minutes
January 22nd, 2026

A regular meeting of the Board of Trustee (the "Board" or "BoT") of the Mott Hall Charter School (the "MHCS") held on the above date beginning at 5:30 p.m. local time pursuant to notice duly given.

Attendance

- The following Trustees were present via video conference: Sandra Lugo, Don Mabrey, Luis Quan, Francesca Weindling, Francine Cruz, and Ofier Sigal.
- The following school staff and guests were present: Connie Lobdell, Principal and Executive Director; Josh Morales, LEDBetter Consultant.

Call to order, Public Comment and Board Discussion

- After noting that a quorum was present, the meeting called to order at 5:30 p.m.
- No public comments.
- Motion made for approval of December 18th, 2025, minutes.
- Connie Lobdell
    - Parent to Parent Meeting
        - Presentation for Parents
        - Breakdown of Activities
    - Enrollment – 148 Students
        - Students are leaving due to ICE.
        - ICE is impacting students.
    - ENL classes for adults will begin on Saturday, January 24th, 2026.
        - Open to all adults in the community
        - Includes Civic Class
    - Advocacy Day has rescheduled due to weather.
        - 25 Families attending
        - School Ambassadors will be going.
    - Assessments
        - iReady Diagnostic
        - Baseline from November
        - Mock exam in March
        - Accommodations for ELLs and Special Students.
    - Teacher Retention
        - Two teachers have left due to family situations.
    - New Schedules rolled out and implemented on Friday, January 30th, 2026.
        - Will allow for small group work.
        - Schedule change due to recommendations.
        - Focus on core instruction.
    - Wil provide breakdown on progress monitoring.
    - Goals provided by AVID for students.
    - Will be visiting Luis Quan's school.
    - Summer Boost
        - Application received.
        - Expect full funding due to prior year's success.
    - Received $50,000 grant for sports.

    - Grant for Mindfulness being written – will invite community.
    - TeachBoost used for observations which will be shared.
        - Aligned with Danielson
        - Staff will have professional development based on results from observations.
        - Using exit tickets to drive professional development opportunities
- Luis Quan
    - Recommendation:
        - ”Get Better Faster”
        - Science of Reading professional development for teachers
        - Phonics for Reading
- Francine Cruz – Will be visiting school on Wednesday, January 28th, 2026.
- Josh Morales – LEDBetter Consultant
    - Role – Board rebuild of capacity and credibility.
    - Development of core governance
    - Self-assessment
    - ED evaluation
    - Develop dashboards.
    - Committee work
    - Renewal
    - Road Map
- Board Retreat
    - Monday, February 16th, 2026
    - Venue to be determined.
- Motion to adjourn.

Board Motions and Approvals

1. Motion to approve December 18th, 2025, minutes made by Ofier Sigal and seconded by Francine Cruz - Board reviewed and unanimously approved.
2. Motion to adjourn meeting at 6:45 p.m. made by Francesca Weindling and seconded by Ofier Sigal - Board unanimously approved.

Adjournment

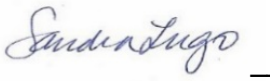
1. There being no further business to come before the Board, the meeting adjourned at 6:45 p.m.

Respectfully submitted,

Sandra Lugo, Chairperson and Secretary

APPROVED:

Sandra Lugo
Name



Signature Date January 22nd, 2026

All trustee meetings for Mott Hall Charter School are open meetings subject to the NYS open meetings law. While we encourage public participation and provide a designated time for public comment, individuals are limited to two minutes total of public comment each, unless the Board asks for additional feedback. All trustees and members of the public must abide by norms around professionalism and civility in their comments. Complaints against a specific employee or public comments that may reveal confidential information will, consistent with the open meetings law, be handled through our dispute resolution process or may be heard in the executive session.

Board of Trustees Meeting Minutes
February 16th, 2026

A regular meeting of the Board of Trustee (the "Board" or "BoT") of the Mott Hall Charter School (the "MHCS") held on the above date beginning at 9:00 a.m. local time pursuant to notice duly given.

Attendance

- The following Trustees were present: Sandra Lugo, Don Mabrey, Luis Quan, Francesca Weindling, and Francine Cruz.
- The following Trustee was absent: Ofier Sigal
- The following guests were present: Paul Le and Josh Morales, LEDBetter Consultants.

Call to order, Public Comment and Board Discussion

- After noting that a quorum was present, the meeting called to order at 9:00 a.m.
- No public comments.
- Motion made for approval of January 22nd, 2026, minutes.
- Enrollment – Challenging across all schools.
- Visit to school in White Plains, NY – Wednesday, February 11th, 2026
    - Implementation of AVID for the past 13 years
- Parent/Teacher Conference – February 12th, 2026
    - Was well attended by parents
- Bronx Chamber of Commerce donated sets of library books to the school
- Snack Donation from the Swaminaraya Temple, Secaucus, N.J.
    - First part of donation made on Monday, January 26th, 2026
    - Distribution was made to students and families of MHCS, as well as students and families of P.S. 63X and the community at large
- STEM grant implementation in progress
- Motion to adjourn.

Board Motions and Approvals

1. Motion to approve January 22nd, 2026, minutes made by Francesca Weindling and seconded by Luis Quan - Board reviewed and unanimously approved.
2. Motion to adjourn meeting at 9:45 a.m. made by Francine Cruz and seconded by Don Mabrey - Board unanimously approved.

Adjournment

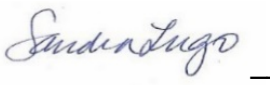
1. There being no further business to come before the Board, the meeting adjourned at 9:45 a.m.

Respectfully submitted,

Sandra Lugo, Chairperson and Secretary

APPROVED:

Sandra Lugo
Name



_ ___ February 16th, 2026___

Signature Date

All trustee meetings for Mott Hall Charter School are open meetings subject to the NYS open meetings law. While we encourage public participation and provide a designated time for public comment, individuals are limited to two minutes total of public comment each, unless the Board asks for additional feedback. All trustees and members of the public must abide by norms around professionalism and civility in their comments. Complaints against a specific employee or public comments that may reveal confidential information will, consistent with the open meetings law, be handled through our dispute resolution process or may be heard in the executive session.

Board of Trustees Meeting Minutes
March 19th, 2026

A regular meeting of the Board of Trustee (the "Board" or "BoT") of the Mott Hall Charter School (the "MHCS") held on the above date beginning at 9:00 a.m. local time pursuant to notice duly given.

Attendance

- The following Trustees were present via video conference: Sandra Lugo, Don Mabrey, Luis Quan, Francesca Weindling, Francine Cruz, and Ofier Sigal.
- The following guests were present: Paul Le, LEDBetter Consultants; and Jennifer Melendez, Assistant Principal.

Call to order, Public Comment and Board Discussion

- After noting that a quorum was present, the meeting called to order at 5:35 p.m.
- No public comments.
- Motion made for approval of February 16th, 2026, minutes.
- Enrollment – 144
- Midterm Site Visit – March 4th, 2026
    - Dr. LaToya Johnson and Paul Groff
- Jennifer Melendez
    - Site visit
        - Visit was good
        - Saw all artifacts
        - Observed how AVID impacted culture in classrooms
        - Evidence of AVID around classroom
        - Students answered questions
    - Benchmark 1 met – compared 2023-24 to 2024-25
    - Math mock to be held following week as predictor
    - Copies of artifacts sent to State
    - iReady used for progress monitoring
    - Mock exams – CBT/Edcite
    - Edcite given in October 2025
    - Weekly formative assessments are used to create action plans and track students
    - Meet on Fridays to review data from assessments
    - Tutoring from 3:00 p.m. – 4:00 p.m.
    - Will forward all data to Board
- Luis Quan
    - Assessments that show how students are doing and/or will do
    - Alignment of digital artifacts
    - Copies of artifacts to be submitted to Board
    - Areas of growth
    - Drilling down on assessments
    - Action plans for all groups
- Don Mabrey
    - What is used to determine benchmarks are being met?
        - Jennifer Melendez – iReady Baseline, Unit Assessments, Exit Tickets, Formative Assessments

    - Digital Data
    - Asked for report of midterm site visit
        - Not yet received from state as of this date.
- Francine Cruz
    - Dates state exams to be administered:
        - ELA – April 22nd and 23rd
        - Math – May 6ith and May 7th
        - Science – April 29th
        - All Makeups – May 15th
- Paul Le
    - Midterm Site Visit
        - Mostly positive feedback on Board focus group
        - State exam scores from 2025
        - Low enrollment is systemic across city
        - Teacher certification
        - Relying on narratives
        - SpEd and ENL
        - Quality of instruction – teachers need additional support
    - Re-administer teacher survey
    - Review teachers to be retained
    - Recommend list of supports and coaching for teachers
    - Schedules
    - Need additional electives to provide preps, e.g., foreign language
    - Change in schedule implemented in January 2026 but needs to be consistent
    - ENL compliance
    - SpEd consistency – Jennifer Manning SpEd consultant will work with teachers
    - Lesson plans not consistent and aligned to standards – teachers should have 2 artifacts for each lesson
    - All lesson plans to Connie Lobdell who will provide coaching
    - Connie Lobdell to observe a minimum of 2 classes per week.
    - Experienced teachers to provide coaching.
- Coaching on Fridays – what will it look like?
- Focus groups with teachers by Board
- Interviews with staff
- Recommended mock exams be administered at beginning of school year and January
- ED Evaluation
- Material change in enrollment
- Data on all assessments that contribute as predictors on how students are doing.
- Teacher salary scale
- Motion to adjourn.

Board Motions and Approvals

1. Motion to approve February 16th, 2026, minutes made by Ofier Sigal and seconded by Francine Cruz - Board reviewed and unanimously approved.
2. Motion to adjourn meeting at 7:00 p.m. made by Francine Cruz and seconded by Francesca Weindling - Board unanimously approved.

Adjournment

1. There being no further business to come before the Board, the meeting adjourned at 7:00 p.m.

Respectfully submitted,

Sandra Lugo, Chairperson and Secretary

APPROVED:

Sandra Lugo
Name



Signature Date March 19th, 2026

All trustee meetings for Mott Hall Charter School are open meetings subject to the NYS open meetings law. While we encourage public participation and provide a designated time for public comment, individuals are limited to two minutes total of public comment each, unless the Board asks for additional feedback. All trustees and members of the public must abide by norms around professionalism and civility in their comments. Complaints against a specific employee or public comments that may reveal confidential information will, consistent with the open meetings law, be handled through our dispute resolution process or may be heard in the executive session.

Board of Trustees Meeting Minutes
April 16th, 2026

A regular meeting of the Board of Trustee (the "Board" or "BoT") of the Mott Hall Charter School (the "MHCS") held on the above date beginning at 9:00 a.m. local time pursuant to notice duly given.

Attendance

- The following Trustees were present via video conference: Sandra Lugo, Don Mabrey, Luis Quan, Francesca Weindling, Francine Cruz, and Ofier Sigal.
- The following guests were present: Connie Lodell, Executive Director/Principal; and Josh Moreau, Finance Consultant.

Call to order, Public Comment and Board Discussion

- After noting that a quorum was present, the meeting called to order at 5:30 p.m.
- No public comments.
- Motion made for approval of March 19th, 2026, minutes.
- Enrollment – 144
- Josh Moreau, Finance Consultant
    - Preliminary conversations for FY 2026-2027 budget are in strategizing stages
    - Approval for next year's budget by June 30th, 2026
    - Still waiting on per pupil rates
    - Possible non-replacement of staff member not returning
    - Number of students/enrollments will affect budget
    - Will be meeting with Connie Lobdell and Finance Committee
- Academic Committee
    - Luis Quan
        - Data presented on the mock exams appeared to have significant improvement
        - Data is descriptive and needs to be substantive
        - Would like to see how outcome was achieved.
        - Need an item analysis which would reflect true mastery and show how students moved across levels.
        - Mock exam results should reflect on state exams
        - Use of LinkIt would provide data reports that would show better understanding of change over time and create an action plan
        - Best practices need to be shared as well as action plans, progress monitoring, artifacts, evidence of small group instruction and tracking of formative assessments
        - Data needed for principal's review – need to see all data for an effective evaluation
        - Robust assessment plan will provide beginning, mid-year, and end of year data
    - Don Mabrey
        - Numbers look great and need to be compared to previous numbers
        - Sustainability of numbers
        - Plan for struggling students
        - LinkIt has all previous exams and provides item analysis, breaks down all the data, and identifies students' strengths and challenges.
        - LinkIt does not use manual integration. It is automatic with whatever integration system is being used.
        - Using both LinkIt and Edcite appears to be redundant. Should use one or the other.

        - State exams can be administered on LinkIt and will provide end-of-year data.
        - Needs to show data if both LinkIt and Edcite are being used.
        - Connie Lobdell needs updates from Jennifer Melendez on how programs are doing.
    - Sandra Lugo
        - Using LinkIt should have provided necessary data to inform progress.
        - Connie Lobdell informed board that Jennifer Melendez had oversight, and will update Board at next board meeting.
    - Francine Cruz
        - Francine Cruz and Sandra Lugo met with Connie Lobdell on April 2nd, 2026.
        - Reviewed ED Evaluation and dashboard.
        - Connie Lobdell needs to complete self-assessment.
        - Two (2) week deadline was given to complete.
- Connie Lobdell
    - Will have end of year meeting with LinkIt on format but does address best practices.
    - Change in baseline and percentages.
    - Uses ORID (Objective-Reflective-Interpretive-Decisional) - focused conversation data analysis.
    - Will create mastery checks for formative assessments – iReady standard by standard.
    - Will create a task force to have teachers present data.
    - Created units on Edcite aligned with state.
    - Students who need more support identified in mock exams.
    - Tutoring is going on based on mock exams.
    - Edcite is much like LinkIt – has state aligned questions.
    - Getting certified in AI.
    - Meeting with Edcite and LinkIt to have more information. All they are showing currently are graphs, charts, and spreadsheets but no background information.
    - Using Edcite for interim and mock assessments.
    - Not prepared to report on data due to staff absences and Jennifer Melendez has been covering classes. Will try to report by next board meeting. – Board informed Connie Lobdell to meet with Academic Committee and have report ready within two weeks.
    - Will reach out to Josh Morales, LEDBetter Consultant, regarding strategic plan which is required by the state for a 5-year renewal.
    - Morale has been an issue.
    - 8th graduation on Saturday, June 13th, 2026, and last day of school on Thursday, June 18th, 2026.
- Motion to adjourn.

Board Motions and Approvals

1. Motion to approve Marsch 19th, 2026, minutes made by Don Mabrey and seconded by Luis Quan - Board reviewed and unanimously approved.
2. Motion to adjourn meeting at 6:45 p.m. made by Francesca Weindling and seconded by Francine Cruz - Board unanimously approved.

Adjournment

1. There being no further business to come before the Board, the meeting adjourned at 6:45 p.m.

Respectfully submitted,

Sandra Lugo, Chairperson and Secretary

APPROVED:

Sandra Lugo
Name

Sandra Lugo
Signature

April 16th, 2026
Date

All trustee meetings for Mott Hall Charter School are open meetings subject to the NYS open meetings law. While we encourage public participation and provide a designated time for public comment, individuals are limited to two minutes total of public comment each, unless the Board asks for additional feedback. All trustees and members of the public must abide by norms around professionalism and civility in their comments. Complaints against a specific employee or public comments that may reveal confidential information will, consistent with the open meetings law, be handled through our dispute resolution process or may be heard in the executive session.

Board of Trustees Meeting Minutes
May 28th, 2026

A regular meeting of the Board of Trustee (the "Board" or "BoT") of the Mott Hall Charter School (the "MHCS") held on the above date beginning at 5:35 p.m. local time pursuant to notice duly given.

Attendance

- The following Trustees were present via video conference: Sandra Lugo, Don Mabrey, Luis Quan, Francesca Weindling, and Ofier Sigal.
- The following guests were present: Francine Cruz, Interim Principal; Paul Le and Josh Morales, LEDBetter Consultants.

Call to order, Public Comment and Board Discussion

- After noting that a quorum was present, the meeting was called to order at 5:35 p.m.
- No public comments.
- Motion made for approval of April 16th, 2026, minutes.
- Board Member Resignation.
    - Francine Cruz announced resignation on May 22nd, 2026.
- Connie Lobdell is no longer Executive Director/Principal as of May 27th, 2026.
- New Interim Principal
    - Motion was made to approve Francine Cruz as Interim Principal.
- Finance Committee
    - Enrollment – 145
    - Budget for FY 2026-2027 being revised.
    - Finance Committee reviewed FY 2026-2027 budget with Josh Moreau, Finance Consultant.
    - Ready for Board review and approval at next board meeting.
- AVID
    - Costly training - $15,000 estimate.
    - Four staff members were scheduled to attend.
    - Francine Cruz will inquire about possibly doing zoom training or in-house training.
    - Luis Quan described AVID.
    - Don Mabrey recommended taking a closer look at AVID and impact on school.
    - Francesca Weindling - Academic Committee to discuss feasibility.
- Board Recruitment
    - Number of Board members complies with by-laws.
    - Recommendations for Board members.
- Student Recruitment
    - RAW – social media
    - Consultant – community recruitment
- 8th Grade Graduation – Saturday, June 13th, 2026
    - Invitations were sent to Board members.
- Luis Quan – Need to create calendar to provide structure to school going forward.
- Francine Cruz
    - Visited school and presented herself to each class.
    - Met with teachers – positive response.
    - Reviewed curriculum – asked for recommendations.
    - Building environment/culture needs to be addressed.

    - Interviews to be conducted.
    - Teachers provided feedback on Jennifer Melendez.
    - Reviewed teacher observations -
        - TeachBoost is used for observations which provides recommendations.
        - Jennifer Melendez informed Francine Cruz that she did all the observations.
        - Observations were not signed.
        - Teachers felt they needed support.
- Don Mabrey
    - Recommended Amplify and Fish Tank.
    - Academic Committee to review curriculums.
- Letters of Intent need to be sent – Francine Cruz to meet with teachers.
- Test Opt Out
    - Require opt out data.
    - Jennifer Melendez has all opt out information.
    - Wanda Andujar requested opt out information from Jennifer Melendez and was told she would take care of data.
    - Josh Morales suggested looking at opt out data and impact on school data.
    - Erica Flores to help with opt out data.
- Paul Le - Will meet with Francine Cruz to develop calendar and provide support.
- Academic Committee – to provide meeting dates.
- Motion to adjourn.

Board Motions and Approvals

1. Motion to approve April 16th, 2026, minutes made by Ofier Sigal and seconded by Don Mabrey - Board reviewed and unanimously approved.
2. Motion to approve Francine Cruz as Interim Principal made by Don Mabrey and seconded by Luis Quan – Board approved unanimously.
3. Motion to adjourn meeting at 6:10 p.m. made by Don Mabrey and seconded by Ofier Sigal - Board approved unanimously.

Adjournment

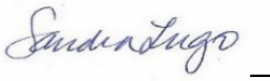
1. There being no further business to come before the Board, the meeting adjourned at 6:10 p.m.

Respectfully submitted,

Sandra Lugo, Chairperson and Secretary

APPROVED:

Sandra Lugo
Name



Signature

May 28th, 2026
Date

All trustee meetings for Mott Hall Charter School are open meetings subject to the NYS open meetings law. While we encourage public participation and provide a designated time for public comment, individuals are limited to two minutes total of public comment each, unless the Board asks for additional feedback. All trustees and members of the public must abide by norms around professionalism and civility in their comments. Complaints against a specific employee or public comments that may reveal confidential information will, consistent with the open meetings law, be handled through our dispute resolution process or may be heard in the executive session.

Annual Board of Trustees Meeting Minutes
June 25th, 2026

An annual meeting of the Board of Trustee (the "Board" or "BoT") of the Mott Hall Charter School (the "MHCS") held on the above date beginning at 5:35 p.m. local time pursuant to notice duly given.

Attendance

- The following Trustees were present via video conference: Sandra Lugo, Don Mabrey, Luis Quan, Francesca Weindling, and Ofier Sigal.
- The following guests were present: Francine Cruz, Interim Principal; Josh Moreau, Finance Consultant; Paul Le and Josh Morales, LEDBetter Consultants.

Call to order, Public Comment and Board Discussion

- After noting that a quorum was present, the meeting was called to order at 5:35 p.m.
- No public comments.
- Motion made for approval of May 28th, 2026, minutes.
- Josh Moreau – Finance Consultant
    - Budget balanced with 140 students
    - Reviewed with Finance Committee and Francine Cruz
    - Monthly forecasts
    - Adjustments to be made after July 1st
    - After P2 and P3 will provide a better sense of where school is.
    - Motion made to approve 2026-2027 budget.
- Board Recruitment
    - Number of Board members complies with by-laws.
    - Recommendations for Board members.
- Francine Cruz
    - 2026-2027 MHCS Calendar
        - Additions and changes made to previous calendar.
        - In-service added.
        - Mirrors DOE calendar as much as possible in consideration of parents who also have children in DOE schools.
        - Testing dates include Living Environment and Algebra.
        - Motion made to approve calendar.
    - Student Recruitment
        - Eldwin Fernandez and Tashima Purdie – Ongoing Community Recruitment
        - RAW – Social Media Recruitment.
        - Attend recruitment fairs.
        - Presented recruitment numbers to date.
        - Ofier Sigal inquired about decline.
            - Families moving out of state.
        - Reaching out to families who still need to be contacted after lottery.
    - Summer Boost
        - July 1st, 2026 - August 6th, 2026
        - Budget
        - iReady assessment in addition to Lavinia.
        - Additional curriculum materials are being prepared.
        - Storage facility – materials available.
        - Mornings – ELA and Math

        - Rosters are in place.
        - Initial assessment to be administered on first day.
        - Afternoons - Enrichment activities, e.g., art, cooking
    - Meeting with LinkIt on June 29th, 2026.
- Don Mabrey
    - Recommends the use of LinkIt.
    - LinkIt provides curriculums and good resources.
    - Perception of charter schools
        - Competition instead of collaboration.
        - Students' education is the priority.
- Luis Quan
    - Building Teacher Capacity
    - Will forward resources to Francine Cruz.
- Josh Morales, LEDBetter Consultant
    - Presented Board Committee Structure
    - Breakdown of committees and who will be responsible for each committee.
    - Recruitment with culture and marketing.
    - Rigorous combination of culture and academics (Luis Quan and Don Mabrey).
    - Need to set dates for committee meetings.
- Motion to adjourn.

Board Motions and Approvals

1. Motion to approve May 28th, 2026, minutes made by Ofier Sigal and seconded by Don Mabrey - Board reviewed and unanimously approved.
2. Motion to approve 2026-2027 budget made by Ofier Sigal and seconded by Francesca Weindling – Board reviewed and unanimously approved
3. Motion to approve MHCS 2026-2027 School Calendar made by Don Mabrey and seconded by Francesca Weindling – Board reviewed and unanimously approved.
4. Motion to adjourn meeting at 6:40 p.m. made by Ofier Sigal and seconded by Francesca Weindling - Board approved unanimously.

Adjournment

1. There being no further business to come before the Board, the meeting adjourned at 6:40 p.m.

Respectfully submitted,

Sandra Lugo, Chairperson and Secretary

APPROVED:

Sandra Lugo
Name

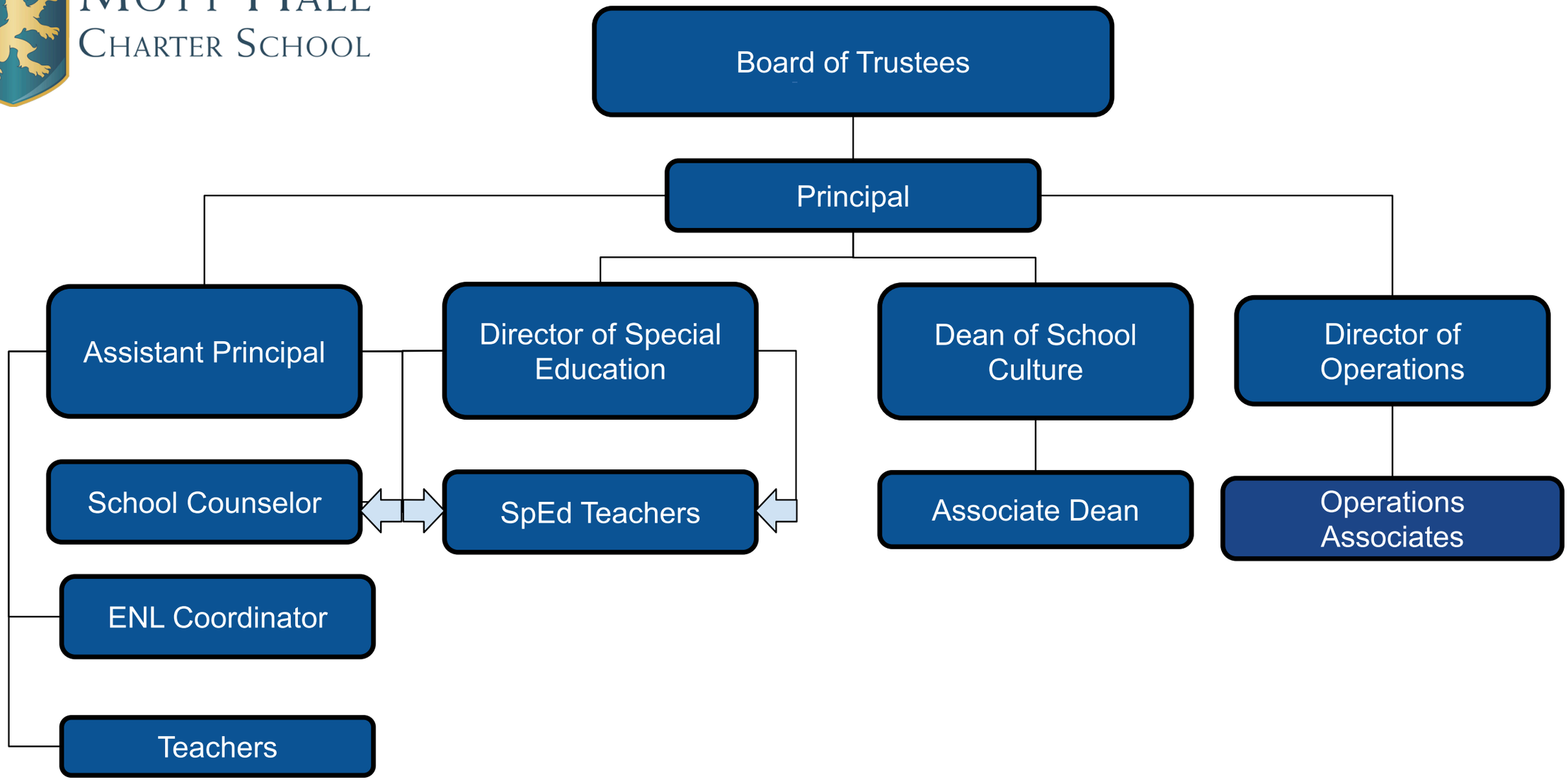


Signature

June 25th, 2026
Date

All trustee meetings for Mott Hall Charter School are open meetings subject to the NYS open meetings law. While we encourage public participation and provide a designated time for public comment, individuals are limited to two minutes total of public comment each, unless the Board asks for additional feedback. All trustees and members of the public must abide by norms around professionalism and civility in their comments. Complaints against a specific employee or public comments that may reveal confidential information will, consistent with the open meetings law, be handled through our dispute resolution process or may be heard in the executive session.

MOTT HALL
CHARTER SCHOOL



SY25/26 Organizational Chart

MOTT HALL CHARTER SCHOOL
RISE TO THE CHALLENGE
AN INTERNATIONAL BACCALAUREATE CANDIDATE SCHOOL

2025 - 2026 School Year

July

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

5 days
August 25th- First day of School/Primer día de Clases

September

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

21 days
Sept. 1st: Labor Day- School closed/Día del Trabajo - Escuela cerrada
Sept. 10th: Back to School Night (all grades)/Noche de regreso a clases (todos los grados)

October

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

22 days END of MP 1 October 31st
Oct.13th- Indigenous Peoples Day- School Closed/Día de los Pueblos Indígenas - Escuela Cerrada
Oct. 16th - Cap & Gown/Senior Ring Day/Día del birrete y la toga/anillo de último año
Oct.31st - Early dismissal /Salida Temprana

November

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

14 days
Nov 4th - Election Day - Asynchronous/ Día de las elecciones - Asincrónico
Nov 11th- Veterans Day- School Closed/Día de los veteranos - Escuela cerrada
Nov 13th -Parent Teacher Check-ins- Half Day 12:00PM Dismissal/ Registro de padres y maestros: medio día, salida a las 12:00 p. m.
Nov 20th: Parent to Parent Dinner/Cena de Padres
Nov.24th -28th: Thanksgiving -School closed/Acción de Gracias - Escuela cerrada

December

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

15 days
Dec. 15th - Dec. 19th: Holiday Spirit Week/Semana del espíritu navideño
Dec.22nd-Jan.2nd: Winter Break School closed/Escuela cerrada durante las vacaciones de invierno

January

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

19 days END of MP2 January 16
Jan.5th: Asynchronous/ Asincrónico
Jan 6th\: School Resumes/Comienza la escuela
Jan.19th: Martin Luther King Jr. Birthday- School Closed/Cumpleaños de Martin Luther King Jr. - Escuela cerrada
Jan 22nd: Parent to Parent/Cena de Padres

February

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

15 days
Feb 12- 100 days of school/ 100º día de clases
Feb 12 - In-Person Parent Teacher Check-ins TBD/Registros de padres y maestros en persona, por determinar
Feb.16-20 - Mid-Winter Recess/Receso de mediados de invierno
Feb.23rd- School resume/Comienza la escuela

March

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

22 days
March 19 - Parent to Parent Meeting/Reunion de Padres
March 16- 20th- Spirit week TBD/Semana del espíritu por determinar

MOTT HALL CHARTER SCHOOL
RISE TO THE CHALLENGE
AN INTERNATIONAL BACCALAUREATE CANDIDATE SCHOOL

2025 - 2026 School Year

April

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

20 days END of MP 3 April 1st

April.3rd: Good Friday - School Closed/Viernes Santo - Escuela cerrada
April 6th: Easter Monday - School Closed/Lunes de Pascua - Escuela cerrada
April 16th :Parent Teacher Check-ins/ Registro de padres y maestros
April 22nd & 23rd:: NYS ELA Exam/Exámenes ELA del estado de Nueva York
April 29th :8th Grade NYS Science Exam/Examen de Ciencias del Estado de Nueva York de octavo grado

May

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

14 days

May 6th & 7th: NYS Math Exam/Examen de matemáticas del estado de Nueva York
May 11th-15th :Spring Break/ Vacaciones de primavera
May 25th: Memorial Day- School Closed/Día de los Caídos - Escuela Cerrada
May 28th: - Parent to Parent Dinner/Cena de Padres
May 29th- 8th Grade Decisión Day/Día de decisión del 8vo grado

June

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

17 days END of MP 4 June 12

June 2nd- Senior Breakfast/Desayuno de 8vo grado
June 4th - Prom/Baile de 8vo grado
June 5th -Clerical day - No School/Día del clero - Escuela cerrada
June 9th: Senior Trip/Viaje de 8vo grado
June 13th : Graduation/ Graduación
June 18th: Last day of school/Último día de clases

Total Instructional Days (Total de Días de Instrucción): 182

August
August 25th- First day of School/Primer día de Clases

September
Sept. 1st: Labor Day- School closed/Día del Trabajo - Escuela cerrada
Sept. 10th: Back to School Night (all grades)/Noche de regreso a clases (todos los grados)

October
Oct.13th- Indigenous Peoples Day- School Closed/Día de los Pueblos Indígenas - Escuela Cerrada
Oct.31st - Early dismissal /Salida Temprana

November
Nov 5th - Election Day - Asynchronous/ Día de las elecciones - Asincrónico
Nov 11th- Veterans Day- School Closed/Día de los veteranos - Escuela cerrada
Nov 13th - Remote Learning Day - Virtual: Parent Teacher Check-ins/ Jornada de aprendizaje remoto virtual: reuniones de padres y maestros
Nov 20th: Parent to Parent Dinner/Cena de Padres
Nov.24th -28th: Thanksgiving -School closed/Acción de Gracias - Escuela cerrada

December
Dec. 15th - Dec. 19th: Holiday Spirit Week/Semana del espíritu navideño
Dec.22nd-Jan.2ndt: Winter Break School closed/Escuela cerrada durante las vacaciones de invierno

January
Jan.5th:
Jan 6th: School resume/Comienza la escuela
Jan.19th: Martin Luther King Jr. Birthday- School Closed/Cumpleaños de Martin Luther King Jr. - Escuela cerrada
Jan 22nd: Parent to Parent/Cena de Padres

February
Feb 12- 100 days of school/ 100° día de clases
Feb 12 - In-Person Parent Teacher Check-ins TBD/Registros de padres y maestros en persona, por determinar
Feb.16-20 - Mid-Winter Recess/Receso de mediados de invierno
Feb.23rd- School resume/Comienza la escuela

March
March 19 - Parent to Parent Dinner/Cena de Padres
March 16- 20th- Spirit week TBD/Semana del espíritu por determinar

April
April.3rd: Good Friday - School Closed/Viernes Santo - Escuela cerrada
April 6th: Easter Monday - School Closed/Lunes de Pascua - Escuela cerrada
April 8th-9th: NYS ELA Exam/Exámenes ELA del estado de Nueva York
April 16th :Parent Teacher Check-ins/ Registro de padres y maestros
April 29th :8th Grade NYS Science Exam/Examen de Ciencias del Estado de Nueva York de octavo grado

May
May 6th & 7th: NYS Math Exam/Examen de matemáticas del estado de Nueva York
May 11th-15th :Spring Break/ Vacaciones de primavera
May 25th: Memorial Day- School Closed/Día de los Caídos - Escuela Cerrada
May 28th: - Parent to Parent Dinner/Cena de Padres
May 29th- 8th Grade Decision Day/Día de decisión del 8vo grado

June
June 2nd- Senior Breakfast/Desayuno de8vo grado
June 4th - Prom/Baile de 8vo grado
June 5th -Clerical day - No School/Día del clero - Escuela cerrada
June 9th: Senior Trip/Viaje de 8vo grado
June 13th : Graduation/ Graduación
June 18th: Last day of school/Último día de clases

Color Codes (Códigos de colores)
MAGENTA (Magenta)- State Test (Exámenes Estatales)
TEAL (VerdeAzulado) -Early Release at 1:30 (Salida temprana a la 1:30)
RED (Rojo)- School closed (La escuela está cerrado)
Green (Verde) - School Resumes (la escuela se reanuda después de un descanso)
BLUE (Azul) -Senior Activities (Actividades de los de 8vo)
PURPLE (Púrpura)- Curriculum Night (Noche de currículo y registro de padres)
Orange- Spirit week
YELLOW (Amarillo) - Remote Learning Day (Día de aprendizaje remoto)
CORNFLOWER(Azul Aciano) - Parent to Parent Dinners/Cena de Padres

***Dates and events subject to change/Fechas y eventos sujetos a cambios.**

MOTT HALL CHARTER SCHOOL

2026-27 School Calendar (186 Days)

August 2026						
Su	M	Tu	W	Th	F	S
	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					3

September 2026						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
						21

October 2026						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						21

November 2026						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
						17

December 2026						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
						16

January 2027						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						18

February 2027						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						
						15

March 2027						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						21

April 2027						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
						17

May 2027						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					20

June 2027						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
						17

July 2027						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						0

CALENDAR KEY

	First/Last Day of School
	School Closed/Holidays
	Teachers In-Service. NO STUDENTS
	State Test Administration
	Parent Teacher Conferences
	End of the Marking Period
	End of the Report Period
	School Events

Calendar Details

Date(s)	Details
August 27th	First Day of School
September 7th	Labor Day Observed – No School
September 25th	Curriculum Night
October 12th	Indigenous People's Day Observed – No School
November 2nd	End of First Marking Period
November 11th	Veteran's Day – No School
November 12th & 13th	Parent Teachers Conference
November 19th	Harvest Festival – Parent to Parent
November 25th – 27th	Thanksgiving Break – No School
December 23rd – January 4th	Winter Break – No School
January 5th	Scholar's Return
January 18th	Dr. Martin Luther King, Jr. Day – No School
January 25th	End of Second Marking Period
February 4th & 5th	Parent Teachers Conference
February 15th -19th	Mid-Winter Recess – No School
February 22nd	Scholars Return
February 25th	Parent to Parent
March 9th	Eid al-Fitr – School Closed
March 26th	Good Friday – School Closed
March 29th	Easter Monday- School Closed
April 6th & 7th	New York State ELA Exam
April 7th	End of Third Marking Period
April 15th & 16th	Parent Teachers Conference
April 20th & 21st	New York State Math Exam
April 26th – 30th	Spring Break – School Closed
May 3rd	Scholar's Return
May 4th	New York State 8th Grade Science Exam
May 20th	Parent to Parent
May 31st	Memorial Day – School Closed
June 15th	Earth and Space Sciences Regents – 8th Grade by invitation only
June 16th	Global History Regents – 8th Grade by invitation only
June 16th	Algebra I Regents – 8th Grade by invitation only
June 18th	Juneteenth Observed – School Closed
June 24th	Last Day of School

MOTT HALL CHARTER SCHOOL

2026-2027 Calendario Escolar (186 dias)

agosto 2026

Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					6

septiembre 2026

Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
						21

octubre 2026

Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						21

noviembre 2026

Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
						16

deciembre 2026

Su	M	Tu	W	Th	F	S
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enero 2027

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febrero 2027

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marzo 2027

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abril 2027

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mayo 2027

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junio 2027

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julio 2027

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CALENDAR KEY

	Primer/último día de clases
	Escuela cerrada/días festivos
	Maestro en servicio. Sin estudiantes
	Administracion de examene estales
	Conferencias de padres y profesores
	Fin del Semestre
	Fin del período del informe
	Eventos escolares

Detales del Calendario

Date(s)	Details
27 de agosto	Primer Dia de Escuela
7 de septiembre	Día Laboral – No hay clases
25 de septiembre	Noche de presentación del plan de estudios
12 de octubre	Día de los Pueblos Indígenas – No hay clases
2 de noviembre	Fin del primer semestre
11 de noviembre	Día de los Veteranos – No hay clases
12 y 13 de noviembre	Conferencias de Padres y Maestros
19 de noviembre	Festival de la cosecha – Padre a Padre
25 – 27 de noviembre	Vacaciones de Acción de Gracias
23 de diciembre - 4 de enero	Vacaciones de inverno
5 de enero	Regreso de alumnos
18 de enero	Día de Dr. Martin Luther King Jr – No hay clases
25 de enero	Fin del segundo semestre
4 y 5 de febrero	Conferencias de Padres y Maestros
15 – 19 de febrero	Vacaciones de Medio Inverno
22 de febrero	Regreso de alumnos
25 de febrero	Padre a Padre
9 de marzo	Eid al-Fitr – no hay clases
26 de marzo	Viernes Santa – no hay clases
29 de marzo	Lunes de Pascua- no hay clases
6 & 7 de abril	Exámenes Estatales de Literatura
7 de abril	Fin del tercer semestre
15 y 16 de abril	Conferencias de padres y maestros
20 y 21 de abril	Exámenes estatales de Matemática
26 – 30 de abril	Vacaciones de primavera
3 de mayo	Regreso de alumnos
4 de mayo	Examen de estatales de ciencia de los de octavo grado
20 de mayo	Padre a Padre
31 de mayo	Dia de memoria – no hay clases
15 de junio	Examen Regents de ciencia (por invitación para los de octavo grado)
16 de junio	Examen Regents de historia (por invitación para los de octavo grado)
16 de junio	Examen Regents de algebra (por invitación para los de octavo grado)
18 de junio	Juneteenth – no hay clases
24 de junio	Ultimo dia de clases

2026-2027 Action Plan

Based on Fall 2025 Renewal Site Visit Report/Spring 2026 Renewal Regents Item

Name of Charter School: Mott Hall Charter School

Date of Receipt of Renewal SV Report: September 15, 2026.

Date of Board of Regents Meeting Agenda on which the Renewal Regents Item was placed (when available, find the applicable month **here):** Pending.

Due Date to Submit Action Plan: October 6, 2026
(3 weeks after receipt of final renewal report)

The purpose of the summative renewal report is to provide Board of Regents-authorized charter schools with a clear pathway toward meeting the 2019 Charter School Performance Framework standards. As such, this action plan will serve as a tool for the school and New York State Education Department Charter School Office (NYSED CSO) to understand the actions each school will take toward meeting these standards or maintaining effective practices. This action plan will also assist the NYSED CSO in providing supports to the school, as well as identifying and connecting the school with educators across the state that are working on similar problems of practice.

Instructions: Please reference your 2025-2026 renewal site visit report and benchmark ratings to complete this action plan template. Renewal report feedback is designed to empower the school to work toward or maintain a "Meets" rating for all Performance Framework Benchmarks and to help guide the development of specific plans to meet those benchmarks not yet being met.

The intent of this document is not to duplicate efforts but to develop a road map for the school that incorporates current strategies (i.e., the school's strategic plan, academic programs, corrective action plans (CAP), working with a partner, etc.) and keeps the authorizer informed of such activities. For example: If the CSO sent you a 20XX-20XX Notice of Deficiency to develop a Corrective Action Plan (CAP) for enrollment deficiencies in your English language learner (ELL) subgroup as a result of a -13 percentage point differential between your school and the district of location, then in the Benchmark 9 Strategy Column of the action plan template, you would simply reference "*20XX-20XX CAP to increase enrollment in the ELL subgroup*."

The **strategy(s)** developed by the school should include the actions the school will take to improve outcomes in that benchmark, the grade levels being targeted, and a general timeframe for the activity. The **measure to gauge strategy effectiveness** should include anticipated dates for data collection/strategy activities, as well as the grade levels for which results will be gathered. The expected **outcome** should be a clear, measurable, and observable metric that includes a general **timeframe** for when the desired outcome will be achieved, as well as a clear indicator of how an observer will be able to determine whether or not the outcome has been met (e.g., a proficiency rate on the State exam, outcome on a local assessment). Plans that do not meet the requirements set forth in this paragraph will be returned for corrections or additions.

Complete all Benchmark 1 – Benchmark 10 sections

Benchmark 1: Student Performance: *The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.*

What rating did you receive on your fall 2025 renewal report? Meets

Briefly describe at least three main strategies that will be used to achieve or maintain a "Meets" by the time of the school's next NYSED CSO report. For each strategy describe the measures to be used to evaluate its effectiveness. If the school would like to identify additional strategies, feel free to add rows.

#	Strategy	Measure(s) to Gauge Strategy Effectiveness	Outcome	Timeline
1	**Strengthening Data-Driven Instruction (DDI) through PLCs**: 2025-26 State proficiency resulted in ELA 63.2% (+24.7 pts vs. CSD 9), Math 87.1% (+47.2 pts), Science 62.5% (+15.2 pts). With NYSED's Aug. 2026 memo crediting DDI/PLC work for this benchmark's move from Approaches (Oct. 2024 renewal) to Meets, MHCS to: -Continue DDI/PLC cycles, now consolidated on LinkIt as the single benchmark platform (replacing the overlapping iReady/Edcite systems that limited data comparability last year). -Continued focus on daily Exit tickets for ELA, Math and Social Studies.	LinkIt baseline and interim data conducted in September, January and May to be reviewed in PLCs Standards-gap analysis Oct.-Nov. Intensified interventions from December.	Maintain the SMART-goal target (≥10-pt ELA / ≥15-pt Math lead over CSD 9) — already exceeded in 2025-26 (24.7-pt ELA, 47.2-pt Math lead).	Ongoing through 2026-27; mock exam January, subgroup analysis February.
2	**Weekly Standards Progress Monitoring:** Continued standards-progress monitoring, now run alongside the Benchmark 10 Participation Improvement Plan so 'trending toward proficiency' reflects the full enrolled population.	LinkIt interim assessments. Participation tracked by grade/subgroup in parallel each testing window.	Identification of standards that need reteaching. Continued increase in student proficiency on state assessments. Growth of at least one performance level for at-risk students.	Monitored each testing window, 2026-27.

			Close the gap between tested-student proficiency and full-population figures; target 95% assessment participation for 2026-27.	
3	**Mock Exams:** With baseline-to-mock Level 3/4 performance rising from 47.4% to 60.3% (ELA) and 27.6% to 67.7% (Math), MHCS will retain mock exam and now date to the LinkIt calendar.	January mock State exam. Results reviewed against the September baseline and January interim.	Baseline-predictor value validated against actual 2025-26 State outcomes; continues informing Tier I reteaching.	January 2027 mock exam; ongoing monitoring.
4	**Assessment-platform consolidation and Tier I Literacy Shift (New for 2027 Renewal)**	LinkIt baseline/interim results by grade and subgroup in August-September, December, and March, plus a January mock State exam Unit assessments Consistency of data across the 30-day PLC cycle.	A single common data source, replacing last year's overlapping platforms, plus a standards-aligned Tier I literacy foundation (HMH + The Writing Revolution) to close the ELA-vs-Math gap.	LinkIt baseline August-September 2026; HMH materials and PD delivered summer/fall 2026; ongoing through 2026-27.

Benchmark 2: Teaching and Learning: *School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.*

What rating did you receive on your fall 2025 renewal report? Meets

Briefly describe at least three main strategies that will be used to achieve or maintain a "Meets" by the time of the school's next NYSED CSO report. For each strategy describe the measures to be used to evaluate its effectiveness. If the school would like to identify additional strategies, feel free to add rows.

#	Strategy	Measure(s) to Gauge Strategy Effectiveness	Outcome	Timeline
1	**30-Day Cycles of Progress**: NYSED's Aug. 2026 memo again rated this Meets, crediting, so 30-day cycles continue, now explicitly targeting NYSED's specific finding: increase student discourse, reduce teacher-dominated instruction.	Classroom observation/coaching data (TeachBoost) tracked alongside LinkIt cycles. Teacher-created formative assessments. Regular progress monitoring through PLC data talks.	Consistently observable student-discourse practices and standard mastery across classrooms by year end, not just improved test scores. Adjusted teaching practices and student grouping.	Ongoing, 2026-27.

			Consistent horizontal & vertical PLC data discussions and monitoring.	
2	**Unit Plan Modifications**: Unit-plan review shifts to the new core curricula (Eureka², HMH, Amplify Science), replacing the prior i-Ready-supplemented, in-house IB-based ELA program.	Quarterly unit-plan review against Eureka²/HMH pacing guides. Department Data Tracker and progress monitoring continues.	Full-year implementation of the new curricula with fidelity.	Materials delivered summer/fall 2026; review cycle quarterly.
3	**Teachers Coaching Teachers**: Peer coaching continues with capacity rebuilt internally via Eureka² implementation support and rotating teacher-led facilitation, now extended into literacy. Teacher co-planning continued to combine skills, design targeted instruction, and meet diverse student needs.	TeachBoost/Danielson cycles plus internal coaching logs.	Coaching capacity sustained at no added cost, now covering both math and literacy.	Ongoing, 2026-27.
4	**Instructional-vision reset for student discourse and diverse learners** (new for 2027 renewal).	Classroom observation and coaching cycles. TeachBoost/Danielson data. Calendared PD sequence, including IEP process at August pre-service, ICT co-teaching, WIDA training delivered in-house by a Board member.	Consistently observable engagement and differentiation practices, closing the gap NYSED identified between what staff describe and what observation shows.	PD calendar runs August 2026 pre-service through the school year. WIDA transition preparation ahead of spring 2027 NYSESLAT retirement.

Benchmark 3: Culture, Climate, and Student and Family Engagement: *The school has systems in place to support students' social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.*

What rating did you receive on your fall 2025 renewal report? Meets

Briefly describe at least three main strategies that will be used to achieve or maintain a "Meets" by the time of the school's next NYSED CSO report. For each strategy describe the measures to be used to evaluate its effectiveness. If the school would like to identify additional strategies, feel free to add rows.

#	Strategy	Measure(s) to Gauge Strategy Effectiveness	Outcome	Timeline
1	**Positive Behavioral Interventions and Supports (PBIS):** With 2025-26 chronic absenteeism showing at 50.0% overall (93 of	Attendance tracked by grade/subgroup against the 50.0% 2025-26 baseline. Beat the Bell incentives.	Reverse the 2025-26 chronic absenteeism regression; target a return toward the 90%	2026-27 school year, attendance monitored weekly; reported on a monthly basis to the board.

	186 students enrolled 10+ days), and disaggregated 56.8% SWD and 44.1% ELL, PBIS continues to now respond to a real reversal from 2024-25. Tiered response now triggers at 3 absences (family contact), 5 (home visit), and continued absence (formal plan) to replace the prior discretionary follow-up.		ADA / 10% chronic-absenteeism level achieved in 2024-25.	
2	**Family and Community Engagement Initiatives**:Family/community engagement expands upon regular workshops and town hall meetings with at least two new CBO partnerships (Renaissance Youth Center, New Hope Alive) identified Sept. 2026, chosen specifically to support the families most affected by attendance and housing-instability barriers.	Attendance at co-hosted CBO events. Referral and enrollment tracking.	A family-support network aimed at the same barriers likely contributing to the attendance decline, not recruitment alone.	Ongoing; Renaissance tabling began Sept. 24, 2026; total of 10 students enrolled.
3	**Enhanced Social-Emotional Learning (SEL) Support**: 2025-26 out-of-school suspensions totaled 12 students (8.5% of BEDS enrollment, 20 total days); Hispanic-student rate (11.8%) has been flagged for monitoring compared to Black students (5.1%). SEL programming adds in-house surveys and external as an external climate baseline for 2026-27, supplementing the internal survey tools used previously.	External validation of climate trends with independent school culture site visits and surveys. Closer monitoring of suspension rates.	Reduced chronic-absenteeism and out of school suspension rates. Improved student social-emotional health Increased student engagement and positive behavior.	School culture site visit scheduled for October, 2026. Weekly monitoring of discipline; and monthly reporting to board.
4	**State assessment participation-rate transparency** (new for 2027 renewal)	Participation tracked by grade/subgroup at defined intervals. Family-language communications starting in the fall. Public posting of results and district comparisons per NYSED requirements.	A stronger, more consistent approach to assessment communication than the 2025-26 cycle.	2026-27 school year, aligned to the Benchmark 10 Participation Improvement Plan.

Benchmark 4: Financial Condition: *The school is in sound and stable financial condition as evidenced by performance on key financial indicators.*

What rating did you receive on your fall 2025 renewal report? Approaches

Briefly describe at least three main strategies that will be used to achieve or maintain a "Meets" by the time of the school's next NYSED CSO report. For each strategy describe the measures to be used to evaluate its effectiveness. If the school would like to identify additional strategies, feel free to add rows.

#	Strategy	Measure(s) to Gauge Strategy Effectiveness	Outcome	Timeline
1	**Rebuild Net Assets and Maintain Positive Cash Flow:** NYSED's August 24, 2026 midterm memo rates this benchmark Approaches, consistent across the charter term, due to declining net income and net assets. Net assets fell from $921,664 (FY24) to $578,449 (FY25) and $69,458 (FY26), and the composite score fell from 1.48 to 1.36, while days cash on hand recovered to 62.8 in FY25, before falling to 35.8 in FY26 (including $113,407 in restricted escrow cash). Audited FY26 results show a net loss of $508,991 as enrollment declined to an average of approximately 146 students. The FY26 current ratio was 0.94 (standard: 1.2), also including restricted escrow cash, and total margin was -0.13; the debt-to-asset ratio of 0.90 meets the standard. The auditor issued an unmodified opinion on the FY26 financial statements with no going-concern disclosure, a possibility MHCS had reported to NYSED in advance in its renewal application that is now not applicable. The Board-adopted FY27 revised budget returns MHCS to break-even: revenue of $3,585,000 against expenses of $3,584,000,	Monthly board review of the net-asset trend alongside cash. Monthly Compliance, Operations & Finance Committee dashboard: days cash on hand, current ratio, enrollment variance, and budget-to-actual results. Written deficit-communication plan approved by the Board and available for authorizer review Change in net assets and composite score in each annual audit.	Arrest the net-asset decline and stabilize or improve the composite score. FY27 change in net assets at or above break-even (budgeted at +$1,000), ending three consecutive years of decline. Composite score returned to the 1.50–3.00 range NYSED considers good financial health during the renewal term. Days cash on hand increasing each year of the renewal term toward NYSED's 60-day standard.	Ongoing. FY26 audit completed and reviewed with the Board by November 1, 2026. Deficit-communication plan submitted for board review and approval. Monthly dashboard reviewed at each Finance Committee and Board meeting during 2026-27.

	with a net operating surplus of $85,000 before depreciation. The Board has also in contingency a cash-positive budget that includes further expense cuts in the event of lower enrollment of 120+ students. The Board reviews cash, net assets, and enrollment monthly so that corrective action is taken in the month a variance appears.			
2	**Implement a Balanced Budget alongside Austerity Plans in case of reduced enrollment:** The FY28 budget accompanying renewal is built on 140 students — the Framework's 85% floor under the 165-seat cap requested — aligning the financial plan and enrollment plan on one number rather than an optimistic projection. For FY27, the Board adopted a revised budget built on 123 students (per the Finance consultant's forecast narrative from October 5, 2026), below the approximately 126 students enrolled in mid-September 2026, so that revenue is not overstated. The revised FY27 budget reduces expenses by $322,000 from the original FY27 budget: $274,000 in personnel costs (including an assistant principal position that will not be filled, teacher vacancies not refilled, a smaller summer program, and lower health benefit costs), $34,000 in direct education costs, and $14,000 in professional services (per the forecast narrative). The renewal-term budget (FY28–FY32) is built on 140 students and projects an operating surplus in every year.	Budget-to-actual variance tracked monthly against a more stringent 123 total student baseline in FY27, and increasing to 140 students in the next charter term. Monthly financial statements produced to Finance committee and Board. BEDS Day (October 7, 2026) enrollment compared with the 123-student budget, with the budget revised if needed. Completion of the line-by-line budget review and revised chart of accounts.	An FY27 budget that at least breaks even at actual enrollment (budgeted +$1,000) and a renewal-term budget aligned to the 140-student enrollment floor used throughout the renewal application. Scaled and tiered austerity plan based on monthly enrollment and retention indicators. Every budget line documented with its purpose, vendor, and responsible staff member.	FY27 budget cycle, ongoing. BEDS Day budget check: October 2026. Line-by-line budget review and revised chart of accounts: fall 2026.

	The Finance Committee is completing a line-by-line review of the FY27 budget that documents the purpose, vendor, and responsible staff member for every line, beginning with HR services ($63,000), dues and memberships ($140,000), and academic consultants ($150,000), and will present a revised budget to the Board. If enrollment falls below the budgeted 123 students, the Board and school leadership will implement a tiered austerity plan, with each tier tied to a specific enrollment level and set of expense reductions, to protect cash reserves.			
3	**Provide Current and New Staff With Competitive Salaries**: While the per-pupil rate rose 4.7% in FY26 and the Board approved 2.5%–4.5% salary-increase scenario ranges, the board and leadership are weighing that rate to stay competitive without outrunning revenue. For FY27, the per-pupil rate is $20,663 (a 3.8% increase over FY26), and the revised FY27 budget holds total salaries at $2,180,000, down from $2,625,000 in FY26. Most returning teachers were given the minimum 1.5% salary increase, and some were placed closer to the salary range based on their certification status.	Salary increases reviewed by the Board against the 2.5%–4.5% scenario range and the per-pupil rate increase, and cross-checked monthly against the net-asset trend. Teacher retention rate each June.	Competitive salaries maintained without worsening the financial-condition finding.	FY27 budget cycle. FY28 salary scenarios reviewed with the FY28 budget, spring 2027.
4	**Sourcing and Implementation of Community-Based Resources and Grants, Proactive Evaluation of Expenses, and Identification of Additional Revenues:** to tangibly address the multi-year deficit trend	Documented, itemized cost-savings initiatives tracked against the FY27 budget. A written deficit-communication plan prepared for Board and NYSED review.	A demonstrated record of community-based resources to replace existing expenses, which for FY27 includes: Partnerships with Renaissance Youth Center and New Hope Alive for after-school	Ongoing through the FY27 budget cycle. Deficit-communication plan submitted for board approval.

	tied to post-pandemic enrollment and revenue declines.	Intensive community outreach to develop partnerships that reduce expense and personnel load on non-mission central investments. Annual savings from CBO partnerships and grant-funded services, compared with prior-year costs. Multi-stage review of cost-cuts to be approved and monitored by Finance Committee and the Board. Continued and sustained research for aligned grant opportunities. NYCDOE per-pupil share of total revenue compared with the Board's target of under 75% (FY25 and FY26: approximately 90%).	enrichment and adult ESL, which reduce MHCS's after-school program budget from $100,000 in FY26 to $51,500 in FY27. A demonstrated cost-control record, which so far includes: Approximately $135,000 in annual savings from the competitive re-bid of payroll, HR, and benefits services. A $1.09 million sustained reduction in expenditures in 2024-25. At least $100,000 in reductions to unused subscriptions, curricula, and consultants. At least $90,000 from administrative attrition, including an assistant principal position that will not be filled in FY27 (per the forecast narrative). Identification and cancellation of a duplicate internet service (approximately $1,600 per month), with a refund requested from the provider. A supplies inventory review to prevent unnecessary purchasing (per the forecast narrative). A demonstrated record of both short- and long-term revenues, which for FY27 includes: A three-year NYC DYCD grant of $50,000 per year (per the forecast narrative) for after-school sports. A $250,000 Resolution A capital award for STEM lab equipment, interactive display boards, and instructional technology, delivered as equipment and relieving at least $75,000 of budgeted capital	

			expenditures as well as additional software and curriculum costs. Grant-funded instructional software and intervention platforms (including IXL and Max Scholar) for three years, at no cost to the operating budget. Forthright disclosure record — supporting the trajectory from Approaches toward Meets.	
5	**Recruit and fill open seats with students with disabilities:** See also Benchmark 9. The revised FY27 budget includes $764,000 in special education revenue, $103,000 more than the original FY27 budget, reflecting a higher share of students with disabilities (per the forecast narrative). Each student with a disability who receives services for 60% or more of the day generates roughly double the general education per-pupil rate (about $40,000 compared with $20,000), so filling a second 12:1:1 section is MHCS's most direct way to add revenue. At least six currently enrolled students identified for evaluation referral are expected to add approximately $110,000 in special education funding once evaluations are complete.	Special education enrollment and retention compared with CSD 9. Number of students with disabilities by service level (20–60% and 60% or more), reviewed monthly. 12:1:1 waitlist and confirmed referrals toward opening a second section. Special education revenue compared with the FY27 revised budget ($764,000). Special education enrollment, as a measure of revenue, equates to desired budget floor if general education enrollment stagnates as it has since the pandemic.	MHCS serves beyond the 23.4% enrollment target of SWD, with over 70% of SWD enrollment at 60%+. A second 12:1:1 section opens in 2026-27 once seven students are confirmed. *As of October 28, 2026, 8 students are on the waitlist and enrollment has begun.*	Ongoing weekly review of total, special education, and other enrollment. Monthly report to the Board. Special education seat outreach year-round.

Benchmark 5: Financial Management: *The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.*

What rating did you receive on your fall 2025 renewal report? Meets

Briefly describe at least three main strategies that will be used to achieve or maintain a "Meets" by the time of the school's next NYSED CSO report. For each strategy describe the measures to be used to evaluate its effectiveness. If the school would like to identify additional strategies, feel free to add rows.

#	Strategy	Measure(s) to Gauge Strategy Effectiveness	Outcome	Timeline
1	**Finance Committee Monthly Meetings:** to discuss financial statements, operating and cash forecasts and the Committee's review of monthly variance analysis now formally triggers Finance Committee review at a 10% threshold; the FY26 payroll/benefits broker re-bid (~$135K annual savings) is the clearest recent product of that oversight.	Monthly variance analysis. Documented threshold-triggered reviews. Monthly finance committee meetings with review of financial statements.	Faster board response to budget variance and implementation of austerity and other measures.	Ongoing, formalized 2025-26.
2	**Prepared Financials on a Regular Consistent Basis**: in accordance with GAAP for clean audit report. The FY2023-24 and FY2024-25 audits both produced unqualified, zero findings, no material weaknesses — two consecutive clean audits spanning the leadership transition; the FY24-25 audit (dated Oct. 21, 2025) also carries no going-concern disclosure. The FY2025-26 audit (dated Oct. 27, 2026) extends the clean-audit track record to three consecutive years: an unmodified opinion, no current- or prior-year findings, no material weaknesses or significant deficiencies identified, no reportable noncompliance, and no going-concern disclosure, despite the Benchmark 4 net-asset decline during a second turnaround year.	Deficit-communication plan developed and shared. Monthly finance committee meetings and reports.	Third consecutive clean audit, with no going-concern disclosure, presented at the Nov. 2026 renewal visit.	FY25-26 audit completed Oct. 27, 2026, ahead of the Nov. 2026 visit; audited financial statements filed with the Nov. 1, 2026 Annual Report.
3	**Standardized Internal Financial Reports** provide the most accurate and timely information to the board and leadership to aid in decision-making, but now supplemented with programmatic audits conducted by external consultants: November 2025, February 2026, and October 2026 as an added layer of oversight	Programmatic-audit findings tracked to closure (midyear schedule change prioritizing ELA/Math, targeted SPED PD, weekly lesson-plan review already implemented). Timely, actionable reports to the Finance Committee and the Board.	Internal controls demonstrated to have caught and corrected real errors, not just exist as written policy.	Audits completed; follow-through ongoing.

	beyond the annual fiscal audit. Internal reporting cadence unchanged.			
4	**Programmatic audits and strengthened internal controls** (new for 2027 renewal): Findings drove a midyear schedule change prioritizing ELA/Math, targeted SPED PD, and weekly lesson-plan review, cross-referenced under Benchmarks 2 and 6.	Independent programmatic audits (conducted Nov. 2025, Feb. 2026, and Oct 2026) covering curriculum, instruction, governance, compliance, and operations. Board approval now required for compensation changes, bonuses, and vendor contracts above threshold, with duties segregated between operations staff and the finance firm.	Internal controls also identify opportunities for significant cost-saving opportunities and act as meaningful investigative tools over simple policy, such as subscription cancellations and a salary/PTO audit.	Programmatic audits completed Nov. 2025 and Feb. 2026, and Oct. 2026 pending; controls in ongoing use.

Benchmark 6: Board Oversight and Governance: *The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.*

What rating did you receive on your fall 2025 renewal report? Meets

Briefly describe at least three main strategies that will be used to achieve or maintain a "Meets" by the time of the school's next NYSED CSO report. For each strategy describe the measures to be used to evaluate its effectiveness. If the school would like to identify additional strategies, feel free to add rows.

#	Strategy	Measure(s) to Gauge Strategy Effectiveness	Outcome	Timeline
1	**Professional Development of Board Members**: Board PD now runs on a documented four-session annual calendar, following the Board's first formal self-assessment (Jan. 2026) and a full day February 2026 retreat, replacing the undocumented onboarding-only approach at left.	Four-session PD calendar. Annual self-assessment repeated by January.	Documented, repeatable board PD, closing the informality NYSED cited at the 2024 renewal.	Annual cycle; full-day retreat each year.
2	**School Leader Evaluation**: The generic "Performance Review" document is replaced by the six-domain ED Evaluation Framework with four attached SMART goals (Academic Performance, Finance &	July goal-setting, January mid-year check-in. June summative review tied to compensation.	Two of four SMART goals already exceeded (academic performance); one reversed (attendance, see Benchmark 3); one target	Annual cycle; current interim leader evaluated Feb. and May 2027.

	Operations, Culture & Talent, Strategic Leadership), continuing under the Interim Principal through the leadership transition.	Each SMART goal tracked against its Aug. 2025 baseline.	superseded by the new 165-seat cap request (enrollment). Evaluation now shows a documented, comparable record across the leadership transition rather than an informal process.	
3	**Data-Driven Decision Making, Self-Evaluation, Goal Setting, and Member Recruitment**: data-driven decision-making now runs through six standing, benchmark-mapped committees (adopted June 2026) rather than the single annual retreat. Board recruitment underway.	Committee rollout milestones (work plans in July). Recruit screening and appointments September - November Full operation by November 2026.	Replaces the informal oversight NYSED cited in 2024; rating converted from Approaches (Oct. 2024) to Meets (Aug. 2026). Two new additional board members.	Full six-committee operation targeted by November 2026.
4	**Independent Whole-School Review and Evidentiary Leadership Transition** (new for 2027 renewal): NYSED's Oct. 2024 visit cited informal Board oversight, no strategic plan, and an unresolved 2021 NOD; the Aug. 2026 Midterm Site Visit Memo converts the rating to Meets on this evidentiary record (staff reporting they felt supported fell to 42% by April 2026, driving the May 27, 2026 leadership transition)	An externally contracted consultant's comprehensive governance, academic, culture, finance, and compliance review; two staff-culture survey rounds (Nov. 2025, Apr. 2026). Committee rollout milestones (work plans July, recruit screening August, appointments September, full operation by November 2026).	A Board-owned, three-phase strategic plan (Triage & Transition; Alignment & Renewal Focus; Growth & Institutionalization) with dated targets that persist independent of any individual leader.	Review Nov. 2025-May 2026; committee structure adopted June 2026 with 90-day rollout through November 2026.

Benchmark 7: Organizational Capacity: *The school has established a well-functioning organizational structure and has clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.*

What rating did you receive on your fall 2025 renewal report? Meets

Briefly describe at least three main strategies that will be used to achieve or maintain a "Meets" by the time of the school's next NYSED CSO report. For each strategy describe the measures to be used to evaluate its effectiveness. If the school would like to identify additional strategies, feel free to add rows.

#	Strategy	Measure(s) to Gauge Strategy Effectiveness	Outcome	Timeline

1	**School Leadership**: Effective May 27, 2026 the Board installed an Interim Principal (a now former-sitting Board member) under a written 90-Day Charge.	90-Day Charge priorities: daily classroom presence, staff one-on-ones, transparent communication, alongside curricular and instructional leadership and implementation of instructional program to continue proficiency gains. The school has an effective leadership team communicating clearly defined mission and goals to staff and the school community through meetings and regular notices. The school successfully recruits, hires, and retains key personnel who meet the needs of all students and subgroups and makes decisions—when warranted—to remove ineffective staff members. School leadership is familiar with the NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets them.	Organizational leadership decisions now routed through Board-authorized process, not made unilaterally. MHCS has made significant staff changes to align with the goals and commitments of the staff and families.	Interim leadership through the 2026-27 cycle; formal review Feb./May 2027.
2	**Professional Climate**: Two independent staff-culture survey rounds implemented in Nov. 2025 and Apr. 2026 found the share of staff reporting they felt supported fell to 42% by April 2026 — reported to the Board transparently and protected by an anonymity/anti-retaliation HR policy.	Survey trend tracked each of 2 rounds per year, with anonymity/anti-retaliation HR policy protecting future responses. First round is October 2026 for 2026-27. Clearly defined and adhered to roles and responsibilities of leaders, staff, management, and the board of trustees. Fully staffed with personnel to meet all operational needs, including finance, human resources, and communications. Established procedures for effective collaboration among teachers. Systems monitor and maintain organizational and instructional quality through a formal evaluation process for teachers and other staff.	A more honest, protected feedback channel than the prior process, with survey results reported for leadership evaluation and board review.	Survey rounds continue in 2026-27.
3	**Contractual Relationships**: monitoring has moved from ad hoc review to the Executive and Compliance, Operations & Finance Committees (adopted June 2026).	Committee-level tracking of vendor/service-provider performance.	Formal, committee-owned oversight replacing informal review, inclusive of both programmatic and fiscal impact evaluations.	Ongoing under the new committee structure.

4	**Full staff re-interview and organizational reset** (new for 2027 renewal): initiated in summer 2026	TeachBoost/Danielson observation cycles (two formal + frequent informal, feedback within 48 hours). Restored Board-authorized system access (e.g., TeachBoost, found withheld in 2025-26). New ELA/Social Studies and Math/Science co-planning pairs monitored by the Principal.	Organizational structure and staffing decisions routed through Board-authorized process rather than unilateral action, addressing a specific 2025-26 finding.	Re-interview/placement process completed for 2026-27; co-planning pairs ongoing.

Benchmark 8: Mission and Key Design Elements: *The school is faithful to its mission and has implemented the key design elements included in its charter.*

What rating did you receive on your fall 2025 renewal report? Meets

Briefly describe at least three main strategies that will be used to achieve or maintain a "Meets" by the time of the school's next NYSED CSO report. For each strategy describe the measures to be used to evaluate its effectiveness. If the school would like to identify additional strategies, feel free to add rows.

#	Strategy	Measure(s) to Gauge Strategy Effectiveness	Outcome	Timeline
1	**Social-Emotional Health Programming**: SEL programming formally re-centers the original Sanctuary model and ties its seven commitments to PBIS and a now year-long (not week-to-week) advisory scope and sequence — a more structured connection than the general LIU-partnership description of last renewal	Baseline culture survey and student focus groups conducted in October, 2026. Year-long advisory scope and sequence.	A single, coherent whole-child framework instead of loosely connected supports.	2026-27 school year.
2	**College Readiness/21st Century Teaching and Learning**: AVID trained teachers continue to use relevant AVID components in classroom and in Advisory lessons. As 21st Century skills are aligned to AVID components, especially ones supporting proficiency including writing, innovation, collaboration, organization, and reading, deeper embedment of these skills inform the curriculum	Designated high school counselor who supports 8th-grade students with their high school application process and follows up with them as alumni to track progress. Designing of a 3-year curriculum to infuse College Readiness/21st Century T&L across the middle school alongside new required offerings such as financial literacy.	Tied with SEL, MHCS's planned interventions yield higher proficiency gains in ELA. Reduced discipline incidents.	Ongoing, leveraging LinkIt and IA data to track progress.

		Performance-based tasks included in unit planning.		
3	**Proficiency**: In addition to longer blocks of literacy and math instruction that were concentrated during the first 3 periods of most days with reading lab and intervention blocks added to the schedule, in the past, MHCS has now formalized MTSS: Tier I (grade-level access + reteaching), Tier II (targeted small-group), Tier III (intensive, skill-specific), monitored via LinkIt, with additional supports during intervention blocks, after-school, and Saturday tutoring extensions of instructional time.	Longer math and ELA blocks. MTSS delivery within ICT and other classrooms with additional out of school time instructional support. LinkIt-monitored Tier I/II/III progress, alongside data-driven PLCs during early release.	A named, documented intervention structure.	2026-27 school year.

Benchmark 9: Enrollment, Recruitment, and Retention: *The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates*
commensurate with the NYSED target.

What rating did you receive on your fall 2025 renewal report? Approaches

Briefly describe at least three main strategies that will be used to achieve or maintain a "Meets" by the time of the school's next NYSED CSO report. For each strategy describe the measures to be used to evaluate its effectiveness. If the school would like to identify additional strategies, feel free to add rows.

#	Strategy	Measure(s) to Gauge Strategy Effectiveness	Outcome	Timeline
1	**Recruit and enroll more students with disabilities (SWD) by expanding special education outreach and services:** Building on the prior plan's creation of a 12:1:1 special class, which is now full with a waitlist	Number of SWD applications compared with MHCS's annual target. Number of 12:1:1 seats filled.	SWD enrollment meets the NYSED target (approximately 34 students on a 140-student enrollment, up from approximately 28 in June 2026).	Elementary school visits began May 2026 and continue each fall and spring. Community referral partnerships established July 2026 (BronxWorks and the ABA Center for Autism).

	of four students, MHCS is actively recruiting students with Individualized Education Programs (IEPs), including students who need more intensive services. Staff visit the Community School District (CSD) 9 and 12 elementary schools with the largest special education populations (P.S. 63, P.S. 53, P.S. 463, P.S. 132, and P.S. 46), meet regularly with the NYC Committees on Special Education, and share information through organizations that serve children with disabilities, including BronxWorks, whose Youth After School Program director agreed in July 2026 to refer families seeking a 12:1:1 placement, and the ABA Center for Autism, which shares MHCS's information with the families it serves. In May 2026, staff visited elementary schools with specialized special education programs and met with each school's parent coordinator, including P.S. 463 Urban Scholars (12:1:1 and 8:1:1 Horizon programs), P.S. 61 Francisco Oller (ASD Nest and Horizon programs), P.S. 132 Garrett A. Morgan (12:1 and ICT classes), and NYC Autism Charter School – Bronx. Before BEDS Day (October 7, 2026), school leadership is contacting the Committee on Special Education and the New York City Charter School Center directly to fill remaining special education seats. The 12:1:1 class is at capacity, with four students waiting for a second 12:1:1 section to open once at least seven students are confirmed.	Number of students on the 12:1:1 waitlist and confirmed CSE referrals, reviewed weekly. SWD share of total enrollment compared with the NYSED enrollment target (23.4%). Number of enrolled students referred for and completing a special education evaluation. SWD retention compared with the district (2024-25: 81% vs. 86%).	Every student who needs services is identified and served. SWD retention stays within five percentage points of the district. A second 12:1:1 section (Grades 7–8) opens during 2026-27 once seven students are confirmed (four students waitlisted as of October 6, 2026), and a third section opens if demand continues. *As of October 28, 2026, 8 students are on the waitlist and enrollment has begun.* The currently enrolled students already identified by the special education team as warranting evaluation (at least six) complete the referral process during 2026-27.	Direct outreach to the Committee on Special Education and the Charter School Center: September 19 and ongoing. Second 12:1:1 section and special education teacher hire: Fall 2026, once seven students are confirmed. Evaluation referrals completed during 2026-27. Target met by June 2027 and maintained each year after.

	MHCS is hiring an additional certified special education teacher to staff the second 12:1:1 section. A third section will open if demand continues. Outreach describes MHCS's full range of services: a 12:1:1 self-contained class spanning Grades 6–8, Integrated Co-Teaching (ICT) in every grade, Special Education Teacher Support Services (SETSS), and in-house speech, occupational therapy, physical therapy, and counseling. The special education team is also reviewing currently enrolled students who may need an evaluation so that every student who needs services is identified and served.			
2	**Dedicated recruitment and enrollment staff with a structured enrollment process:** Under the prior plan, MHCS assigned community engagement and recruitment to its Operations Team. MHCS has since added an Enrollment and Family Engagement Coordinator (in places from May 2026 through the summer) who led recruitment, community partnerships, and outreach events, supports families through application and registration, and reports weekly to school leadership. Beginning September 2026, the Director of Operations oversees recruitment, enrollment intake, MHCS's new website, and its social media accounts, and works on weekly targets. The Board and school leadership are evaluating a dedicated, full-time recruitment coordinator position, filled by someone with	Applications received compared with annual targets (20 each for general education students, SWD, and English language learners (ELLs), plus a waitlist of 25). Applications per available seat (goal of 3 to 1, up from 1.5 to 1). Percentage of applicants who register and enroll. Weekly enrollment reports reviewed by school leadership and a committee of the Board of Trustees. Outreach logs recording sites visited. Percentage of families offered a seat in the lottery who are contacted within five school days and who register. BEDS Day (October 7, 2026) enrollment and the November 2026 enrollment review against the requested 165-seat authorization.	At least 85% of full enrollment: 140 students under the requested 165-seat authorization, up from approximately 126 students in mid-September 2026. Early results: 15 new applications in the first six weeks of targeted outreach (mid-May through June 2026) and more than 100 community locations visited in July 2026. Recurring weekly tabling at Crotona Park community events secured for the 2027 season. Higher yield from the April 2027 lottery, with every family offered a seat contacted and tracked through registration.	Coordinator in place since May 2026 with Director of Operations oversight of recruitment since September 2026. Outreach conducted year-round, with intensive summer canvassing. Enrollment reviewed weekly during 2026-27. Enrollment review and authorization decision: November 2026, before the December 1, 2026 deadline for revision requests. Lottery follow-up protocol in place for the April 2027 lottery.

	deep Bronx community ties, to sustain outreach through the 2027-28 lottery cycle. A recruitment team canvasses assigned neighborhoods in CSD 9 and nearby districts, including public housing developments, local businesses, health clinics, houses of worship, parks, and the bus routes that serve MHCS. A three-step process (application, registration, and orientation) ensures every interested family receives personal follow-up through enrollment. From April through August 2026, staff logged more than 200 outreach activities, including visits to more than 100 community locations in July alone: local businesses, NYCHA and other residential buildings, schools and summer programs, health care sites, bus routes, community fairs, and houses of worship. Beginning with the April 2027 lottery, every family offered a seat or placed on the waitlist receives a personal call within five school days, followed by weekly contact through registration and orientation.			
3	**Use outreach results to improve recruitment and reach English language learners and low-income families:** MHCS reviewed which 2025-26 recruitment methods produced applications and changed its approach: It ended a costly third-party advertising arrangement and now works directly with local family publications when results are impactful.	Applications and enrollments by outreach method and source. Cost per application by method. ELL share of enrollment compared with the district (2024-25: 29% vs. 33%). Number of families referred by each CBO partner (Renaissance Youth Center, New Hope Alive, and BronxWorks) and the number who enroll.	Recruitment resources focused on the methods that produce applications. ELL enrollment at or above the district rate. Economically disadvantaged enrollment maintained at approximately 95%. Active referral partnerships with Renaissance Youth Center, New Hope Alive, and BronxWorks, each producing tracked referrals before the April 2027 lottery.	Changes in place since November 2025. Outdoor advertising and social media campaign launched fall 2026. October 2026 community events and advertising. Renaissance Youth Center partnership began September 2026. New Hope Alive partnership in development, fall 2026. Partner referrals tracked monthly.

	It shifted staff time to neighborhood canvassing, block parties, playgrounds, and public housing, which families reported as most effective. It improved building signage. It uses its free summer program to introduce families to MHCS. New for 2026-27 are a new school website and a fall social media campaign. In October 2026, MHCS is tabling at Bronx community events and using event sponsorships that include half-page Bronx Times advertisements and email announcements reaching approximately 40,000 recipients, within its $42,000 FY27 student recruitment budget. To reach English language learner (ELL) and low-income families, MHCS provides materials in Spanish and other home languages, bilingual staff and interpreters at events, and help completing applications. MHCS has formed two new community-based organization (CBO) partnerships that support both recruitment and family services: Renaissance Youth Center, a block and a half from MHCS, provides free adult ESL classes for MHCS families and free STEM robotics and music programming with 20 seats offered to MHCS students. It tabled at MHCS's September 24, 2026 family night and has committed to refer families to MHCS. New Hope Alive, a newly grant-funded youth organization with a site on Home Street, will offer comparable after-school	Applications and inquiries generated by October 2026 events, advertising, and email announcements. Home language survey results to confirm all ELLs are correctly identified.		Results reviewed at the close of each recruitment cycle, beginning spring 2027.

	and family services to MHCS students, and transportation between the two sites after school is under discussion. BronxWorks refers families seeking a 12:1:1 placement (see Strategy 1). Staff also share enrollment information through organizations serving immigrant and low-income families named in MHCS's 2026-27 Annual Report, including Urban Health Plan, the Hispanic Federation, POTS (Part of the Solution), WHEDco, PATH, and Common Pantry.			
4	**Partnerships with elementary schools that end in Grade 5** Building on the prior plan's partnerships with elementary charter schools, MHCS is creating regular pathways from schools that end in Grade 5 into its Grade 6. This includes joint family events with P.S. 63, which shares MHCS's building, and outreach with nearby charter and community schools such as Cardinal McCloskey and Harriet Tubman Charter School. Staff meet with each school's parent coordinator, host information tables at dismissal and school events, and follow up with interested families by phone. In April 2026, Cardinal McCloskey invited MHCS to table at its Spring Break Academy. In July 2026, staff tabled at the summer programs at P.S. 63 and P.S. 61. In July 2026, staff met with the parent and family coordinator at Wildflower Community Charter School, which currently ends in Grade 5, who welcomed MHCS to	Number of active partner schools. Number of information sessions and events held at partner schools. Number of applications from each partner school's families.	A reliable yearly flow of Grade 5 families applying for Grade 6, supporting the general education, SWD, and ELL application targets.	Partner discussions began spring–summer 2026. Back-to-school events at partner schools September 2026. Partner meetings each fall before the 2027-28 application period opens.

	visit and share information with families during 2026-27. Staff return to partner schools for back-to-school and middle school application events each fall.			
5	**Expand academic, special education, and family support services to keep students enrolled:** NYSED's August 24, 2026 midterm memo cites low retention compared with the district of location (14 points below the district for all students in 2024-25) as well as low overall enrollment. In 2026-27 MHCS is implementing a Multi-Tiered System of Supports (MTSS) that combines academic and behavioral support, including: -A daily intervention period in every grade. -Small-group (Tier II) and more intensive (Tier III) support assigned using student data. -Progress reviews every 4–6 weeks. -A shorter timeline (three months) from first concern to a special education referral decision. -A licensed mental health counselor works on site. MHCS also continues and expands family supports that remove barriers to attendance: free laundry service, an on-site food pantry, uniform vouchers, free eye exams and eyeglasses, an annual on-site physician visit, adult English classes, mental health and immigration support for newly arrived families, family dinners, a Parent	Retention for all students and each subgroup compared with the district, using NYSED data (2024-25: all students and economically disadvantaged students 14 points below the district, SWD 5 points below, ELLs 2 points above). Weekly review of early warning signs such as attendance, grades, and behavior referrals. Number of students moving into and out of Tier II and Tier III support. Annual translated family survey. Family needs survey and focus group results, reviewed by school leadership each semester. Participation in family support services and after-school programs. Participation of MHCS students and families in CBO partner programs (Renaissance Youth Center and New Hope Alive).	Retention for all students and economically disadvantaged students within five points of the district. SWD retention within five points of the district. ELL retention at or above the district.	MTSS and daily intervention period from the first day of 2026-27. Progress reviews every 4–6 weeks. Weekly retention review. CBO partner programs for MHCS students and families from fall 2026. Family needs survey and focus groups: Fall 2026. Family survey each June. Retention measured annually against NYSED data from 2026-27 through the renewal term.

	Advisory Board, and free after-school sports funded by a three-year NYC grant. Adult English classes are now offered free to MHCS families through Renaissance Youth Center, and Renaissance Youth Center and New Hope Alive provide free after-school enrichment, including STEM robotics and music, for MHCS students. A short family needs survey, begun at MHCS's fall 2026 family night, identifies which supports to expand. Parent, student, and teacher focus groups in fall 2026 gather feedback on why families stay or leave, and the results shape retention supports. For ELLs, MHCS adds after-school enrichment with built-in language support, Spanish in Grades 7–8, and a culturally responsive curriculum.			

Benchmark 10: Legal Compliance: *The school complies with applicable laws, regulations, and the provisions of its charter.*

What rating did you receive on your fall 2025 renewal report? Meets

Briefly describe at least three main strategies that will be used to achieve or maintain a "Meets" by the time of the school's next NYSED CSO report. For each strategy describe the measures to be used to evaluate its effectiveness. If the school would like to identify additional strategies, feel free to add rows.

#	Strategy	Measure(s) to Gauge Strategy Effectiveness	Outcome	Timeline
1	**Corrective Action**: NYSED's Aug. 2026 memo converts this benchmark from Approaches (Oct. 2024) to Meets. Remaining CAP items: SWD/ELL enrollment parity (Benchmark 9, targeted June 2027) and teacher certification (open, targeted zero uncertified	CAP tracker reviewed monthly pending CSO confirmation of NOD closure.	A named, dated closure plan for the two remaining open items, ahead of the Nov. 2026 renewal visit.	Ongoing past the Nov. 2026 renewal visit.

	by June 2027). Corrective-action tracking now names the two specific open items instead of the general "developing systems."			
2	**Teacher Tracking**: Certified teaching staff has fluctuated as certified teachers departed. A named certification pipeline, DOE-pegged compensation scale, and NYC Charter School Center partnership are in place. 30/5 statutory exemption forms are being filed for qualifying teachers. *All uncertified teachers are placed on notice of non-renewal of contract if progress not made before end of year.*	Certification roster tracked monthly, with action plans for certification and timelines established for each uncertified teacher. All uncertified teachers partnered with the NYC Charter School Center.	Meet and sustain 30/5 rule by 2026-27, with goal of 0 uncertified teachers through attrition and strict hiring protocols.	Monthly tracking; zero uncertified targeted June 2027.
3	**Operations Team**: MHCS has a fully-built out operations team with additional consultant backend support for finance and compliance.	Compliance requirements and any CAP trackers reviewed monthly.	Operations teams structure will provide connected support for the school's leadership and instructional team. Annual report and other compliance reports due to leadership 1 week before due date for review. A documented, defensible compliance record ahead of the Nov. 2026 renewal visit.	Monthly tracking of compliance and organizational deliverables, through monthly check-ins
4	**State Assessment Participation Improvement Plan**: to bring State assessment participation to 95% federal expectations, following the 2025-26 shortfall. Four-part plan: (1) fall-start, family-language assessment communication; (2) interval monitoring by grade/subgroup; (3) direct staff-family conversation (not a form letter) when concerns arise; (4) NYSED-compliant publication of participation rates. Participation has been added to the school leader's annual evaluation.	Participation in mock exams. Feedback from families whose students had not taken the exam in 2025-26. Participation and written opt-out requests monitored by grade and subgroup as each testing window approaches, reported to the Academic and Accountability Committee.	Minimum 95% Participation rate of state exams, with parents requesting opt-outs having met with MHCS staff for confirmation.	2026-27 school year, review attendance and participation during mock exams.
5	**Website Updates:** MHCS is in process of transitioning web developers as a cost-cutting measure, utilizing a new developer who has built a new MHCS website offline.	Updated website	Updated website with all charter agreement requirements posted	Updated content completed, October 2026 Domain switch to new website in November, 2026

	Public updates to required documentation, including policies, audited financial statements, and recent board minutes are pending a transition to the new site.			

If Applicable, Charter Renewal Condition(s) Placed in the school's Regents renewal item: *The school will implement the following renewal conditions as required by the Board of Regents (add or remove rows as needed).*

	Renewal Condition	**Timeline to Implement Renewal Condition**	**Evidence to Show Successful Implementation of Renewal Condition**
1			
2			
3			

Mott Hall Charter School

Audited Financial Statements

In Accordance with *Government Auditing Standards*

June 30, 2026

Mott Hall Charter School

Audited Financial Statements

June 30, 2026

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Services Provided by SAX LLP

Independent Auditor's Report

To the Board of Trustees of
Mott Hall Charter School

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of Mott Hall Charter School (the "School"), which comprise the statement of financial position as of June 30, 2026, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the School as of June 30, 2026, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America ("GAAS") and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States ("*Government Auditing Standards*"). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with Those Charged With Governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Report on Summarized Comparative Information

We have previously audited the School's 2025 financial statements, and we expressed an unmodified opinion on those audited financial statements in our report dated October 21, 2025. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2025, is consistent, in all material respects, with the audited financial statements from which it was derived.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 27, 2026, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Sax LLP

New York, NY
October 27, 2026

Mott Hall Charter School

Statement of Financial Position

As of June 30, 2026
(With comparative totals as of June 30, 2025)

	June 30, 2026	June 30, 2025
ASSETS		
Cash and cash equivalents	$ 311,902	$ 791,098
Government grants receivable - per pupil funding	9,113	-
Government grants receivable - other	139,995	50,338
Prepaid expenses and other current assets	40,075	43,750
Property and equipment, net	111,485	160,716
Restricted cash	113,407	110,319
TOTAL ASSETS	**$ 725,977**	**$ 1,156,221**
LIABILITIES AND NET ASSETS		
LIABILITIES		
Accounts payable and accrued expenses	$ 656,519	$ 567,124
Government grants advance - per pupil funding	-	10,648
Total liabilities	656,519	577,772
NET ASSETS		
Without donor restrictions	69,458	578,449
TOTAL LIABILITIES AND NET ASSETS	**$ 725,977**	**$ 1,156,221**

The attached notes and auditor's report are an integral part of these financial statements.

Mott Hall Charter School

Statement of Activities

For the Year Ended June 30, 2026
(With comparative totals for the year ended June 30, 2025)

	June 30, 2026	June 30, 2025
WITHOUT DONOR RESTRICTIONS		
PUBLIC SUPPORT AND REVENUE		
Public school district revenue:		
Resident student enrollment	$ 2,914,794	$ 3,152,487
Students with special education services	627,191	615,442
Subtotal public school district revenue	3,541,985	3,767,929
Other government grants	248,719	254,932
Contributions	102,628	60,825
Contributed space	140,000	140,000
Other income	16,780	27,652
Total public support and revenue	**4,050,112**	**4,251,338**
EXPENSES		
Program services:		
Regular education	2,834,694	2,624,491
Special education	909,662	1,087,297
Total program services	3,744,356	3,711,788
Supporting services:		
Management and general	729,854	819,073
Fundraising	84,893	63,692
Total expenses	4,559,103	4,594,553
Change in net assets	**(508,991)**	**(343,215)**
NET ASSETS, *beginning of year*	578,449	921,664
NET ASSETS, *end of year*	**$ 69,458**	**$ 578,449**

The attached notes and auditor's report are an integral part of these financial statements.

Mott Hall Charter School

Statement of Functional Expenses

For the Year Ended June 30, 2026
(With comparative totals for the year ended June 30, 2025)

	Program Services			Supporting Services			
	Regular Education	Special Education	Total Program Services	Management and General	Fundraising	Total Expenses 6/30/26	Total Expenses 6/30/25
Salaries	$ 1,648,951	$ 616,796	$ 2,265,747	$ 298,839	$ 60,647	$ 2,625,233	$ 2,875,858
Payroll taxes and employee benefits	370,739	138,676	509,415	67,189	13,635	590,239	636,119
Total personnel costs	2,019,690	755,472	2,775,162	366,028	74,282	3,215,472	3,511,977
Professional development	2,287	784	3,071	138,257	-	141,328	123,029
Professional fees	437,338	15,729	453,067	155,671	10	608,748	284,657
Student and staff recruitment	27,233	9,332	36,565	8,592	-	45,157	26,966
Classroom expenses	35,514	12,169	47,683	-	-	47,683	48,435
Supplies and materials	49,553	18,062	67,615	6,245	1,266	75,126	63,392
Food services	9,308	3,190	12,498	-	-	12,498	15,496
Travel and conferences	-	-	-	7,904	-	7,904	4,465
Postage, printing, and copying	12,125	4,535	16,660	2,197	447	19,304	14,929
Insurance	25,901	9,688	35,589	4,694	953	41,236	37,435
Information technology	64,933	24,289	89,222	11,768	2,388	103,378	88,616
Contributed space	87,936	32,893	120,829	15,937	3,234	140,000	140,000
Non-capitalized equipment and furnishings	7,750	2,899	10,649	1,405	285	12,339	20,239
Repairs and maintenance	4,355	1,629	5,984	789	161	6,934	4,332
Depreciation	50,771	18,991	69,762	9,201	1,867	80,830	106,461
Bad debt	-	-	-	-	-	-	103,070
Other	-	-	-	1,166	-	1,166	1,054
Total other than personnel costs	815,004	154,190	969,194	363,826	10,611	1,343,631	1,082,576
Total functional expenses	**$ 2,834,694**	**$ 909,662**	**$ 3,744,356**	**$ 729,854**	**$ 84,893**	**$ 4,559,103**	**$ 4,594,553**

The attached notes and auditor's report are an integral part of these financial statements.

Mott Hall Charter School

Statement of Cash Flows

For the Year Ended June 30, 2026
(With comparative totals for the year ended June 30, 2025)

	June 30, 2026	June 30, 2025
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	$ (508,991)	$ (343,215)
Adjustments to reconcile change in net assets to net cash (used for)/provided by operating activities:		
Depreciation	80,830	106,461
Changes in assets and liabilities:		
Government grants receivable/advance - per pupil funding	(19,761)	15,591
Government grants receivable - other	(89,657)	541,068
Prepaid expenses and other current assets	3,675	(43,750)
Accounts payable and accrued expenses	89,395	(48,741)
Total adjustments	64,482	570,629
Net cash flows (used for)/provided by operating activities	**(444,509)**	**227,414**
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of furniture and equipment	(31,599)	(33,969)
Net cash flows used for investing activities	**(31,599)**	**(33,969)**
Net (decrease)/increase in cash, cash equivalents, and restricted cash	**(476,108)**	**193,445**
CASH, CASH EQUIVALENTS, AND RESTRICTED CASH, *beginning of year*	901,417	707,972
CASH, CASH EQUIVALENTS, AND RESTRICTED CASH, *end of year*	**$ 425,309**	**$ 901,417**
Cash, cash equivalents and restricted cash consists of:		
Cash and cash equivalents	$ 311,902	$ 791,098
Restricted cash	113,407	110,319
Total cash, cash equivalents and restricted cash	**$ 425,309**	**$ 901,417**

SUPPLEMENTAL CASH FLOW INFORMATION

No interest or taxes were paid.

The attached notes and auditor's report are an integral part of these financial statements.

Mott Hall Charter School

Notes to Financial Statements

June 30, 2026

Note 1 - Organization

Mott Hall Charter School (the "School"), located in the Bronx, New York, is a not-for-profit education corporation chartered by the Board of Regents of the State of New York, for and on behalf of the State Education Department. The School provides a full range of educational services appropriate for the sixth, seventh and eighth grade levels. The School completed the 2025-2026 fiscal year with an average enrollment of approximately 146 students.

The School has the following programs:

- Regular Education - Instruction provided to all students.
- Special Education - Instruction that is specially designed to meet the unique needs of students with disabilities.

The School is a publicly funded, privately managed school, which operates independently of but in partnership with the New York City Department of Education ("NYCDOE"). The School operates under a charter agreement issued by the New York State Board of Regents that is valid up to and including June 30, 2027.

The School has been notified by the Internal Revenue Service that it is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code. Accordingly, no provision for income taxes has been reflected in the accompanying financial statements. The School has not been designated as a private foundation.

Note 2 - Summary of Significant Accounting Policies

a. Basis of Accounting and Presentation

The financial statements of the School have been prepared on the accrual basis of accounting, which is the process of recognizing revenue and expenses when earned or incurred, rather than received or paid.

The financial statements are presented in accordance with the provisions of the Financial Accounting Standards Board's ("FASB") Accounting Standards Codification ("ASC") 958 Presentation of Financial Statements of Not-For-Profit Entities. FASB ASC 958 requires the School to report information regarding its financial position and activities according to the following specific classes of net assets:

- *Net Assets Without Donor Restrictions* - represents those resources for which there are no restrictions by donors as to their use.

- *Net Assets With Donor Restrictions* - represents those resources, the uses of which have been restricted by donors to specific purposes or the passage of time and/or must remain intact, in perpetuity. The release from restrictions results from the satisfaction of the restricted purposes specified by the donor. The School had no donor restricted net assets at June 30, 2026 or June 30, 2025.

Note 2 - Summary of Significant Accounting Policies - Continued

b. Revenue Recognition

The School follows the requirements of FASB ASC 958-605 for recording contributions, which are recognized when a contribution becomes unconditional in nature. Contributions are recorded in the net asset classes referred to above depending on the existence and/or nature of any donor-imposed restriction. When a restriction expires, that is, when a stipulated time restriction ends, or purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions. If donor restricted contributions are satisfied in the same period they were received, they are classified as without donor restrictions.

The School evaluates whether contributions are conditional or unconditional. Contributions are considered to be conditional when both a barrier must be overcome for the School to be entitled to the revenue and a right of return of the asset or right of release from the obligation exists.

The School's public-school district revenue and other government grants are primarily conditional, non-exchange transactions and fall under FASB ASC 958-605. Revenue from these transactions is recognized based on rates established by the School's funding sources and when performance-related outcomes are achieved or qualifying expenditures are incurred as well as other conditions under the agreements are met.

Contributions expected to be received within one year are recorded at net realizable value. Long-term pledges are recorded at fair value, using risk-adjusted present value techniques. Receivables are reviewed for collectability. Based on knowledge of specific donors and factoring in historical experience, no allowance for doubtful accounts exists as of June 30, 2026. All receivables at June 30, 2026 and 2025 are expected to be received within one year.

c. Cash and Cash Equivalents

The School considers all liquid investments with an initial maturity of three months or less to be cash and cash equivalents. Cash maintained in escrow per requirements of the NYCDOE are treated as restricted cash.

d. Concentration of Credit Risk

Financial instruments that potentially subject the School to a concentration of credit risk consist of checking and money market accounts, which are placed with financial institutions that management deems to be creditworthy. At year end, and at various times throughout the year, balances were in excess of insured amounts. The School did not suffer any losses due to bank failure.

e. Property and Equipment

Equipment and furniture that exceed $1,000 and that have a useful life of greater than one year are recorded at cost or at fair value at the date of gift. Depreciation is computed using the straight-line method over the estimated useful lives of the respective assets, which is three to seven years for furniture and equipment.

Note 2 - Summary of Significant Accounting Policies - Continued

f. Contributed Space

The School's operations are located in a facility provided by the NYCDOE at no charge. The School utilizes approximately 7,000 square feet and recognizes in-kind contribution revenue and a corresponding expense in an amount approximating the estimated fair value at the time of the donation. Fair value is estimated using the average price per square foot of rental listings in the School's service area. The total amount recognized for contributed space is approximately $140,000 for both years ended June 30, 2026 and June 30, 2025.

g. Functional Allocation of Expenses

The costs of providing various programs and other activities have been summarized on a functional basis in the financial statements. Accordingly, certain costs have been allocated among the programs and supporting services benefited. Management and general expenses include those expenses that are not directly identifiable with any other specific function but provide for the overall support and direction of the School.

Salaries were allocated using time and effort as the basis. The following costs were allocated using the salary allocation as the basis:

- Payroll taxes and employee benefits
- Postage, printing and copying
- Insurance
- Information technology
- Contributed space
- Non-capitalized equipment and furnishings
- Repairs and maintenance
- Depreciation

Certain program expenses have been allocated between Regular Education and Special Education based on student FTE rates. All other expenses have been charged directly to the applicable program or supporting services.

h. Advertising Costs

Advertising costs are expensed as incurred.

i. Management Estimates

The preparation of financial statements in accordance with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Actual results could differ from those estimates.

Note 2 - Summary of Significant Accounting Policies - Continued

j. Contingencies

Government contracts are subject to audit by the grantor. Management does not believe that any audits, if they were to occur, would result in material disallowed costs, and has not established any reserves. Any disallowed costs would be recorded in the period notified, if it is probable that a liability has been incurred.

k. Accounting for Uncertainty of Income Taxes

The School does not believe its financial statements include any material, uncertain tax positions. Tax filings for periods ending June 30, 2023 and later are subject to examination by applicable taxing authorities.

l. Summarized Comparative Information

The financial statements include certain prior year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the School's financial statements for the year ended June 30, 2025, from which the summarized information was derived.

Note 3 - Government Grants Receivable/Advance - Per Pupil Funding

Activity related to the contract with the NYCDOE can be summarized as follows:

	June 30, 2026	June 30, 2025
Beginning (advance payable)/receivable	$ (10,648)	$ 4,943
Funding based on allowable FTEs	3,541,985	3,767,929
Advances received	(3,522,224)	(3,783,520)
Ending receivable/(advance payable)	$ 9,113	$ (10,648)

Note 4 - Property and Equipment

Property and equipment consist of the following:

	June 30, 2026	June 30, 2025
Furniture and equipment	$ 1,506,543	$ 1,474,944
Less: accumulated depreciation	(1,395,058)	(1,314,228)
Total property and equipment, net	$ 111,485	$ 160,716

Note 5 - Restricted Cash

An escrow account has been established to meet the requirement of the School's charter agreement. The purpose of this account is to ensure sufficient funds are available for an orderly dissolution or transition process in the event of termination of the charter or school closure.

Note 6 - Significant Concentrations

The School is dependent upon grants from the NYCDOE to carry out its operations. Approximately 90% of the School's total public support and revenue was received from the NYCDOE in 2026 and 2025. If the NYCDOE were to discontinue funding, it would have a severe economic impact on the School's ability to operate**.**

Note 7 - Defined Contribution Plan

The School maintains a tax deferred 403(b) retirement plan. Employees who are at least 21 years old may participate by designating a percentage of their salaries, subject to regulatory limits, to be contributed to the plan on a pre-tax basis. The School matches employee contributions to the plan on a discretionary basis. Matching payments of approximately $26,000 and $18,000 have been included in payroll taxes and employee benefits in the accompanying financial statements for the years ended June 30, 2026 and 2025, respectively.

Note 8 - Availability and Liquidity

The School's financial assets available to meet cash needs for general expenditures within one year as of June 30, 2026 are as follows:

Cash and cash equivalents	$	311,902
Government grants receivable - per pupil funding		9,113
Government grants receivable - other		139,995
Total	$	461,010

There are no external or internal limits imposed on these balances. As part of its liquidity management, the School operates its programs within a board approved budget and relies on grants and contributions to fund its operations and program activities. Management monitors enrollment, cash receipts and expenditures against budget during the year and adjusts discretionary and staffing-related spending when revenue is projected to fall short of budget. Management's plans consist of approved and implemented reductions in personnel and operating costs of approximately $322,000 in response to enrollment decline and working capital shortfalls. The School does not have a line of credit or other borrowing facility.

Note 9 - Subsequent Events

Subsequent events have been evaluated through October 27, 2026, the date the financial statements were available to be issued. There were no material events that have occurred that require adjustment to or disclosure to the financial statements.

Services Provided by SAX LLP

Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

Independent Auditor's Report

To the Board of Trustees of
Mott Hall Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Mott Hall Charter School (the "School"), which comprise the statement of financial position as of June 30, 2026, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 27, 2026.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting ("internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Sax LLP

New York, NY
October 27, 2026

Mott Hall Charter School

Schedule of Findings and Responses

June 30, 2026

Current Year:

None

Prior Year Follow-Up:

None

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Statement Period
From June 01, 2026
To June 30, 2026

PRIVATE CLIENT GROUP 181
1400 BROADWAY, 26TH FLOOR
NEW YORK, NY 10018

MOTT HALL CHARTER SCHOOL 8-181
ESCROW
1260 FRANKLIN AVE
BRONX NY 10456

See Back for Important Information

Primary Account: 1503790412 0

Relationship Summary		Opening Bal.	Closing Bal.
BANK DEPOSIT ACCOUNTS			
1503790412	MONOGRAM INSURED MMA	113,173.88	113,406.66
	RELATIONSHIP TOTAL		113,406.66

flagstar

Statement Period
From June 01, 2026
To June 30, 2026

PRIVATE CLIENT GROUP 181
1400 BROADWAY, 26TH FLOOR
NEW YORK, NY 10018

MOTT HALL CHARTER SCHOOL 8-181
ESCROW
1260 FRANKLIN AVE
BRONX NY 10456

See Back for Important Information

Primary Account: 1503790412 0

MONOGRAM INSURED MMA 1503790412

Summary

Previous Balance as of June 01, 2026		113,173.88
1 Credits		232.78
Ending Balance as of June 30, 2026		113,406.66

Deposits and Other Credits

Jun 30	Interest Paid	232.78

Daily Balances

May 31	113,173.88	Jun 30	113,406.66

Interest Summary

Year-To-Date Interest	1,397.21		
Interest Paid This Period	232.78	Annual Percentage Yield Earned	2.53 %
Avg. Balance this Period	113,173.88	Days in Period	30

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