

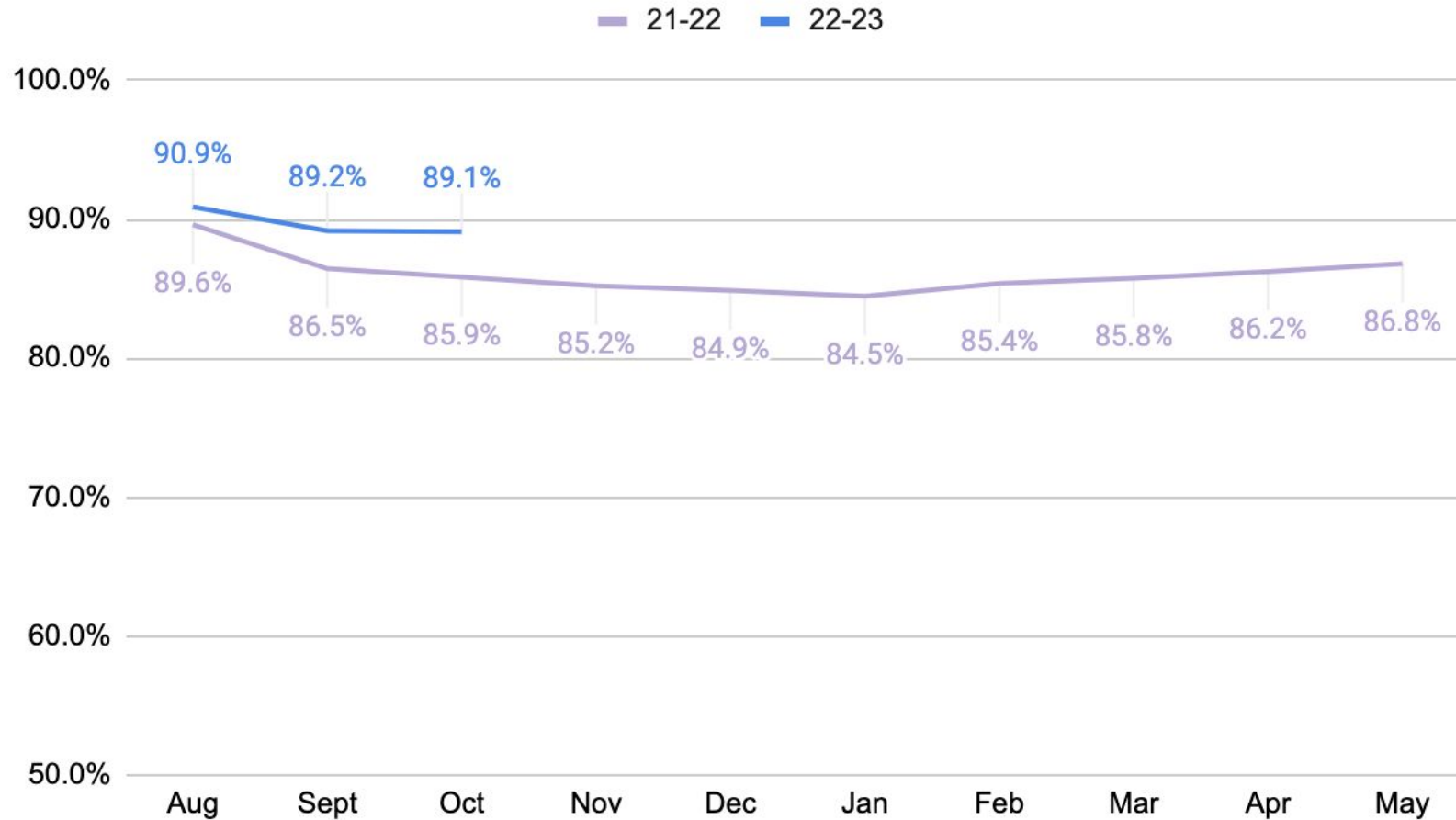


Finance and CEO Report

Finance Report

Enrollment and Attendance

Attendance



Notes

- Bus transportation has improved along with the use of two car service companies.
- We're now exploring the extent to which we can reduce the use of the more expensive car services without negatively impacting attendance.

Enrollment

Grade	Aug	Sept	Oct
5	21	22	23
6	29	29	32
7	50	50	48
8	44	46	48
Total	144	147	151

Applications by Month for the Coming SY



Notes

- 22-23 → 227 Total Applications for 76 New Students
- 23-24 → Target increase of 26% increase in applications to 286 total

National and KC Public School System Landscape

This [slide deck from Charter School Growth Fund](#), especially Slides 9-23, overviews the impact of four concerning trends:

- 1) End of federal pandemic funding (ESSER) → Relatively less impact for us because of our small size.
- 2) Potential economic downturn → Potential large impact if per student funding decreases.
- 3) Pandemic-era enrollment declines and declining birth rates → Huge impact for us.
- 4) Increased employee costs → Significant impact, especially given our values and goal to retain and develop career educators (rather than aiming to develop a younger, higher-turnover workforce)

KCPS Closures and Evolving Landscape

Adapted from [Noah Devine](#), Kansas City Action Fund

What is KCPS's plan?

- [Overview article](#)
- [KCPS slide deck](#)

What has this meant in the past?

- Prior closures occurred in 2008-09 (about half of KCPS schools) and 2015 (3 schools)
- Enrollment from those schools did not just go to other KCPS schools or charters – kids left the district boundaries at an increased rate.
- When families with students spread across KCPS and charter schools move out of district boundaries, charters were negatively impacted as well.

KCPS Closures and Evolving Landscape

Adapted from [Kent Peterson](#), an advisor for SchoolSmart KC's board development work

What does this mean for our landscape?

- Increased unpredictability and discomfort for multiple years.
 - Throughout the next phase of engagement there will be unanswered questions and a sense of loss.
 - It will take several years to see the full impact on people and neighborhoods, attendance patterns, and student performance.
- Global changes may trump a narrower, academic focus (*opinion ahead*)
 - KCPS and their consultants have melded some thoughtful theory of change (the cool new emphases in their plan) with an efficiency approach (closures/staffing changes). Their claim is “We can do these important things if we bite the bullet on these tough changes.”
 - What this *may* miss is planning directly to the expected elevated student outcomes for which we'll be accountable (e.g. “What does it take for all students in KC to reach proficiency or beyond?”)

What does this mean for us?

- Be more visible, present, and supportive to our community through the change process.
- Be proactive and action-oriented in fulfilling the KCPGA mission.
- Delivering quality will be a critical service to our neighborhoods at this time - we need to hone our own academic focus.
- Be the constant, not the variable for our scholars and families.
 - Build clarity about what we do and what girls and families can expect.
 - Smallness and focus can be strengths in chaotic times. Using them proactively, rather than trying to guess what impact the District may have, can serve you well.

What questions are most important for further investigation?

What does this mean for us?

What aspects of our model are most critical? What are nice but not need-to-have?