Entry 1 School Information

Created: 07/11/2016
Last updated: 07/29/2016

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Page 1

a. SCHOOL NAME AND BEDS#

(Select name from the drop down menu)

SOUTH BRONX CLASSICAL CS (NYC CHANCELLOR) 321200860898

b. CHARTER AUTHORIZER

(For technical reasons, please re-select authorizer name from the drop down menu).

NYCDOE-Authorized Charter School

c. DISTRICT / CSD OF LOCATION

NYC CSD 12

d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	977 Fox St. Bronx, NY 10459	718-860-4340	718-860-4125	llong@southbronxclassical.org

d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Lester Long
Title	Executive Director

Emergency Phone Number (###-###-####)	[redacted]

e. SCHOOL WEB ADDRESS (URL)

http://classicalcharterschools.org/

f. DATE OF INITIAL CHARTER

12/2004

g. DATE FIRST OPENED FOR INSTRUCTION

08/2016

h1. APPROVED SCHOOL MISSION (Regents, NYCDOE, and Buffalo BOE authorized schools only)

MISSION STATEMENT

South Bronx Classical Charter School I prepares K-8th grade scholars in the South Bronx to excel in college preparatory high schools. Through a classical curriculum and highly structured setting, students become liberated scholars and citizens of impeccable character who achieve proficiency in and advanced mastery of New York State Performance Standards.

h2. KEY DESIGN ELEMENTS (Regents, NYCDOE, and Buffalo BOE authorized schools only)

KEY DESIGN ELEMENTS (Brief description)

Variable 1	Classical Framework: We strongly believe that our school model best meets the needs of all students in our target population. The key components of a classical education in the early years focus on a core curriculum, the development of strong literacy and numeracy skills, knowledge, and understanding of elementary facts, with less emphasis on “higher level” thinking, until later grades. In all grades, our scholars develop core knowledge in the basic subjects of reading, writing, math, science, and history. Subjects are taught directly and sequentially, as clearly elucidated in the Common Core State

	Standards, so scholars can master skills and content each step of the way. Within this classical framework, SBCCS provides an educational program firmly based on two principles: • All children can achieve academic success when given a rigorous and organized curriculum, effective teaching, and a structured environment. • Development of respectful, compassionate, productive citizens is a fundamental aim of education.
Variable 2	Rigorous and Organized Curriculum: We believe that an organized, clear, and sequential curriculum, fully aligned with the Common Core and New York State Learning Standards, focused on ensuring strong literacy skills in all students, will best serve the educational needs of our target population. Reading is the most important part of an SBCCS education. Within a framework of classical education that focuses relentlessly on language development – a critical need of our target population – all scholars benefit from three (3) hours of daily literacy instruction and two (2) hours of daily math instruction. Consistent with the school's mission and with the tenets of a classical education, our scholars will be given one (1) hour of character education instruction per week.
Variable 3	Effective Teaching: The recruitment, development, and retention of effective teachers is critical to high scholar achievement. Effective teachers manage their classroom, know their content, develop skills sequentially over time, use data strategically to inform their instruction, and do whatever it takes to maximize impact. There is no single "recruiting season", and developing successful connections to specific candidates requires a continuous effort and targeted approach. SBCCS will recruit teachers from a variety of sources, including critical networking with such organizations as Teach For America, New Leaders for New Schools, strategic website postings, professional job fairs, and outreach to selective businesses and industries. Similarly, teacher development is also a continuous process. Through summer orientation, weekly grade meetings, monthly school-wide meetings, and ongoing individual sessions, teachers benefit from over 100 hours of Professional Development annually. To attract and retain the strongest teachers, salaries will be 5% to 10% higher than those of teachers in New York City's Extended Time Schools.
Variable 4	Structured Environment: Within a disciplined environment, teachers can teach, and all scholars can learn. SBCCS will create positive student

	behavior through modeling, explicit behavioral instruction, and a transparent set of expectations shared with families at orientations and throughout the year. These rules, detailed in the Code of Conduct, include recognition of the school’s core values and clear consequences for infractions.
Variable 5	Development of Respectful, Compassionate, and Productive Citizens: We believe that the development of respectful, compassionate, and productive citizens is a fundamental purpose of education. This is fully consistent with the ideals of classical education. All scholars receive one hour of weekly character education per week. As scholars acclimate to our culture of positive behavior and character, less direct instruction and teacher intervention will be required. All scholars will perform age-appropriate community service based on themes such as the environment and care of senior citizens.
Variable 6	Family Engagement: We value our scholars and our families, which are so critical to our scholars’ success. For young children to succeed academically, the school and parents must develop positive and communicative relationships. All families receive regular communication regarding their scholars’ academic and behavioral progress, using grades and test scores as benchmarks for discussion. We have a Family Advisory Council (FAC), which serves as a liaison between our parents and administration.
Variable 7	Development of Respectful, Compassionate, and Productive Citizens: We believe that the development of respectful, compassionate, and productive citizens is a fundamental purpose of education. This is fully consistent with the ideals of classical education. All scholars receive one hour of weekly character education per week. As scholars acclimate to our culture of positive behavior and character, less direct instruction and teacher intervention will be required. All scholars will perform age-appropriate community service based on themes such as the environment and care of senior citizens.
Variable 8	(No response)
Variable 9	(No response)
Variable 10	(No response)

i. TOTAL ENROLLMENT ON JUNE 30, 2016

427

j. GRADES SERVED IN SCHOOL YEAR 2015-16

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7, 8

k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

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l1. FACILITIES

Does the school maintain or operate multiple sites?

	No, just one site.

l2. SCHOOL SITES

Please list the sites where the school will operate for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	977 Fox St., Bronx NY, 14059	781-860-4340	CSD 12	K-8	Yes	DOE space
Site 2						
Site 3						

l2a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address

School Leader	Lester Long	[redacted]		[redacted]
Operational Leader	Kathryn Panuska	[redacted]		[redacted]
Compliance Contact	Samuel Wilder	[redacted]		[redacted]
Complaint Contact	Lester Long	[redacted]		[redacted]

m1. Is the school or are the school sites co-located?

Yes

m2. 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 (primary site)	N/A	No		No		Yes
Site 2						
Site 3						

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n1. Were there any revisions to the school's charter during the 2015-16 school year? (Please include approved or pending material and non-material charter revisions).

No

o. Name and Position of Individual(s) Who Completed the 2015-16 Annual Report.

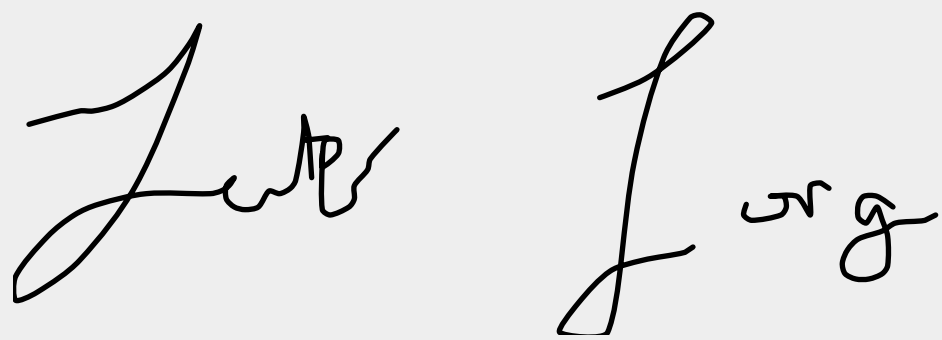
Lester Long, Executive Director

p. Our signatures 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, that will constitute grounds for the revocation of our charter. Check YES if you agree and then use the mouse on your PC or the stylist on your mobile device to sign your name).

Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees

Date

2016/07/27

Thank you.

Entry 2 Link

Last updated: 07/14/2016

Page 1

1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See https://reportcards.nysed.gov/).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

https://data.nysed.gov/profile.php?instid=800000058885

Entry 3 Progress

Created: 07/14/2016
Last updated: 07/27/2016

Page 1

PROGRESS TOWARD CHARTER GOALS

The following tables reflect formatting in the online portal required for Board of Regents-authorized charter schools and NYCDOE-authorized charter schools only. Schools should list Progress Toward Charter Goals by August 1, 2016. If the goals are based on student performance data that the school will not have access to before August 1, 2016 (e.g., the NYS Assessment results), explain this in the "2015-2016 Progress Toward Attainment of Goal" column. The information can be updated when available. Please complete and submit no later than November 1, 2016.

1. ACADEMIC STUDENT PERFORMANCE GOALS

2015-16 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School ill Take
Academic Goal 1	Scholars will demonstrate proficiency in reading.	(a) 80% of all scholars who have been enrolled at SBCCS I for 2 full academic years or more will score at Level 3 or higher on the State English Language Arts Test (ELA). (b) the SBCCS I average score on the ELA will exceed the average score of its home district and of the City as a whole, for each grade. (c) beginning in grade 2, each	The 2016 NYS ELA assessment data is not yet available.	

		cohort of SBCCS I scholars will improve their literacy scores by an average of 3 percentiles per year, as measured by the TerraNova or State Test.		
Academic Goal 2	Scholars will demonstrate proficiency in mathematics	a) 80% of all scholars who have been enrolled at SBCCS I for 2 full academic years or more will score at Level 3 or higher on the State Mathematics Test. (b) the SBCCS I average score on the State Mathematics Test will exceed the average score of its home district and of the City as a whole, for each grade. (c) beginning in grade 2, each cohort of SBCCS I scholars will improve their math scores by an average of 3 percentiles per year, as measured by the TerraNova or State Test.	The 2016 NYS Math assessment data is not yet available.	
Academic Goal 3	Scholars will demonstrate proficiency in	(a) 60% of all fourth grade scholars who have been enrolled at SBCCS I for 2 full academic years or more will score at Level 3 or higher on the State Science Test. (b) 60% of all	The 2016 NYS Science Assessment data is	

	science.	eighth grade scholars who have been enrolled at SBCCS I for 2 full academic years or more will score at Level 3 or higher on the State Science Test.	not yet available.	
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				

2. Do have more academic goals to add?

No

3. Do have more academic goals to add?

No

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4. ORGANIZATIONAL GOALS

2015-16 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School ill Take
		(a) The average daily attendance rate will meet	(a) Met. SBCCS I had an average daily attendance of 96% in 2015-2016. (b) Met. SBCCS I received 588 Kindergarten student	

Org Goal 1	SBCCS I will demonstrate strong annual attendance and enrollment.	or exceed 95% each year. (b) the SBCCS I waiting list will exceed 1.5 applications per available seat. (c) SBCCS I will retain its scholars at an annual rate of 90% or more during the term of its charter.	applications for 60 available seats. SBCCS I's waiting list for Kindergarten included 528 students, which far exceeds the 1.5 ratio. (c) SBCCS I retained 88% of its scholars in 2014-2015. e do not yet have retention data for 2015-2016. This goal was not met.	
Org Goal 2	SBCCS I will provide scholars with a safe learning environment with strong communication on scholar achievement between home and school.	(a) 85% of SBCCS I parents through the NYC Department of Education's Learning Environment Survey will consider SBCCS I a "safe" school. (b) 85% of SBCCS I parents through the NYC Department of Education's Learning Environment Survey will indicate strong communication between school and home regarding scholar achievement.	SBCCS I measures success towards this goal through the new Framework for Great School Report. Question level data is not yet available.	
Org Goal 3				
Org Goal 4				
Org Goal 5				

5. Do you have more organizational goals to add?

(No response)

2015-16 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School ill Take
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				

6. FINANCIAL GOALS

2015-16 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School ill Take
Financial Goal 1	SBCCS I will demonstrate fiduciary responsibility in managing public and private resources.	(a) SBCCS I will use Generally Accepted Accounting Practices (GAAP) independently verified through an annual external audit. (b) SBCCS I will produce financial reports demonstrating fiscal transparency and sound financial standing.	SBCCS I operates in accordance with its Financial Polices and Procedures which is approved by the Board of Trustees and overseen by an independent auditing firm. The 2015- 2016 financial audit will occur in September 2016.	

Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

Entry 4 Expenditures per Child

Last updated: 07/26/2016

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Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate **'Total Expenditures per Child'** take total expenditures (from the unaudited 2015-16 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

Note: The information on the Schedule of Functional Expenses on pages 41–43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: http://www.p12.nysed.gov/psc/AuditGuide.html

Line 1: Total Expenditures	6313175
Line 2: Year End FTE student enrollment	410
Line 3: Divide Line 1 by Line 2	15398

2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2015-16 Schedule of Functional Expenses)

2. Any contracted administrative/management fee paid to other organizations or corporations

3. Take the total from above and divide it by the year-end FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation. Do not include the FTE of personnel whose role is to directly support the instructional program.

Notes:
The information on the Schedule of Functional Expenses on pages 41–43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: http://www.p12.nysed.gov/psc/AuditGuide.html.
Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: Relevant Personnel Services Cost (Row)	0
Line 2: Management and General Cost (Column)	1126746
Line 3: Sum of Line 1 and Line 2	1126746
Line 5: Divide Line 3 by the Year End FTE student enrollment	2748

Thank you.

Entry 6a Audited Statements

Created: 07/29/2016

Last updated: 10/17/2016

Regents, NYCDOE and Buffalo BOE authorized schools should enter the financial contact information requested and upload the independent auditor's report and internal controls reports as one combined file.

Page 1

School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Samuel Wilder	[redacted]	[redacted]

Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Gus Saliba	[redacted]	[redacted]	6

If Applicable:

	Outsourced Financial Services Firm Name	Outsourced Financial Services Contact	Outsourced Financial Services Email	Outsourced Financial Services Phone	Years Working With This Firm
	Charter School Business Management Inc.	[redacted]	[redacted]	[redacted]	10

Please upload as one combined file:

a. the independent auditor's report on financial statements and notes; and

b. reports on internal controls over financial reporting and compliance

https://nysed-cso-reports.fluidreview.com/media/assets/survey-uploads/84001/6276857-F7wWrRhhE3/SBC%20I%20FY%2015-16%20Audit%20Report.pdf

FRUCHTER ROSEN & COMPANY, P.C.
CERTIFIED PUBLIC ACCOUNTANTS
156 WEST 56TH STREET
NEW YORK, NEW YORK 10019

TEL: (212) 957-3600
FAX: (212) 957-3696

September 21, 2016

To the Board of Trustees and Management
South Bronx Classical Charter School
977 Fox Street
Bronx, NY 10459

In planning and performing our audit of the financial statements of South Bronx Classical Charter School (the "School") as of and for the year ended June 30, 2016, in accordance with auditing standards generally accepted in the United States of America, 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 School's financial statements will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses. 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 may exist that have not been identified.

This communication is intended solely for the information and use of management, Audit Committee, Board of Trustees, The Department of Education of the City of New York, The State Education Department of the State University of New York, and others within the School, and is not intended to be and should not be used by anyone other than these specified parties.

We appreciate your cooperation and the assistance we received during the course of our audit.

Fruchter Rosen & Company P.C.
FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
September 21, 2016

SOUTH BRONX CLASSICAL CHARTER SCHOOL

FINANCIAL STATEMENTS

JUNE 30, 2016
(with comparative financial information for June 30, 2015)

SOUTH BRONX CLASSICAL CHARTER SCHOOL
FINANCIAL STATEMENTS
JUNE 30, 2016
(with comparative financial information for June 30, 2015)

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INDEPENDENT AUDITORS' 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*	15 - 16

FRUCHTER ROSEN & COMPANY, P.C.
CERTIFIED PUBLIC ACCOUNTANTS
156 WEST 56TH STREET
NEW YORK, NEW YORK 10019

TEL: (212) 957-3600
FAX: (212) 957-3696

INDEPENDENT AUDITORS' REPORT

TO THE BOARD OF TRUSTEES OF
SOUTH BRONX CLASSICAL CHARTER SCHOOL

Report on the Financial Statements

We have audited the accompanying financial statements of South Bronx Classical Charter School (the "School") (a not-for-profit corporation), which comprise the statement of financial position as of June 30, 2016, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes 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.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with 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. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the School's preparation and fair presentation of the financial statements 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, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2016, 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.

Report on Summarized Comparative Information

We have previously audited the School's 2015 financial statements, and our report dated September 4, 2015, expressed an unmodified opinion on those audited financial statements. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2015, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated September 21, 2016, 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 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 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.

Fruchter Rosen & Company P.C.
FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
September 21, 2016

SOUTH BRONX CLASSICAL CHARTER SCHOOL
STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2016
(with comparative financial information for June 30, 2015)

	2016	2015
ASSETS		
Current assets:		
Cash and cash equivalents	$ 91,790	$ 94,597
Investments	3,430,824	4,209,403
Grants and contracts receivable	228,743	91,554
Due from related parties	1,113,021	339,556
Prepaid expenses and other current assets	27,247	51,843
Total current assets	4,891,625	4,786,953
Property and equipment, net of accumulated depreciation and amortization of $630,444 and $680,210, respectively	256,670	318,287
Restricted cash	72,932	71,824
TOTAL ASSETS	$ 5,221,227	$ 5,177,064
LIABILITIES AND UNRESTRICTED NET ASSETS		
Current liabilities:		
Accounts payable and accrued expenses	$ 83,903	$ 178,270
Accrued payroll and payroll taxes	373,696	344,035
Refundable advances	-	4,846
Total liabilities	457,599	527,151
Contingency	-	-
Unrestricted net assets:		
Undesignated	4,463,628	4,349,913
Board-designated for facility fund	300,000	300,000
Total unrestricted net assets	4,763,628	4,649,913
TOTAL LIABILITIES AND UNRESTRICTED NET ASSETS	$ 5,221,227	$ 5,177,064

The accompanying notes are an integral part of the financial statements.

SOUTH BRONX CLASSICAL CHARTER SCHOOL
STATEMENTS OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2016
(with summarized comparative financial information for the year ended June 30, 2015)

	2016	2015
Revenue and support:		
State and local per pupil operating revenue	$ 5,912,330	$ 5,201,704
Federal grants	292,891	237,405
State and city grants	31,038	27,163
Contributions	140,675	25,125
Investment (loss) income, net	(2,118)	5,774
Other income	52,585	2,505
Total revenue and support	6,427,401	5,499,676
Expenses:		
Program services:		
Regular education	4,331,953	3,906,451
Special education	854,891	719,127
Total program services	5,186,844	4,625,578
Management and general	1,126,842	1,095,163
Total expenses	6,313,686	5,720,741
Changes in unrestricted net assets	113,715	(221,065)
Unrestricted net assets - beginning of year	4,649,913	4,870,978
Unrestricted net assets - end of year	$ 4,763,628	$ 4,649,913

The accompanying notes are an integral part of the financial statements.

SOUTH BRONX CLASSICAL CHARTER SCHOOL
STATEMENTS OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2016
(with summarized comparative financial information for the year ended June 30, 2015)

		2016					
		Program Services					
	No. of Positions	Regular Education	Special Education	Total	Management and General	Total	2015
Personnel services costs							
Administrative staff personnel	25	$ 313,500	$ -	$ 313,500	$ 673,130	$ 986,630	$ 939,055
Instructional personnel	44	2,355,294	606,786	2,962,080	-	2,962,080	2,925,990
Non-instructional personnel	8	-	-	-	79,240	79,240	67,963
Total salaries and staff	77	2,668,794	606,786	3,275,580	752,370	4,027,950	3,933,008
Fringe benefits and payroll taxes		525,900	119,570	645,470	148,259	793,729	692,833
Retirement		80,293	18,256	98,549	22,636	121,185	123,391
Legal services		-	-	-	21,821	21,821	7,252
Accounting/audit services		-	-	-	20,250	20,250	20,250
Other purchased/Professional/Consulting services		349,041	8,545	357,586	61,624	419,210	228,351
Repairs and maintenance		23,574	5,360	28,934	6,646	35,580	19,060
Insurance		26,216	5,961	32,177	7,391	39,568	37,746
Supplies/Materials		114,240	13,741	127,981	6,364	134,345	109,867
Equipment/Furnishing		4,805	1,092	5,897	1,355	7,252	7,182
Staff development		128,123	-	128,123	-	128,123	92,809
Marketing/Recruitment		24,491	5,568	30,059	6,904	36,963	43,738
Technology		23,449	5,331	28,780	6,611	35,391	23,819
Food services		17,544	1,648	19,192	-	19,192	14,345
Student services		116,288	10,921	127,209	-	127,209	69,727
Office expense		118,399	26,920	145,319	33,378	178,697	102,851
Depreciation and amortization		80,010	18,191	98,201	22,556	120,757	143,819
Other		30,786	7,001	37,787	8,677	46,464	50,693
Total expenses		$ 4,331,953	$ 854,891	$ 5,186,844	$ 1,126,842	$ 6,313,686	$ 5,720,741

The accompanying notes are an integral part of the financial statements.

SOUTH BRONX CLASSICAL CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2016
(with summarized comparative financial information for the year ended June 30, 2015)

	2016	2015
CASH FLOWS FROM OPERATING ACTIVITIES		
Changes in unrestricted net assets	$ 113,715	$ (221,065)
Adjustments to reconcile changes in unrestricted net assets to net cash (used in) operating activities:		
Depreciation and amortization	120,757	143,819
Loss on disposal of property and equipment	21,841	-
Amortization of discount	14,768	12,792
Changes in certain assets and liabilities:		
(Increase) Decrease in grants and contracts receivable	(137,189)	31,702
(Increase) in due from related parties	(773,465)	(339,556)
Decrease in prepaid expenses and other current assets	24,596	58,877
(Decrease) Increase in accounts payable and accrued expenses	(94,367)	39,580
Increase in accrued payroll and payroll taxes	29,661	105,326
(Decrease) in refundable advances	(4,846)	(18,193)
NET CASH (USED IN) OPERATING ACTIVITIES	(684,529)	(186,718)
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of investments	(3,595,592)	(4,499,067)
Proceeds from maturity of investments	4,359,403	4,449,785
Purchases of property and equipment	(80,981)	(61,183)
(Increase) in restricted cash	(1,108)	(177)
NET CASH PROVIDED BY (USED IN) INVESTING ACTIVITIES	681,722	(110,642)
NET (DECREASE) IN CASH AND CASH EQUIVALENTS	(2,807)	(297,360)
CASH AND CASH EQUIVALENTS - BEGINNING OF YEAR	94,597	391,957
CASH AND CASH EQUIVALENTS - END OF YEAR	$ 91,790	$ 94,597

The accompanying notes are an integral part of the financial statements.

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Organization

South Bronx Classical Charter School (the "School") is a New York State, not-for-profit educational corporation that was incorporated on October 7, 2005 to operate a charter school pursuant to Article 56 of the Education Law of the State of New York. The School was granted a provisional charter on October 7, 2005, valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York. During 2015, the Board of Regents extended the School's charter for an additional four-year term expiring on June 30, 2019. The School's mission is to provide its students with a solid foundation for academic success, through achievement that exceeds citywide averages and meets or exceeds New York State standards and national norms in all curriculum areas tested, especially in mathematics and language arts. The School provided education to approximately 410 students in grades kindergarten through eighth in the 2015-2016 academic year.

The School shares space with a New York City public school beginning in August 2006. The School occupies approximately 28,500 square feet on two floors of a public school building. The School also shares the gymnasium, auditorium, and cafeteria with the public school which approximate 5,000 square feet. The School is not responsible for rent, utilities, custodial services, maintenance, and school safety services other than security related to the School's programs that take place outside the district's school day. The Board of Trustees has designated $300,000 as a facility fund to be available to meet future needs of the School.

Food and Transportation

The New York City Department of Education provides free lunches directly to some of the School's students. Such costs are not included in these financial statements. The School covers the unreimbursed cost of lunches for children not entitled to the free lunches. The Office of Pupil Transportation provides free transportation to the majority of the students during the district's school days.

Tax Status

The School is exempt from Federal income tax under Section 501(a) of the Internal Revenue Code as a School described in Section 501(c)(3) and a similar provision under New York State income tax laws. The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) and qualifies for deductible contributions as provided in section 170(b)(l)(A)(ii). The School is subject to income taxes only on net unrelated business income. The School did not have net unrelated business income for the years ended June 30, 2016 and 2015.

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Tax Status (Continued)
The School's accounting policy provides that a tax expense or benefit from an uncertain tax position may be recognized when it is more likely than not that the position will be sustained upon examination, including resolutions of any related appeals or litigation processes, based on the technical merits. The School has no uncertain tax position resulting in an accrual of tax expense or benefit.

IRS Forms 990 filed by the School are subject to examination by the Internal Revenue Service up to three years from the extended due date of each return. Forms 990 filed by the School are no longer subject to examination for the fiscal years ended June 30, 2012, and prior.

Basis of Presentation
The School's financial statements have been prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America. The financial statement presentation follows the requirements of the Financial Accounting Standards Board ("FASB") in its Accounting Standards Codification ("ASC") 958-205 which provides guidance for the classification of net assets. The amounts for each of the three classes of net assets are based on the existence or absence of donor-imposed restrictions described as follows:

Unrestricted
Net assets of the School whose use has not been restricted by an outside donor or by law. They are available for any use in carrying out the operations of the School.

Temporarily Restricted
Temporarily restricted net assets of the School represent those amounts that have been limited by donor-imposed stipulations that either expire with the passage of time or can be fulfilled and removed by actions of the School. When such stipulations end or are fulfilled, such temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statements of activities, as net assets released from restrictions.

Permanently Restricted
Permanently restricted net assets of the School result from contributions whose use has been permanently limited by donor-imposed restrictions. Such assets include contributions required to be invested in perpetuity, the income from which is available to support charitable purposes designated by the donors.

The School had no temporarily or permanently restricted net assets at June 30, 2016 and 2015.

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Revenue and Support

Contributions are recognized when the donor makes a promise to give to the School that is, in substance, unconditional. Grants and other contributions of cash are reported as temporarily restricted support if they are received with donor stipulations. Restricted contributions and grants that are made to support the School's current year activities are recorded as unrestricted revenue. Contributions of assets other than cash are recorded at their estimated fair value.

Revenue from the state and local governments resulting from the School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement. Federal and other state and local funds are recorded when expenditures are incurred and billable to the government agency.

Refundable Advances

The School records grant revenue as refundable advances until it is expended for the purpose of the grant, at which time it is recognized as revenue.

Cash and Cash Equivalents

The School consider all highly liquid financial instruments purchased with a maturity of three months or less to be cash equivalents.

Concentration of Credit Risk

Financial instruments which potentially subject the School to concentrations of credit risk are cash and cash equivalents. The School places its cash and cash equivalents on deposit in what it believes to be highly credited financial institutions. Cash balances may exceed the FDIC insured levels of $250,000 per institution at various times during the year. At June 30, 2016 account balances did not exceed insured levels. The School believes that there is little risk in any losses and has not experienced any losses in such accounts.

Restricted Cash

Under the provisions of its charter, the School established an escrow account to pay for legal and audit expenses that would be associated with a dissolution should it occur.

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Property and Equipment

Purchased property and equipment are recorded at cost. Maintenance and repairs are expensed as incurred. All property and equipment purchased with government funding, whereas the government agency retains legal title to the long lived asset is expensed as incurred. Depreciation and amortization is provided on the straight line method over the estimated useful lives as follows:

Furniture and fixtures	7 years
Computers and other equipment	3 and 5 years
Software	5 years
Website	3 years
Leasehold improvements	Useful life or related lease

Comparative Financial Information

The accompanying statements of activities and functional expenses are presented with summarized comparative information. Such prior year information is not presented by net asset class in the statements of activities or by functional category in the statements of functional expenses. Accordingly, such information should be read in conjunction with the School's 2015 financial statements from which the summarized information was derived.

Reclassifications

Certain 2015 accounts have been reclassified to conform to the 2016 financial statement presentation. The reclassifications have no effect on 2015 total assets, liabilities, net assets and changes in net assets.

NOTE 2 - INVESTMENTS

Investments held by the School consist of the following at June 30,:

	2016	
	Cost Basis	Market Value
Unrestricted:		
Money Market	$ 1,241	$ 1,241
U.S. Treasury Notes	3,444,351	3,429,583
	$ 3,445,592	$ 3,430,824

NOTE 2 - INVESTMENTS (Continued)

	2015	
	Cost Basis	Market Value
Unrestricted:		
Money Market	$ 309,442	$ 309,442
U.S. Treasury Bills	3,897,025	3,899,961
	$ 4,206,467	$ 4,209,403

The following schedule summarizes investment (loss) income for the years ended June 30,:

	2016	2015
Interest from U.S. Treasury investments	$ 11,189	$ 16,428
Interest from other bank accounts	1,461	2,138
Amortization of discount	(14,768)	(12,792)
	$ (2,118)	$ 5,774

NOTE 3 - FAIR VALUE MEASUREMENTS

ASC 820-10, *Fair Value Measurements*, establishes a framework for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (level 1 measurements) and the lowest priority to unobservable inputs (level 3 measurements). The three levels of the fair value hierarchy under ASC 820-10 are described as follows:

- Level 1 – Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that the plan has the ability to access.

- Level 2 – Inputs other than quoted prices included in level 1 that are observable for the asset or liability, either directly or indirectly including inputs in markets that are not considered to be active.

- Level 3 – Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

The asset's or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs.

NOTE 3 - FAIR VALUE MEASUREMENTS (Continued)

The primary uses of fair value measures in the School's financial statements are:

- initial measurement of noncash gifts, including gifts of investment assets and unconditional promises to give.
- recurring measurement of investments.

The School's investments at June 30, 2016 and 2015, consist of U.S. Treasury Notes, Bills, and Money Market accounts which are classified as level 1 in the fair value hierarchy.

NOTE 4 - GRANTS AND CONTRACTS RECEIVABLE

Grants and contracts receivable consist of federal grants, state, and city entitlements and grants. The School expects to collect these receivables within one year.

NOTE 5 - PROPERTY AND EQUIPMENT

Property and equipment consist of the following at June 30,:

	2016	2015
Furniture and fixtures	$ 234,456	$ 230,414
Computers and other equipment	286,870	383,127
Software	-	19,168
Website	49,875	49,875
Leasehold improvements	315,913	315,913
	887,114	998,497
Less: Accumulated depreciation and amortization	(630,444)	(680,210)
	$ 256,670	$ 318,287

During the years ended June 30, 2016 and 2015, the School disposed of assets resulting in a (loss) of $(21,841) and $-0-, respectively. Depreciation and amortization expense was $120,757 and $143,819 for the years ended June 30, 2016 and 2015, respectively.

NOTE 6 - CONTINGENCY

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursements. Management is of the opinion that such cost disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

NOTE 7 - REVENUE CONCENTRATION

The School receives a substantial portion of its support and revenue from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

NOTE 8 - FUNCTIONAL ALLOCATION OF EXPENSE

Directly identifiable expenses are charged to programs and supporting services. Expenses related to more than one function are charged to programs and supporting services on the basis of periodic time and expense studies. Management and general expense includes those expenses that are not directly identifiable with any other specific function, but provide for the overall support and direction of the School.

NOTE 9 - RELATED PARTY TRANSACTIONS

The School is affiliated with two charter schools: South Bronx Classical Charter School II ("SBCCS II"), organized on June 19, 2012, and South Bronx Classical Charter School III ("SBCCS III"), organized on November 18, 2014, (collectively "the related charter schools"). The related charter schools are New York State not-for-profit education corporations that share common management and Board members with the School.

For operational efficiency and purchasing power, the School shares operating expenses with the related charter schools. These operating expenses include, but not limited to salaries, benefits, and start-up expenses. The School billed the following related charter schools for shared operational expenses for the years ended June 30,:

	2016	2015
SBCCS II	$ 467,985	$ 297,577
SBCCS III	290,323	120,605
	$ 758,308	$ 418,182

The net balance due from the related charter schools consist of the following at June 30,:

	2016	2015
SBCCS II	$ 231,095	$ 218,951
SBCCS III	881,926	120,605
	$1,113,021	$ 339,556

NOTE 10 - PENSION PLAN

The School maintains a pension plan qualified under Internal Revenue Code 401(k) for the benefit of its eligible employees. Under the plan, the School provided matching contributions of 4% to the plan. The amount charged for matching contributions to this plan amounted to $121,185 and $123,391 for the years ended June 30, 2016 and 2015, respectively.

NOTE 11 - SUBSEQUENT EVENTS

The School has evaluated its subsequent events through September 21, 2016, the date the accompanying financial statements were available to be issued. The School had no material events requiring disclosure except for as noted below.

South Bronx Classical Charter School I, II, and III merged into a single legal entity under South Bronx Classical Charter School II, which serves as the sole surviving education corporation. The plan of merger was approved by the New York State Education Department Board of Regents on June 20, 2016, and became effective for financial purposes on July 1, 2016. South Bronx Classical Charter School II changed its name to Classical Charter Schools, and each School is authorized by the New York State Education Department. South Bronx Classical Charter School I and III were disolved in conjunction with this merger.

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INDEPENDENT AUDITORS' 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*

TO THE BOARD OF TRUSTEES OF
SOUTH BRONX CLASSICAL 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 South Bronx Classical Charter School (the "School"), which comprise the statement of financial position as of June 30, 2016, 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 September 21, 2016.

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) to determine the 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 School'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 may exist that have not been identified.

TO THE BOARD OF TRUSTEES OF
SOUTH BRONX CLASSICAL CHARTER SCHOOL

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 determination of financial statement amounts. 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 School'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 School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Fruchter Rosen & Company P.C.
FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
September 21, 2016

New York State Education Department

Request for Proposals to Establish Charter Schools Authorized by the Board of Regents

2015-16 Budget & Cash Flow Template

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1	Complete ALL SIX columns in BLUE
2	Enter information into the **GRAY** cells
3	Cells containing **RED** triangles in the upper right corner in columns B through G contain guidance on that particular item
4	Funding by School District information for all NYS School district is located on the State Aid website at https://stateaid.nysed.gov/charter/. Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accomodate additional districts if necessary.
5	The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

South Bronx Classical C

PROJECTED BUDGET F

July 1, 2016 to June

Please Note: The student enrollment data is entered below in the Enrollme

	REGULAR EDUCATION
Total Revenue	**5,252,281**
Total Expenses	**4,782,613**
Net Income	**469,668**
Actual Student Enrollment	**387**
Total Paid Student Enrollment	**387**

		REGULAR EDUCATION
REVENUE		
REVENUES FROM STATE SOURCES		
Per Pupil Revenue	**CY** Per Pupil Rate	
District of Location 12	*$14,027.00*	5,151,765
School District 2 (Enter Name)		-
School District 3 (Enter Name)		-
School District 4 (Enter Name)		-
School District 5 (Enter Name)		-
		5,151,765
Special Education Revenue		-
Grants		
Stimulus		-
Other		-
Other State Revenue		28,549
TOTAL REVENUE FROM STATE SOURCES		**5,180,314**
REVENUE FROM FEDERAL FUNDING		
IDEA Special Needs		-
Title I		-
Title Funding - Other		8,674
School Food Service (Free Lunch)		-
Grants		
Charter School Program (CSP) Planning & Implementation		-
Other		-
Other Federal Revenue		-
TOTAL REVENUE FROM FEDERAL SOURCES		**8,674**
LOCAL and OTHER REVENUE		
Contributions and Donations, Fundraising		62,493

Erate Reimbursement		-
Interest Income, Earnings on Investments,		800
NYC-DYCD (Department of Youth and Community Developmt.)		-
Food Service (Income from meals)		-
Text Book		-
Other Local Revenue		-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		**63,293**
TOTAL REVENUE		**5,252,281**
EXPENSES		
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions	
Executive Management	0.33	36,960
Instructional Management	2.33	253,520
Deans, Directors & Coordinators	4.33	399,860
CFO / Director of Finance	1.32	-
Operation / Business Manager	4.33	-
Administrative Staff	-	-
TOTAL ADMINISTRATIVE STAFF	**13**	**690,340**
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	34.00	2,051,922
Teachers - SPED	5.00	-
Substitute Teachers	-	-
Teaching Assistants	5.00	232,000
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	105,463
TOTAL INSTRUCTIONAL	**44**	**2,389,385**
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
TOTAL NON-INSTRUCTIONAL		
SUBTOTAL PERSONNEL SERVICE COSTS	**57**	**3,079,725**
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		351,088
Fringe / Employee Benefits		284,235
Retirement / Pension		123,189
TOTAL PAYROLL TAXES AND BENEFITS		**758,512**

TOTAL PERSONNEL SERVICE COSTS	**3,838,237**
CONTRACTED SERVICES	
Accounting / Audit	-
Legal	-
Management Company Fee	-
Nurse Services	-
Food Service / School Lunch	
Payroll Services	-
Special Ed Services	-
Titlement Services (i.e. Title I)	-
Other Purchased / Professional / Consulting	122,453
TOTAL CONTRACTED SERVICES	**122,453**
SCHOOL OPERATIONS	
Board Expenses	-
Classroom / Teaching Supplies & Materials	26,191.43
Special Ed Supplies & Materials	-
Textbooks / Workbooks	40,061
Supplies & Materials other	-
Equipment / Furniture	66,779
Telephone	-
Technology	44,519
Student Testing & Assessment	5,526
Field Trips	105,908
Transportation (student)	-
Student Services - other	151,494
Office Expense	62,426
Staff Development	144,550
Staff Recruitment	31,163
Student Recruitment / Marketing	371
School Meals / Lunch	13,814
Travel (Staff)	1,855
Fundraising	-
Other	-
TOTAL SCHOOL OPERATIONS	**694,657**
FACILITY OPERATION & MAINTENANCE	
Insurance	31,178
Janitorial	-
Building and Land Rent / Lease	-
Repairs & Maintenance	1,113
Equipment / Furniture	4,452
Security	-
Utilities	-
TOTAL FACILITY OPERATION & MAINTENANCE	**36,743**

DEPRECIATION & AMORTIZATION	90,522
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-
TOTAL EXPENSES	**4,782,613**
NET INCOME	**469,668**

ENROLLMENT - *School Districts Are Linked To Above Entries*	**REGULAR EDUCATION**
District of Location 12	387
School District 2 (Enter Name)	
School District 3 (Enter Name)	
School District 4 (Enter Name)	
School District 5 (Enter Name)	
TOTAL ENROLLMENT	**387**
REVENUE PER PUPIL	13,572
EXPENSES PER PUPIL	12,358

harter School

OR 2016-2017

e 30, 2017

nt Section beginning in row 155. This will populate the data in row 10.

SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
362,599	-	-	694,245	6,309,125
869,054	-	-	657,458	6,309,125
(506,455)	-	-	36,787	-
23				-
23				410

PROGRAM SERVICES		SUPPORT SERVICES		
SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
-	-	-	599,305	5,751,070
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
			599,305	5,751,070
135,070	-	-	-	135,070
-	-	-	-	-
-	-	-	-	-
2,451	-	-	-	31,000
137,521			599,305	5,917,140
2,000	-	-	-	2,000
223,078	-	-	-	223,078
-	-	-	-	8,674
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
225,078				233,752
-	-	-	93,740	156,233

-	-	-	-	-
-	-	-	1,200	2,000
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
			94,940	**158,233**

362,599			**694,245**	**6,309,125**

-	-	-	55,440	92,400
-	-	-	-	253,520
-	-	-	-	399,860
-	-	-	51,140	51,140
-	-	-	350,260	350,260
-	-	-	-	-
			456,840	**1,147,180**

223,078	-	-	-	2,275,000
391,000	-	-	-	391,000
-	-	-	-	-
-	-	-	-	232,000
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	105,463
614,078				**3,003,463**

-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-

614,078			**456,840**	**4,150,643**

70,005	-	-	52,080	473,173
56,675	-	-	42,163	383,073
24,563	-	-	18,274	166,026
151,243			**112,517**	**1,022,272**

765,321			**569,357**	**5,172,915**

-	-	-	25,000	25,000
-	-	-	5,000	5,000
-	-	-	-	-
-	-	-	-	-
	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
5,614			8,000	136,067
5,614			**38,000**	**166,067**

-	-	-	-	-
2,248.57	-	-	-	28,440
2,000	-	-	-	2,000
3,439	-	-	-	43,500
-	-	-	-	-
13,315	-	-	9,906	90,000
-	-	-	-	-
8,877	-	-	6,604	60,000
474	-	-	-	6,000
9,092	-	-	-	115,000
-	-	-	-	-
13,006	-	-	-	164,500
12,447	-	-	9,760	84,633
-	-	-	-	144,550
6,214	-	-	4,623	42,000
74	-	-	55	500
1,186	-	-	-	15,000
370	-	-	275	2,500
-	-	-	-	-
-	-	-	-	-
72,744			**31,223**	**798,623**

6,217	-	-	4,625	42,020
-	-	-	-	-
-	-	-	-	-
222	-	-	165	1,500
888	-	-	660	6,000
-	-	-	-	-
-	-	-	-	-
7,326			**5,450**	**49,520**

18,050	-	-	13,428	122,000
-	-	-	-	-
869,054			**657,458**	**6,309,125**
(506,455)	**-**	**-**	**36,787**	**-**

SPECIAL EDUCATION	TOTAL ENROLLED
23	410
	-
	-
	-
	-
23	**410**

15,765	-
37,785	-

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
based on 410 scholars
Based on 13 billable scholars
NYSTL

List exact titles and staff FTE"s (Full time equivalent)
.33 ED - .66 allocated to SBC II & III
Includes .33 DCI & 2 ICs
Includes 4.33 Deans
Incudes 1 Director of Business, 1 Director of Talent, 1 Talent Associate, and 1 IT Manager - Salary is allocated to SBC I, II, III
Includes 1 OM, 3 OA, .33 Data Analyst
Includes all special services
Includes tutoring, SLA, planning

Finical Consultant, HS Placement Consultant, PD Consultant. Contract Subs

Family Advisory cost, Assemblies, SLA expense, After School Tutoring

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

C. Stephen Baldwin

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

South Bronx Classical Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Board Chair

2. Is the trustee an employee of any school operated by the Education Corporation?
   ____Yes _X_No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
   ____Yes _X_No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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 yourself
None			

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, 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) governed 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) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are 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, write **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
None				

C. Stephen Baldwin 17 July 2016

Signature Date

Please note that 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. Personal contact information provided below will be redacted.

Business Telephone: _____

Business Addre[redacted]

E-mail Address:

Home Telephon

Home Address:

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name: Kathryn Moore Heleniak

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name): South Bronx Classical Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Vice Chair, Board

2. Is the trustee an employee of any school operated by the Education Corporation?
   ____**Yes** _X_**No**

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
   ____**Yes** _X_**No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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 yourself
NONE			

Please write "None" if applicable. Do not leave this space blank.			

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, 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) governed 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) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are 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, write **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
Please write "None" if applicable. Do not leave this space blank.				
NONE				

Kathryn M. Heleneak
Signature

July 14, 2016
Date

Please note that 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. Personal contact information provided below will be redacted.

Business Telepho[redacted]

Business Address[redacted]

E-mail Address: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

J. Kevin Murphy

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

South Bronx Classical Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

   Trustee, Secretary

2. Is the trustee an employee of any school operated by the Education Corporation?
   ____**Yes** __X__**No**

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

   ____**Yes** __X__**No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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 yourself

Please write "None" if applicable. Do not leave this space blank.	None		

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, 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) governed 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) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are 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, write **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
Please write "None" if applicable. Do not leave this space blank.	None			

J. Kevin Murphy
Signature

July 16, 2016
Date

Please note that 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. Personal contact information provided below will be redacted.

Business Telephone: [redacted]

Business Address: [redacted]

E-mail Address: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Louisa Childs

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

South Bronx Classical Charter School I

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

   Trustee

2. Is the trustee an employee of any school operated by the Education Corporation?
   ____Yes _x_No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

   ____Yes _x_No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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 yourself

Please write "None" if applicable. Do not leave this space blank. None			

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, 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) governed 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) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are 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, write **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
Please write "None" if applicable. Do not leave this space blank. None				

7/14/2016

Signature Date

Please note that 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. Personal contact information provided below will be

Business Telepho

Business Addres

E-mail Address:

Home Telephone:

Home Address:

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Laurence G. Hirsch

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

South Bronx Classical Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

   Former Vice-Chair

2. Is the trustee an employee of any school operated by the Education Corporation?
   ____**Yes** __X__**No**

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

   ____**Yes** __X__**No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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 yourself

NONE *Please write "None" if applicable. Do not leave this space blank.*			

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, 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) governed 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) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are 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, write **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
NONE *Please write "None" if applicable. Do not leave this space blank.*				

Signature 7/21/16 Date

Please note that 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. Personal contact information provided below will be redacted.

Business Teleph [redacted]

Business Addre [redacted]

E-mail Address: [redacted]

Home Telephone [redacted]

Home Address: [redacted]

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

JAMES R MAHER JR.

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

SOUTH BRONX CLASSICAL CHARTER SCHOOL

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

   BOARD MEMBER

2. Is the trustee an employee of any school operated by the Education Corporation?
   ____Yes ✓ No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

   ____Yes ✓ No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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 yourself

NONE Please write "None" if applicable. Do not leave this space blank.			

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, 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) governed 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) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are 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, write **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
Please write "None" if applicable. Do not leave this space blank.				
NONE				

Signature 7-25-16 Date

Please note that 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. Personal contact information provided below will be redacted.

Business Tel

Business Ad

E-mail Addre

Home Teleph

Home Addres

[redacted]

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name: Ingrid Bateman

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name): South Bronx Classical Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).
   associate treasurer / secretary
2. Is the trustee an employee of any school operated by the Education Corporation?
   ____**Yes** ✓ **No**

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
   ____**Yes** ✓ **No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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 yourself

none Please write "None" if applicable. Do not leave this space blank.			

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, 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) governed 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) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are 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, write **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
none Please write "None" if applicable. Do not leave this space blank.				

Signature 7/17/16 Date

Please note that 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. Personal contact information provided below will be redacted.

Business Telep[redacted]

Business Addre

E-mail Address:

Home Telephone

Home Address:

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

William F. Higgins

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

SBCCS /

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative).

2. Is the trustee an employee of any school operated by the Education Corporation?
   ____ Yes ✓ No

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
   ____ Yes X No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

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 yourself

None	Please write "None" if applicable. Do not leave this space blank.		

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, 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) governed 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) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are 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, write 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
Please write "None" if applicable. Do not leave this space blank.				
None				

Signature _____ Date 21 July 16

Please note that 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. Personal contact information provided below will be rec

Business Telephone

Business Address:

E-mail Address:

Home Telephone:

Home Address:

Entry 9 BOT Table

Created: 07/14/2016

Last updated: 07/27/2016

Page 1

1. Current Board Member Information

	Trustee Name	Email Address	Position on the Board	Committee Affiliations	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role at School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Stephen Baldwin	[redacted]	Chair/Board President	Executive, Legal, Oversight	Yes	Law, Management	Serving 6th term, 2 years (elected May 15, 2015, expiration May 16, 2017)
2	Katherine Heleniak	[redacted]	Vice Chair/Vice President	Executive, Education	Yes	Education	Serving 6th term, 2 years (elected May 15, 2015, expiration May 16, 2017)
3	Kevin Murphy	[redacted]	Secretary	Executive, Education, Finance	Yes	Education, Finance	Serving 6th term, 2 years (elected May 15, 2015, expiration May 16, 2017)

4	William Higgins	[redacted]	Treasurer	Finance, Real Estate	Yes	Real Estate	Serving 6th term, 2 years (elected May 15, 2015, expiration May 16, 2017)
5	Larry Hirsch	[redacted]	Trustee/Member	Real Estate	Yes	Real Estate	Serving 6th term, 2 years (elected May 15, 2015, expiration May 16, 2017)
6	James Maher	[redacted]	Trustee/Member	Real Estate	Yes	Real Estate	Serving 3rd term, 2 years (elected May 15, 2015, expiration May 16, 2017)
7	Louisa Childs	[redacted]	Trustee/Member	Legal	Yes	Law	Serving 3rd term, 2 years (elected May 15, 2015, expiration May 16, 2017)
8	Ingrid Bateman	[redacted]	Trustee/Member	Education, Finance	Yes	Education, Finance	Serving 2nd term, 2 years (elected November 13, 2015, Expires November 15, 2017)
9							
10							
11							

12							
13							
14							
15							
16							
17							
18							
19							
20							

2. Total Number of Members on June 30, 2015

8

3. Total Number of Members Joining the Board 2015-16 School Year

0

4. Total Number of Members Departing the Board during the 2015-16 School Year

0

5. Number of Voting Members 2015-16, as set by the by-laws, resolution or minutes

8

6. Number of Board Meetings Conducted in the 2015-16 School Year

11

7. Number of Board Meetings Scheduled for the 2016-17 School Year

11

Thank you.

SOUTH BRONX CLASSICAL
CHARTER SCHOOL

SOUTH BRONX CLASSICAL CHARTER SCHOOL I

Board Meeting Minutes

August 25, 2015

South Bronx Classical Charter School prepares students for college preparatory high schools and colleges. Through a classical curriculum and highly structured setting, students become liberated scholars and citizens of impeccable character.

Trustees Attending: Mr. C. Stephen Baldwin, Ms. Ingrid Bateman, Prof. Kathryn Heleniak, Mr. Bill Higgins, Mr. James Maher, Mr. J. Kevin Murphy

Trustees Absent: Ms. Brown, Ms. Smaylovsky, Mr. Hirsch

Trustees Phoning in: None

Guests: Mr. Lester Long

I. Call to Order

After touring the new school and its facilities and there being a quorum, the Chair called the Meeting to order at SBCCS III at 3490 Third Avenue, Bronx, N.Y. at 6:00 p.m.

II. Review of Minutes

The Board Members unanimously approved the minutes from the 6/22/2105 Board Meeting.

III. Report of the Chair

The Chair entered into Executive Session to consider matters pertaining to personnel, the appointment of a DCI, and compensation. The relevant minutes of the Executive Session and their supporting documentation and Exhibits 1-7, filed separately, are integral to the record of this meeting.

IV. Executive Directors Report

Three hundred scholars attended the summer school at SBCCS, which helps prevent the "summer slide" and so provides a leg up on the school year ahead. The former academic lead at Success Academy, Ms. Arin Lavinia, co-author with Eva Moskowitz of "Mission Possible" has been retained as an outside consultant.

The NYS scores arrived in August and SBCCS was in the 95th percentile among public and charter schools, a bit better than last year on the strength of the improvement in ELA scores. ELA performance improved by 11% on average, while Math pass rates dropped 5% on average. Overall pass rates rose from 71% to 74%, placing SBCCS 5th among charter schools. The table below sets out the NYS average pass rates among that group by grade, that is students scoring at level 3 or 4. The complement (100%-Passing) is the proportion of scholars who failed to meet the NYS standard. Our aim is to achieve passing rates of at least 80%.

	ELA			Math		
Grade	**2015 Rank**	**2015**	**2014**	**2015 Rank**	**2015**	**2014**
3	11	68%	57%	19	80%	79%
4	4	69%	67%	13	86%	86%
5	5	66%	55%	11	73%	87%
6	4	76%	38%	7	88%	88%
7	4	59%		12	64%	

The biggest ELA gains came from the 6th graders whose year-on-year gains were up 21%. The biggest disappointment was among last year's 5th graders whose year-on-year scores dropped 13% in Math. While the pass rates among our special education scholars was 50% on average, ranking us 12th among charters, there was a wide discrepancy between the ELA pass rate of 30% and that in Math of 70%.

NYS DOE and the NYC DOE also judge progress among scholars, as measured from year to year, in evaluating performance, as well as achievement, as measured by proportion of correct responses. In a very summary form, the table below shows improvement, stasis, and deterioration in our scholars' test performance.

	ELA	MATH
Down	17%	35%
Same	53%	53%
Up	30%	11%
	100%	**100%**

While the proportion of students not doing as well as last year in Math bears investigation, the significant improvement in the proportion of students scoring better in ELA skills, arguably the more difficult area in which to make progress, is indeed heartening because it heralds a scholars ability to read and to profit from that reading. The ED has prepared and distributed a presentation in Power Point of our comparative performance.

V. Financial Report

Profit and Loss Statements and Balance Sheets, for each School as well as on a Consolidated basis were tabled for the Financial Year 7/31/14-6/30/15 as well as for the month ending 7/31/15. The Revenue for School I reflects last year's billing for 364 students causing a negative variance in predicted revenue of just over $280,000 for School I and slightly more than that on a consolidated basis. Savings on variable expenses helped offset the shortfall, so that budgeted net operating income for School I was about $35,000 under budget, while it was roughly $127,000 under budget on a consolidated basis, reflecting the costs of establishing School III. For the month of July, budgeted revenues are running slightly ahead of expenses. The Balance Sheets of School I and therefore the consolidated statements remain very liquid.

The Trustees:

VOTED to approve the Financial Statements as presented for FY 2014-2015 and the month through 7/31/15.

VI. Calendar of Meetings for SBCCS 2015-2016

Calendar for SBCCS Board Meetings 2015-2016	
August 25, 2015	January 19, 2016
September 15, 2015	February 9, 2016
October 13, 2015	March 8, 2016
November 17, 2015	April 19, 2016
Decmeber 15, 2015	May 17, 2016
	June 21, 2016

All meetings begin at 6:00 p.m. at the designated venue.

VII. Other Business and Adjournment

There being no further business for SBCCS the Trustees went on to quickly review the business at SBCCS II and the real estate issues for SBCCS III.

The next meeting for SBCCS will take place on Tuesday, October 13, 2015 at 6:00 p.m. at SBCCS II at 333 East 135th Street, Bronx, N.Y.

Respectfully submitted,

J. Kevin Murphy, Secretary

SOUTH BRONX CLASSICAL
CHARTER SCHOOL

SOUTH BRONX CLASSICAL CHARTER SCHOOL I

Executive Session Minutes

August 25, 2015

South Bronx Classical Charter School prepares students for college preparatory high schools and colleges. Through a classical curriculum and highly structured setting, students become liberated scholars and citizens of impeccable character.

Trustees Attending: Mr. C. Stephen Baldwin, Ms. Ingrid Bateman, Prof. Kathryn Heleniak, , Mr. Bill Higgins, Mr. James Maher, Mr. J. Kevin Murphy.

Trustees Absent: Ms. Melissa Brown, Mr. Lawrence Hirsch, Ms. Smaylovsky.

Trustees Phoning in: None

I. The Appointment of Ms. Davis as Director of Curriculum & Instruction.

The Chair reported on the findings of the Executive Committee's inquiry into the apparent conflict of interest in appointing Ms. Davis, the Executive Director's spouse, to the position of Director of Curriculum and Instruction with compensation at $120,000 p.a.

MEMORANDUM

TO: Boards of Trustees of SBCCS 1, 2, and 3

FROM: Stephen Baldwin
Kathryn Heleniak
Melissa Brown
Kevin Murphy
Louisa Childs

DATE: August 24, 2015

RE: Promotion of Jacqueline Davis to Director of Curriculum and Instruction

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Background

In June 2015, the Executive Director proposed that Jacqueline Davis, an Instructional Coach, be promoted to the position of Director of Curriculum and Instruction ("DCI"), and be given a raise in salary from $108,000 to $120,000 (the "Proposed Transaction"). In the new role, Ms. Davis would be responsible for:

1. Curriculum: Decision-making on all curricular issues, requiring professional research and continuing education on latest developments;
2. Instruction: Observing coaches and grade team leaders to ensure effective and efficient development of classroom teachers, learning specialists, and associate teachers; and
3. Development: Designing and leading professional development sessions held annually in August as well as monthly throughout the year.

Ms. Davis's responsibilities would go beyond SBCCS 1 and include SBCCS 2 and 3. In the role, Ms. Davis would be continue to be supervised by Leena Gyftopoulos, the Director of SBCCS 2.

The Chairman of the Board determined that there exists a potential conflict of interest with regard to the Proposed Transaction because Ms. Davis is the Executive Director's spouse. At the Chairman's direction, a committee of disinterested Trustees consisting of Mr. Baldwin, Ms. Heleniak, Ms. Brown, Mr. Murphy, and Ms. Childs, (the "Committee") reviewed the Proposed Transaction.

After conducting interviews and reviewing documents, the Committee determined that the Proposed Transaction was fair, reasonable and in the Schools' best interests, and that the School had adequately considered alternative transactions, but correctly found them unsatisfactory. The Committee presented its recommendation to the full Board via telephone on July 30 and agreed to move forward with the Proposed Transaction as of August 1, pending ratification at a full in-person Board meeting on August 26.

Review

As part of its investigation, the Committee reviewed the following materials:

- Ms. Davis's performance review from the 2014-15 school year (Exhibit 1)
- Results of teacher surveys regarding Ms. Davis's job performance for the 2014-15 school year, and the previous four years (Exhibit 2)
- Salary and promotion information for the top 10 highest earners in SBCCS I and II (Exhibit 3)
- 2014-15 NYC Charter School Compensation Survey (Exhibit 4)
- The public job posting for the Director of Curriculum and Instruction Position (Exhibit 5)
- Two memoranda regarding the promotion from the Executive Director (Exhibits 6 & 7)

The Committee also conducted interviews of:

- Lester Long, the Executive Director
- Leena Gyftopoulos, the Director of SBCCS 2 and Ms. Davis's supervisor

Findings

The Committee made the following findings as a result of its review:

1. Filling the Director of Curriculum and Instruction position is important to the future of SBCCS 1, 2, and 3

2. The Schools considered other alternatives before recommending that Ms. Davis to be promoted to the role.

- The School previously hired two people in the DCI position, but neither worked out. Despite being the most qualified candidates identified by the Schools, they did not have the level of professionalism urgency, curriculum expertise, or instructional passion required by the School. One employee left voluntarily, and the other was terminated. After these experiences, as well as other difficulties arising from the hiring of leaders from outside the School, the School adopted a policy of training and promoting leaders from within.
- Through the 2014-15 school year, the School continually posted to the public a request for candidates for the DCI position, but no resumes were submitted.

3. Promoting Ms. Davis, as opposed to another internal or external candidate, is in the best interest of the Schools.

- As one of the employees who has been at SBCCS the longest, Ms. Davis is exceptionally familiar with the Schools' missions, philosophy, culture, and operations.
- Ms. Davis has been the school's instructional coach for three years. Jill Dunchick, Director of School Leadership Development at Building Excellent Schools, observed that Ms. Davis is one of "the top five" school leaders she has

ever seen. Ms. Dunchick has occasion to meet with many schools and school leaders in her position.

- Ms. Davis was highly rated by the faculty of the School in areas for which she was responsible as Instructional Coach.
- Ms. Davis's performance review fro 2014-15 was strong. Ms. Gyftopoulos, her supervisor, reported that Ms. Davis is highly qualified and skilled and confirmed her belief that Ms. Davis is the best candidate for the position. Ms. Gyftopoulos stated that no other internal candidate was qualified for the position, and though they had searched for an external candidate to fill the role, did not find anyone as competent as Ms. Davis.

4. Ms. Davis's proposed salary is appropriate.

- Ms. Davis's proposed salary, both in terms of the absolute figure and the percentage increase, is within the range earned by other senior administrators at the School.
- The proposed salary reflects the fact that Ms. Davis is responsible for areas critical to the Schools' success.

-SB, KH, MB, KM, LC

Pursuant to the report above with the appended exhibits the trustees

VOTED:

" Whereas the Executive Director has sought to re-establish the position of Director of Curriculum & Instruction, who will be responsible for:

1. Curriculum: Decisions on all matters and issues pertaining to the curriculum, requiring professional research and continuing education on latest developments, including ensuring that the curriculum satisfies all requirements mandated by the Departments of Education of the City and State of New York and is aligned with the aims and objectives of SBBCS, SBCCS II, and SBCCS III,
2. Instruction: Observing and evaluating instructional coaches and grade team leaders to ensure the effective and efficient development of classroom teachers, learning specialists, and associate teachers at SBCCS, SBCCS II, and SBCCS III,
3. Development: Designing and leading professional development sessions held annually in August and monthly throughout the year at SBCCS, SBCCS II, SBCCS III.

Whereas such responsibilities are mission-critical and extend across three schools with a substantial portion of new faculty, and with reference to both compensation of two former

Directors of Curriculum & Instruction and compensation information published pursuant to a survey by the NYC Center for Charter School Excellence that remuneration for a qualified candidate would be in the vicinity of $120,000 p.a.,

Whereas the Executive Director wishes to appoint his spouse to this position giving rise to an apparent of a conflict of interest; the Executive Committee with aid of and under the guidance of Mrs. Smaylovsky, the General Counsel of a NYC private school, all of whom are disinterested trustees, led an inquiry into the appointment consulting the ED, the leader of SBCCS II to whom the candidate reports, and supporting commentary from a knowledgeable professional, and additional documentation which sought to establish that the appointment was fair, reasonable, and in the schools' best interests:

1) The rationale for the position,
2) Fair compensation for the position, and
3) Consideration of alternative transactions, including efforts to staff the position, externally and internally.

The Committee concluded that, based on the experiences with the former DC& Is hired externally and the NYCCS survey that the compensation level was fair and that there was considerable effectiveness to be gained by hiring an internal candidate who was already intimately familiar with the development of the curriculum and its requirements, already knew many of the personalities involved, and indeed had excelled at discharging the responsibilities of every position which she will support. Further among the internal candidates, the skills Ms. Davis brings, as noted by an outside educational specialist with considerable experience, were among the top five that professional had observed.

Based on the inquiries and notwithstanding the apparent conflict of interest, the Executive Committee therefore believes and recommends to the Board that it is very much in the interest of SBCCS, SBCCS II, and SBCCS III, that Ms. Davis assume the responsibilities of Director of Curriculum and Instruction, reporting, as she does now, to Mrs. Gyftopoulos.

Upon a vote of the Trustees, all of whom are disinterested, Be it therefore resolved, that Ms. Davis be appointed Director of Curriculum and Instruction at the stipulated compensation which burden shall be shared among the schools."

Respectfully submitted,

J. Kevin Murphy

J. Kevin Murphy, Secretary

Professional Responsibilities

	4	3	2	1	SCORE
Attendance	[illegible]	Three or four absences.	Five or six absences.	Over six absences.	4
Language	[illegible]	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts.	4
Reliability	[illegible]	Is punctual with communication, duties, and assignments; maintains accurate records.	Is sometimes late in responding to communication; has incomplete or inaccurate records or misses deadlines.	Is frequently late in responding to communication or arrival to school; has incomplete or inaccurate records and misses deadlines.	4
Dress	[illegible]	Demonstrates professional dress.	Occasionally dresses in an unprofessional manner.	Frequently dresses in an unprofessional manner.	4
Professionalism	[illegible]	Uses good judgment, respects boundaries, and maintains confidentiality.	Sometimes uses questionable judgment, violates boundaries, and/or breaches confidentiality.	Acts in an ethically questionable manner, uses poor judgment, violates boundaries, and/or breaches confidentiality.	4
Collaborative Leadership	Meets and develops valuable ideas, expertise, and analyses and instills in all staff an urgent desire to improve scholar achievement.	[illegible]	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.	3
Growth	[illegible]	Seeks out effective teaching ideas from colleagues, coaches, and other sources; consistently implements these strategies and those learned in professional development.	Implements feedback, but does not actively seek out effective teaching ideas from others; inconsistently implements strategies learned in professional development.	Can occasionally be persuaded to implement feedback; infrequently or ineffectively implements strategies learned in professional development.	4
Urgency	[illegible]	Usually exceeds expectations; avoids non-critical tasks to prioritize scholar achievement.	Sometimes fails to prioritize scholar achievement through an ineffective use of time.	Dawdles and exudes apathy.	4
Mission Fit	[illegible]	Wants to achieve mission and provides feedback through appropriate channels when necessary.	Wants to achieve mission but does not channel feedback through those able to affect change.	Questions mission and the means to attain it. Erodes school culture with unproductive negativity.	4
					3.9

Comments

Collaborative Leadership	I've been impressed with your collaboration with others (and development of them) regarding teacher development, curriculum, and instruction. You conduct action research, are innovative, and openly share ideas with others to improve curriculum and instruction, which has directly led to higher student outcomes, school improvement, and ultimately mission attainment. To push yourself further, consider how you can contribute to areas outside of your direct purview. For example, you have a strength in having direct conversations to convey urgency and accountability, and have developed project management skills in your curricular work. Sharing best practices and ideas with others, such as Deans, Operations Managers, and other key personnel, who may struggle in these areas, would certainly further our impact towards our mission.

Curriculum

	4	3	2	1	SCORE
Standards Fluency	[redacted]	Is fluent in the Common Core, NYS, and Next Generation Standards in all grade levels kindergarten through eighth. Can explain the progression of standards across some grade levels or in some content areas.	Is fluent in the Common Core, NYS, and Next Generation Standards in the grade span in which s/he works. Knowledge of grade-level standards outside that grade span is limited.	Has misconceptions or knowledge gaps in relation to the Common Core, NYS, and Next Generation Standards. Cannot explain the progression of standards across grade levels.	4
Curricular Structure	[redacted]	Knows all curricular parts including scope and sequence, unit plan, assessment, and lesson plan; has a general sense of the curricular parts and content as they apply to all grade levels kindergarten through eighth. Communicates the purpose of and interaction between the curricular parts to teachers.	Knows all curricular parts including scope and sequence, unit plan, assessment, and lesson plan in general and specifically relating to grade-level content in the grade span in which s/he works. Knowledge of grade-level content outside that grade span is limited and teacher conversations about the purpose of or interaction between curricular parts are infrequent.	Has limited knowledge of the curricular parts either generally or as applied to content within and outside of the grade span in which s/he works. Does not communicate the purpose of or interaction between the curricular parts to teachers.	4
Vetting	[redacted]	Provides clear and actionable curricular vetting feedback to grade team leaders and teachers that improves curricular quality and, in some instances, develops teachers as planners and/or grade team leaders as vetters.	Provides actionable curricular vetting feedback to grade team leaders and teachers that improves curricular quality, but not the vetter or planner. Feedback is lacking in directness and comments need to be repeated.	Provides curricular vetting feedback to grade team leaders and teachers that sometimes improves curricular quality. Comments need to be repeated frequently.	4
Research and Development	[redacted]	Participates in thoughtful, action-based research about curriculum and the content areas. Develops next steps for curriculum within his or her purview. Sees next steps through to implementation.	Infrequently participates in action-based research about curriculum and the content areas or participates when directed. Infrequently develops next steps and/or does not fully see next steps through to implementation.	Does not participate in action-based research or only does so when directed. Research does not produce next steps or next steps are not seen through to implementation.	4
					4.0

Coaching

	4	3	2	1	SCORE
Teacher Relationships	[illegible]	Creates solid professional relationships with the majority of teachers. Relationships are authentic, but lacking "full-bore" honesty.	Presents as 'nice' and 'fine', but difficult conversations are avoided. Teachers feel comfortable, but not pushed and teacher growth is inconsistent.	Through omission or commission, teacher relationships seem apathetic, weak, unjust, or ineffective. Teachers have not grown through coaching efforts and/or are seeking help elsewhere out of frustration.	4
Written Observation Feedback	Provides clear, direct, actionable, and transferrable written feedback that minimizes repeated comments, improves management and instruction, and approaches lessons from a variety of angles including detached observer, active participant, and artifact collector.	[illegible]	Provides actionable written feedback that improves management and instruction, but is lacking in directness and/or is not transferrable. Comments need to be repeated and the written forms sometimes become "stale."	Provides written feedback to teachers that sometimes improves management and instruction. Comments need to be repeated frequently and are not transferrable. No attempt at varying the angle of observations is made.	3
Debrief Quality	[illegible]	Debriefs in a timely fashion and with clear goals that connect to one another. Meetings extend beyond "reading the paper." Next steps are understood by both parties.	Debriefs in a timely fashion, but the goals of the debrief are unclear. Meetings are a combination of teaching points and "reading the paper." Next steps are not always understood by both parties.	Debriefs in an untimely and unclear way. Meetings do not extend past "reading the paper" and add little value to what has been written on the form.	4
Research and Development	[illegible]	Participates in thoughtful, action-based research about management and instruction. Develops next steps within his or her purview. Sees next steps through to implementation.	Infrequently participates in action-based research about management and instruction or participates when directed. Infrequently develops next steps and/or does not fully see next steps through to implementation.	Does not participate in action-based research or only does so when directed. Research does not produce next steps or next steps are not seen through to implementation.	4
School Culture	[illegible]	Fosters inter-grade teacher observations, provides instructional and curricular support to teachers outside his or her purview as directed, and contributes to school-wide initiatives.	Recommends inter-grade teacher observations, but does not see them through to implementation. Rarely or inconsistently participates in school-wide initiatives.	Perceived as insular, unwilling to help, and/or does not encourage teachers to observe other grades. Rarely contributes to school-wide initiatives.	4
Accountability	[illegible]	Takes full responsibility for teacher growth and performance and actively seeks and develops solutions.	Takes some responsibility for teacher growth and performance and takes a passive role in seeking solutions.	Exhibits defensiveness and externalizes negative teacher growth and performance. Does not proactively seek solutions.	4
					3.8

Comments

Written Observation Feedback	Your written feedback to teachers is high quality, actionable, direct, and specific. The feedback you provide has led to an improvement in management and instruction among all teachers you work with. You have been collecting data on the efficacy of these types of observations and how hold Coaches accountability to varied forms of observations. Teachers and scholars will benefit from varied forms of observation feedback, in the forms of active participant, and artifact collector.

Professional Development

	4	3	2	1	SCORE
Presentation	[redacted]	Creates and/or delivers mission-aligned sessions that support the school's mission and culture and further teacher development. Scholar achievement is measurably enhanced.	Creates and/or delivers sessions that are not always mission-aligned or mission-critical. Teacher impact is minimal and improvements in scholar achievement are hard to measure.	Sessions are low-quality, unaligned to our mission and/or have little to no impact on teacher development and scholar achievement.	4
Feedback	Passionately seeks feedback from all parties to improve rhetorical, pedagogical, and structural efficacy of professional development sessions. Video is taken and formally reviewed. Deeper level, one-on-one meetings occur to better understand feedback.	[redacted]	With a superficial review of surveys and feedback, professional development sessions do not improve in presentation, rigor, preparation, or efficacy. Feedback is received, but not sought.	Sessions are not reflected upon, teacher and staff feedback is not contemplated, surveys are not formally reviewed, and/or feedback is received with defensiveness or externalization.	3
Accountability	[redacted]	Holds teachers accountable for enacting knowledge gained from professional development sessions. Attempts to build customized support to aid in individual teacher development in mastering session material.	Mentions next steps based on professional development sessions, but either inconsistently or without follow-up.	Does not hold teachers responsible for next steps from professional development sessions and/or struggles to explain a clear vision for desired next steps.	4
					3.7

Comments

Feedback	To push yourself and improve our professional development further, video analysis is critical. Additionally, strive to seek out deeper level feedback directly from both experienced and inexperienced teacher. Connecting with others outside of our school (other experienced DCIs or Principals at high-performing schools) and seeing their feedback will also push our professional development to a higher level.

Culture of Analysis

	4	3	2	1	SCORE
Data Analysis	Works with colleagues to analyze assessment data, draws action conclusions, and shares them with others. Consistently uses data to inform observation schedules, teacher goals, and professional development sessions.	[redacted]	Reviews scholars' results and notes some general patterns for future reference. Inconsistently uses data to reflect on observation schedules, teacher goals, and professional development sessions or only does so when directed.	Reviews scholars' results in a perfunctory fashion. Does not use data to reflect on observation schedules, teacher goals, or professional development sessions.	3
Accountability	[redacted]	Takes responsibility for data results and actively seeks and develops solutions with teachers.	Takes some responsibility for data results and takes a passive role in seeking solutions with teachers.	Exhibits defensiveness and externalizes negative data results. Does not proactively seek solutions and/or does not work with teachers to develop them.	4
Curricular Reflection	[redacted]	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or trimester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.	4
					3.7

Comments

Data Analysis	To push yourself further here, given the staff's strength in data analysis, collaborate with colleagues to foster improvement across the organization. The decisions and refinements that may surround your suggestions require taking an analyst's perspective, if not using analytical tools. Perhaps in the future, we could assess your suggestions more formally, and consistently by using data to inform observation schedules, teacher goals, and professional development sessions.

Item	Average	Spring 2015	Fall 2014	Spring 2014	Fall 2013	Spring 2013
Payroll	**3.62**	3.35	3.39	3.73	3.72	3.90
Connected to Grade team	**3.61**	3.63	3.58	3.69	3.61	3.55
Helpful: Quality of written feedback (Coach)	**3.59**	3.18	3.44	3.96	3.77	N/A
Feedback was specific and actionable	**3.58**	3.18	3.42	3.72	3.94	3.66
How helpful was debrief meeting	**3.54**	3.26	3.44	3.72	3.71	3.58
Rubric related to feedback received	**3.49**	3.15	3.40	3.60	3.74	3.54
How helpful was rubric	**3.47**	3.24	3.42	3.64	3.74	3.31
Reimbursement	**3.45**	3.25	3.29	3.52	3.40	3.78
How helpful were the comments	**3.45**	3.06	3.47	3.58	3.68	N/A
Helpful: Quality of debrief (Coach)	**3.43**	3.18	3.42	3.73	3.68	3.17
Benefit support	**3.41**	3.28	3.15	3.48	3.35	3.78
How accurate were rubric scores	**3.40**	3.09	3.33	3.62	3.68	3.30
Staff aligned and works to achieve misson	**3.40**	3.13	3.22	3.85	3.61	3.19
Copy Requests	**3.37**	3.13	3.55	3.50	3.28	N/A
How helpful was IPIP	**3.36**	2.97	3.33	3.56	3.48	3.44
Clear expectations set	**3.33**	3.09	3.19	3.65	3.65	3.07
How motivating was rubric/IPIP	**3.33**	3.12	3.33	3.40	3.57	3.22
Transition Support	**3.32**	3.03	3.13	3.54	3.44	3.47
Needs/concerns addressed	**3.32**	3.00	3.17	3.58	3.55	3.31
Assessment Grading	**3.31**	3.23	3.32	3.24	3.32	3.44
GTL treats team members equitably	**3.29**	3.29	N/A	N/A	N/A	N/A
Professional and respectful culture	**3.26**	3.06	3.22	3.77	3.48	2.74
Supply Requests	**3.25**	3.09	3.29	3.58	3.40	2.91
Helpful: Quality of debrief (GTL)	**3.24**	2.85	2.87	3.73	3.68	3.07
Technology	**3.23**	2.97	3.15	3.31	3.48	3.23
GTL sets clear expectations	**3.21**	3.21	N/A	N/A	N/A	N/A
Puts scholars' needs and interest first	**3.20**	2.87	3.14	3.62	3.52	2.84
Data analysis meeting	**3.18**	2.76	3.00	3.44	3.50	3.17
Thoughts appreciated and valued	**3.18**	2.91	3.14	3.65	3.26	2.91
Helpful: Quality of written feedback(GTL)	**3.17**	2.73	3.00	3.53	3.41	N/A
Helpful: Support with classroom behavior	**3.14**	2.71	2.94	3.42	3.43	3.18
PD improved	**3.12**	3.12	N/A	N/A	N/A	N/A
Feedback aligned to TFA	**3.12**	3.00	3.00	3.32	3.14	N/A
School Environment Maintenance	**3.11**	2.79	3.18	3.35	3.23	3.00

Helpful: Observation frequency	**3.11**	2.74	2.92	3.46	3.32	N/A
Comfort with making suggestions to admin	**3.09**	2.78	3.11	3.54	3.23	2.81
Like culture	**3.07**	2.62	3.03	3.58	N/A	N/A
Staff bathroom	**3.03**	2.81	3.03	3.12	3.24	2.96
Communication	**3.02**	2.82	3.00	3.10	3.17	3.04
Vacuuming	**3.00**	2.63	3.12	3.42	2.95	2.88
Treats all staff equitably	**2.99**	2.71	3.00	3.35	3.13	2.75
PD topics	**2.97**	2.97	N/A	N/A	N/A	N/A
Leadership staff	**2.97**	3.06	3.14	3.08	2.84	2.72
Helpful: Reactivity of admin to behavior	**2.92**	2.54	2.77	3.08	3.40	2.82
Helpful: PD	**2.91**	2.65	3.03	2.88	3.06	N/A
Connected to teachers outside GT	**2.86**	3.09	3.00	2.77	2.68	2.76
Helpful: Support with parental outreach	**2.85**	2.50	2.79	3.04	3.04	2.88
Helpful: Behavior for challenging scholars	**2.84**	2.44	2.74	2.92	3.30	2.79
Helpful: March IPIP progress meetings	**2.82**	2.82	N/A	N/A	N/A	N/A
Operations and Business staff	**2.80**	2.94	2.94	2.69	2.74	2.66
Copy Room Maintenance	**2.77**	2.41	2.72	2.96	3.00	N/A
Helpful: Impact of Graves	**2.71**	2.30	2.72	2.45	3.00	3.09
Scholar bathroom	**2.71**	2.46	2.81	2.80	2.92	2.56
PD format	**2.71**	2.71	N/A	N/A	N/A	N/A
Feedback aligns to Relay	**2.63**	2.63	2.63	N/A	N/A	N/A
Helpful: Differentiated academic support	**2.50**	2.47	2.44	2.40	2.70	2.48
Hours are reasonable and sustainable	**2.44**	2.21	2.39	2.71	2.61	2.30
Average	**3.14**	**2.92**	**3.10**	**3.37**	**3.34**	**3.10**
Instructional Coach Average:	**3.31**	**3.06**	**3.35**	**3.59**	**3.64**	**3.37**
Difference	0.17	0.15	0.25	0.22	0.30	0.26

Raises and Promotions of Top 10 Earners at SBCCS 1, 2, and 3

Last	First	Old Title	2014-2015	2015-2016	Raise	Percent	New Title
Long	Lester	Executive Director	200,000	210,000	10,000	5.0%	Executive Director
Gyftopoulos	Leena	School Director	125,000	135,000	10,000	8.0%	School Director
Davis	Jacqueline	Instructional Coach	108,000	120,000	12,000	11.1%	Director of Curriculum and Instruction
Geary	Rebecca	Instructional Coach	91,000	105,000	9,000	15.4%	School Director
Garcia	Valerie	Teacher (GTL)	91,000	96,000	5,000	5.5%	Teacher (GTL)
Pucci	Nicole	Teacher (GTL)	92,000	96,000	4,000	4.3%	Instructional Coach
Jackson	Darlene	Dean	94,000	96,000	2,000	2.1%	Dean of Students
Williams	LaMonica	Instructional Coach	91,000	94,000	3,000	3.3%	Instructional Coach
Meza	Adrianna	Teacher	83,000	93,000	10,000	12.0%	Teacher (GTL)
Perez	Danilda	Teacher (GTL)	91,000	92,000	1,000	1.1%	Teacher (GTL)

JOB DESCRIPTION
DIRECTOR OF CURRICULUM AND INSTRUCTION

South Bronx Classical Charter School prepares K – 8th grade students in the South Bronx to excel in college-preparatory high schools. Through a classical curriculum and highly structured setting, students become liberated scholars and citizens of impeccable character who achieve proficiency in and advanced mastery of New York State Performance Standards.

SCHOOL OVERVIEW

South Bronx Classical Charter School (SBCCS) is a high-performing elementary charter school that opened in August 2006 in the Longwood section of the Bronx. In the 2010-2011 academic year, the school achieved its full grade span of Kindergarten to fifth grade with approximately 330 scholars. In 2012, we were approved by the New York State Board of Regents to expand to 8th grade. We are proud of our high performance on State and nationally-normed assessments (TerraNova and DIBELS), our high attendance rate, widespread and passionate parent involvement, exceptional data-driven instruction and intervention, solid financial footing, and deep community roots. South Bronx Classical shares design principles derived from the analysis and experience of the top urban charter schools in the nation. These characteristics of success include:

- An undying belief that maximizing scholar achievement is a school's first job
- A detail-oriented culture that maximizes scholar achievement
- Data-driven decision-making to evaluate and increase scholar achievement
- A firm foundation of core knowledge and basic skills (reading, writing, and math)
- Strict and clear behavioral standards for a safe environment where teachers teach and scholars learn
- Strong teachers who deliver standards-based, differentiated lessons daily

POSITION SUMMARY

The Director of Curriculum & Instruction (DCI) holds primary responsibility for the ongoing development, implementation, and assessment of SBCCS's curriculum. As part of the administrative and leadership team, the DCI plays a central role in the success of the school. Crucial character traits are:

- Alignment with South Bronx Classical's mission
- Energy and Urgency
- Organizational skills
- Constant desire to improve

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Ensures that curricular design and implementation are of the highest "college-ready" rigor for all scholars
- In collaboration with SBCCS teachers, designs academic curricula (scopes and sequences, unit plans, lesson plans, and assessments) for all subjects and grades that meet and exceed New York State Standards and best practices of other high-performing New York State elementary charter schools
- Ensures that unit plans are backwards-designed with enduring understandings, critical thinking questions, and "end of unit" goals
- Monitors grade-level progress against scope and sequence benchmarks
- Communicates with the Executive Director regularly to assess and monitor scholar achievement
- Observes and coaches teachers daily
- Attends weekly ELA and Mathematics data meetings, fostering teacher involvement, incorporating teacher feedback and data results, and ensuring high rigor
- Contributes to the Executive Director's evaluation of the school's instructional staff

- Trains and orients staff members on SBCCS's curriculum during the summer and on-going throughout the course of the academic year
- Works with the Executive Director to develop summer and on-going staff professional development
- Collaborates with the Grade Team Leaders, teachers, learning specialists, and the Special Education Coordinator to develop instructional and intervention strategies that elevate achievement among struggling scholars
- Collaborates with the Grade Team Leaders to ensure effective implementation of curriculum, lesson plan creation, and delivery of lessons
- Performs other related duties as required and assigned

QUALIFICATIONS

Candidates for the position of Director of Curriculum and Instruction will have at least the following experiences and qualifications:

- At least four (4) full years of demonstrated excellent scholar performance results in a urban community serving low-income scholars at the elementary school level
- Familiarity with the Fountas and Pinnell reading continuum and data-driven instruction
- Experience designing and implementing an instructional program
- Experience leading a group of teachers towards quantifiable results
- Master's degree in a relevant area of study

We offer a competitive compensation package. Please apply for the Director of Curriculum and Instruction position through our website.

006 Assistant Principal/Director of Instruction/Instructional Coach/ Academy Director

Assists in professional development for teachers. Assists in supervising, observing and evaluating teachers. Coaches and mentors teachers. Responsible for the development and implementation of the curriculum.

All Schools	No. of Schools	No. of EEs	Wtd. Avg.	Average	10th Ptile	25th Ptile	50th Ptile	75th Ptile	90th Ptile
Annual Budget ($000's)	84	210	6,590.2	5,078.3	414.2	794.4	5,400.0	7,006.5	9,152.0
Annual Base Salary ($000's)	88	217	95.4	92.3	80.0	80.9	90.9	99.2	111.4
Annual Bonus Paid ($000's)	18	35	3.5	3.3	0.7	1.5	3.3	4.8	5.8
TCC ($000's)-All	88	217	96.0	92.8	80.0	82.7	91.2	99.3	112.1
Budget Under $3 Million	**No. of Schools**	**No. of EEs**	**Wtd. Avg.**	**Average**	**10th Ptile**	**25th Ptile**	**50th Ptile**	**75th Ptile**	**90th Ptile**
Annual Budget ($000's)	25	41	622.6	716.6	0.2	371.5	546.7	743.7	2,403.2
Annual Base Salary ($000's)	25	41	82.8	82.6	75.1	80.0	80.0	82.4	91.5
TCC ($000's)-All	25	41	82.9	82.7	76.0	80.0	80.0	82.9	91.5
Budget $3-5 Million	**No. of Schools**	**No. of EEs**	**Wtd. Avg.**	**Average**	**10th Ptile**	**25th Ptile**	**50th Ptile**	**75th Ptile**	**90th Ptile**
Annual Budget ($000's)	13	32	4,112.0	4,103.0	3,092.5	3,481.4	4,338.1	4,500.0	4,895.5
Annual Base Salary ($000's)	13	32	104.9	95.4	79.2	85.7	93.0	102.3	119.0
TCC ($000's)-All	13	32	106.2	96.5	83.1	85.7	93.0	102.3	121.1
Budget Over $5 Million	**No. of Schools**	**No. of EEs**	**Wtd. Avg.**	**Average**	**10th Ptile**	**25th Ptile**	**50th Ptile**	**75th Ptile**	**90th Ptile**
Annual Budget ($000's)	46	137	8,955.0	7,724.4	5,400.0	6,071.0	6,917.2	7,944.4	12,426.0
Annual Base Salary ($000's)	46	137	96.9	96.0	85.4	89.6	93.4	104.1	112.3
TCC ($000's)-All	46	137	97.4	96.6	85.4	90.0	93.9	104.1	112.6
Less than 200 Students	**No. of Schools**	**No. of EEs**	**Wtd. Avg.**	**Average**	**10th Ptile**	**25th Ptile**	**50th Ptile**	**75th Ptile**	**90th Ptile**
Annual Budget ($000's)	13	25	1,508.6	1,443.2	0.2	0.2	428.3	2,867.6	3,516.9
Annual Base Salary ($000's)	14	26	85.8	84.4	75.0	78.8	80.5	91.5	98.8
TCC ($000's)-All	14	26	87.2	85.2	75.1	79.1	82.5	91.5	101.5
200-400 Students	**No. of Schools**	**No. of EEs**	**Wtd. Avg.**	**Average**	**10th Ptile**	**25th Ptile**	**50th Ptile**	**75th Ptile**	**90th Ptile**
Annual Budget ($000's)	38	81	4,941.4	4,653.0	542.6	4,150.0	5,370.8	6,151.7	6,900.0
Annual Base Salary ($000's)	39	83	100.4	95.7	80.0	86.0	93.0	103.0	113.3
TCC ($000's)-All	39	83	100.9	96.2	80.0	86.4	93.0	103.0	118.8
Over 400 Students	**No. of Schools**	**No. of EEs**	**Wtd. Avg.**	**Average**	**10th Ptile**	**25th Ptile**	**50th Ptile**	**75th Ptile**	**90th Ptile**
Annual Budget ($000's)	33	104	9,095.9	7,000.1	680.9	3,347.4	7,109.6	9,152.0	13,390.0
Annual Base Salary ($000's)	34	105	94.0	91.7	80.0	80.8	90.2	98.9	111.8
TCC ($000's)-All	34	105	94.4	92.2	80.0	81.5	90.2	99.3	111.9

Typically Reports to: Principal, School Leader, CEO

Match Less than	6	**Bonus Eligible**	217	**Exempt**	205	**Avg. Years Current Service**	3	**Avg. Years Related Service**	N/A
Match Equal to	200	**Not Bonus Eligible**		**Non-Exempt**	12				
Match Greater than	11								

Item	Average	Spring 2015	Fall 2014	Spring 2014	Fall 2013	Sprin
roll	3.62	3.35	3.39	3.73	3.72	3.
ınected to Grade team	3.61	3.63	3.58	3.69	3.61	3.
pful: Quality of writt en feedback (Coach)	3.59	3.18	3.44	3.96	3.77	N
dback was specifi c and acti onable	3.58	3.18	3.42	3.72	3.94	3.
ν helpful was debrief meeti ng	3.54	3.26	3.44	3.72	3.71	3.
ɔric related to feedback received	3.49	3.15	3.40	3.60	3.74	3.
ν helpful was rubric	3.47	3.24	3.42	3.64	3.74	3.
mbursement	3.45	3.25	3.29	3.52	3.40	3.
ν helpful were the comments	3.45	3.06	3.47	3.58	3.68	N
pful: Quality of debrief (Coach)	3.43	3.18	3.42	3.73	3.68	3.
ıefi t support	3.41	3.28	3.15	3.48	3.35	3.
ν accurate were rubric scores	3.40	3.09	3.33	3.62	3.68	3.
ff aligned and works to achieve misson	3.40	3.13	3.22	3.85	3.61	3.
ɔy Requests	3.37	3.13	3.55	3.50	3.28	N
ν helpful was IPIP	3.36	2.97	3.33	3.56	3.48	3.
ar expectati ons set	3.33	3.09	3.19	3.65	3.65	3.
ν moti vati ng was rubric/IPIP	3.33	3.12	3.33	3.40	3.57	3.
nsiti on Support	3.32	3.03	3.13	3.54	3.44	3.
ɜds/concerns addressed	3.32	3.00	3.17	3.58	3.55	3.
essment Grading	3.31	3.23	3.32	3.24	3.32	3.
. treats team members equitably	3.29	3.29	N/A	N/A	N/A	N
fessional and respectf ul culture	3.26	3.06	3.22	3.77	3.48	2.
ɔply Requests	3.25	3.09	3.29	3.58	3.40	2.
pful: Quality of debrief (GTL)	3.24	2.85	2.87	3.73	3.68	3.
hnology	3.23	2.97	3.15	3.31	3.48	3.
. sets clear expectati ons	3.21	3.21	N/A	N/A	N/A	N
s scholars' needs and interest fi rst	3.20	2.87	3.14	3.62	3.52	2.
ɜa analysis meeti ng	3.18	2.76	3.00	3.44	3.50	3.
ɔughts appreciated and valued	3.18	2.91	3.14	3.65	3.26	2.
pful: Quality of writt en feedback(GTL)	3.17	2.73	3.00	3.53	3.41	N
pful: Support with classroom behavior	3.14	2.71	2.94	3.42	3.43	3.
improved	3.12	3.12	N/A	N/A	N/A	N
dback aligned to TFA	3.12	3.00	3.00	3.32	3.14	N
ool Environment Maintenance	3.11	2.79	3.18	3.35	3.23	3.
pful: Observati on frequency	3.11	2.74	2.92	3.46	3.32	N
nfort with making suggesti ons to admin	3.09	2.78	3.11	3.54	3.23	2.
ɜ culture	3.07	2.62	3.03	3.58	N/A	N
ff bathroom	3.03	2.81	3.03	3.12	3.24	2.
nmunicati on	3.02	2.82	3.00	3.10	3.17	3.
ɜuuming	3.00	2.63	3.12	3.42	2.95	2.
ats all staff equitably	2.99	2.71	3.00	3.35	3.13	2.
topics	2.97	2.97	N/A	N/A	N/A	N
dership staff	2.97	3.06	3.14	3.08	2.84	2.
pful: Reacti vity of admin to behavior	2.92	2.54	2.77	3.08	3.40	2.
pful: PD	2.91	2.65	3.03	2.88	3.06	N
ınected to teachers outside GT	2.86	3.09	3.00	2.77	2.68	2.
pful: Support with parental outreach	2.85	2.50	2.79	3.04	3.04	2.
pful: Behavior for challenging scholars	2.84	2.44	2.74	2.92	3.30	2.
pful: March IPIP progress meeti ngs	2.82	2.82	N/A	N/A	N/A	N
ɜrati ons and Business staff	2.80	2.94	2.94	2.69	2.74	2.
ɔy Room Maintenance	2.77	2.41	2.72	2.96	3.00	N
pful: Impact of Graves	2.71	2.30	2.72	2.45	3.00	3.
olar bathroom	2.71	2.46	2.81	2.80	2.92	2.
format	2.71	2.71	N/A	N/A	N/A	N
dback aligns to Relay	2.63	2.63	2.63	N/A	N/A	N
pful: Diff erenti ated academic support	2.50	2.47	2.44	2.40	2.70	2.
ɜrs are reasonable and sustainable	2.44	2.21	2.39	2.71	2.61	2.
ɜrage	3.14	2.92	3.10	3.37	3.34	3.
:ructi onal Coach Average:	3.31	3.06	3.35	3.59	3.64	3.
: erence	0.17	0.15	0.25	0.22	0.30	0.

CLASSICAL
CHARTER SCHOOLS

TO: Board of Trustees

FROM: Lester Long, Executive Director

DATE: July 25, 2015

RE: Internal Promotion

This memo concerns the promotion of Jacqueline Davis to Director of Curriculum and Instruction ("DCI"). The DCI position would entail full directorship over our curriculum, instruction, and teacher development:

1. Curriculum: Decision-making on all curricular issues, requiring professional research and continuing education on latest developments.
2. Instruction: Observing coaches and grade team leaders to ensure effective and efficient development of classroom teachers, learning specialists, and associate teachers.
3. Development: Designing and leading professional development sessions held annually in August as well as monthly throughout the year.

Notably, this responsibility will go beyond school 1 and include school 2 and 3. This differs from the DCIs we have had in the past.

PERFORMANCE

In terms of performance, Ms. Davis has excelled, particularly in curriculum. She started strong, as a third grade teacher, in 2008. In 2010, she produced the first unit plan that the school had ever seen. Since then, she has been at the forefront of the school's curriculum work. She has written more lesson plans and more unit plans than anyone in our history. She was promoted to grade team leadership in 2010, and then to Instructional Coach in 2012, after 4 years of teaching. Notably, we have promoted others to Instructional Coach with 3 years of teaching with us.

Jill Dunchick, Director of School Leadership Development at Building Excellent Schools, emailed me last month (to request that Ms. Davis conduct a lecture to 55 school leaders from around the country), wrote to me:

"There are few people, in all the schools I travel to and all the leaders I work with, that I trust in this area. In my mind, Jacqueline Davis is one of the top five I have seen."

(Jill later confided in me that "it's more like top 3".) I believe that Ms. Davis, having been an Instructional Coach for three years, is ready to direct our curricular and instructional efforts across all our schools. However, in my opinion there are areas of growth that we see as 'strong levers':

1. Developing Instructional Coaches and Grade Team Leaders: Ms. Davis would now be charged with ensuring that all our schools have an abundance of mission-aligned, experienced, detail-oriented, and direct Instructional Coaches. This is critical, as we are finding that teachers don't quit our mission, our kids, our parent, or even school leadership; they quit their grade team leaders (and the hours).
2. Improving Professional Development: Our teachers get over 100 hours of professional development sessions per year. These sessions must become far more relevant, engaging, and applicable for all the staff in the room.
3. Cross-school development: Ms. Davis will need to go to our other school, and schools in the future, requiring trusting relationship wherever she goes to avoid other schools having dog and pony shows.

Ms. Davis is the fifth longest serving staff member (started in 2008) after Long, Gyftopoulos, Perez, and Jackson. The other coach at School 1, Ms. Rebecca Geary, started in 2012 and is being promoted to School Director of School 3 after having been an Instructional Coach for 2 years. School Director could be seen as more senior to Director of Curriculum of Instruction.

We have had two Directors of Curriculum and Instruction before: Ms. Khosla, in the 2010-2011 year, and Ms. Murtha, in 2011-2012. In both cases, the level of professionalism urgency, curriculum expertise, and instructional passion proved too much. We therefore started 'building our own' and only now, nearly 3 years later, do I believe we have someone who could do the DCI role. Ms. Davis currently reports to Ms. Gyftopoulos; we would expect that to continue.

SALARY

Ms. Davis graduated from Loyola University in 2008, and then joined Teach for America. She was placed at South Bronx Classical, after being hired by our former principal, Scott Hudnor. The table below summarizes her time with us:

School Year	Position	Salary
2008-2009	3rd Grade Teacher	$54,000
2009-2010	3rd Grade Teacher	$58,000
2010-2011	5th Grade Team Leader	$65,000
2011-2012	5th Grade Team Leader	$75,000
2012-2013	Instructional Coach	$86,000
2013-2014	Instructional Coach	$98,000
2014-2015	Instructional Coach	$108,000
2015-2016	*Director of Curriculum and Instruction*	*$120,000*

According to the 2014-2015 NYC Charter School Compensation Report, which the board has, the 90th percentile salaries for the positions (for schools with budgets over $5 million) that most closely relate to our positions are as follows:

Title	2014-2015 90th %ile	2015-2016 Actual	Years at SBCCS
Executive Director	$277,000	$210,000	10
Dean of Students	$91,000	$96,000	9
Director of Instruction	$112,000	$120,000	7
Business Manager	$116,000	$90,000	<1
Operations Manager	$70,000	$80,000	<1
Assistant Teacher	$42,000	$45,000	1
Teacher	$72,000	$69,000	2
Operations Assistant	$55,000	$52,000	2

The table above evidences that, generally, SBCCS pays roughly 90th percentile salaries. About half of the positions are above that mark; in most cases, it is due to longer service at the school.

Previous SBCCS Directors of Curriculum			
School Year	**Name**	**Salary**	**Outcome**
2010-2011	Ms. Khosla	$110,000	Terminated within 11 months.
2011-2012	Ms. Murtha	$105,000	Resigned within 10 months.

In the 2014-2015 school year, of the seven (7) people we interviewed for Director of Curriculum and Instruction or Instructional Coach, two (2) people were selected to be Instructional Coach, one of which is formally a principal of a charter school in Connecticut, and holds a doctorate. He has expressed his gratitude for "learning from someone so strong".

Finally, I have attached and include the results of the school 1 teacher surveys since March 2013, comparing the scores related to the Instructional Coach to the overall. As one can see, despite having to hold teachers accountable and pushing their development, Ms. Davis's scores consistently outpace the school as a whole, by a significant margin.

CLASSICAL
CHARTER SCHOOLS

TO: Board of Trustees

FROM: Lester Long, Executive Director

DATE: July 8, 2015

RE: Internal Promotion

This memo concerns the promotion of Jacqueline Davis to Director of Curriculum and Instruction ("DCI"). The DCI position would entail full directorship over our curriculum, instruction, and teacher development:

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Ms. Davis currently reports to Ms. Gyftopoulos; we would expect that to continue.

SOUTH BRONX CLASSICAL CHARTER SCHOOL I

Board Meeting Minutes

October 13, 2015

South Bronx Classical Charter School prepares students for college preparatory high schools and colleges. Through a classical curriculum and highly structured setting, students become liberated scholars and citizens of impeccable character.

Trustees Attending: Mr. C. Stephen Baldwin, Ms. Ingrid Bateman, Mr. Bill Higgins, Mr. James Maher, Mr. J. Kevin Murphy, Ms. Smaylovsky,

Trustees Absent: Ms. Brown, Prof. Heleniak, Mr. Hirsch

Trustees Phoning in: None

Guests: Mr. Lester Long

I. Call to Order

There being a quorum, the Chair called the Meeting to order at SBCCS II at 333 East 135th Street, Bronx, N.Y. at 6:15 p.m.

II. Review of Minutes

The Board Members approved the minutes from the 8/25/2015 Board Meeting.

III. Report of the Chair

The Chair entered into Executive Session to hear strategic options pertaining to the continued expansion of SBCCS. The relevant minutes of the Executive Session, filed separately, are integral to the record of this meeting.

The Chair also took the opportunity to explain that Outreach grants of up to $500,000 are being offered by NYS to Charter schools which can effectively share with public schools their curriculum, methods, and instruction. He suggested that we convene a subcommittee to investigate the opportunity, while not adding to the ED's workload. Messrs. Higgins, Maher, and Murphy will aid the Chair in responding to the RFP.

IV. Executive Director's Report

On the business side, the process of merging the educational corporations is proceeding slowly with a target date of June 30, 2016. There are several literacy initiatives which are underway especially in the early grades including revamping the phonics program, formulating a home reading program and tutoring program, as well as a "Close reading" program for all grades. Other initiatives are also underway including the establishment of an on-line video library of best practices and work with the Special Services Team, which includes SETSS, speech, counseling, occupational and physical therapies.

V. Fundraising & Development

The annual solicitation letter is in preparation by Prof. Heleniak, Ms. Bateman and Ms. Smaylovsky. Consideration is being given to increasing the annual board donations, which requirement has not increased for 10 years. Ms. Bateman is conducted a survey of trustees to develop a consensus on the amount. With the declination of one board candidate and the imminent departure of Ms. Brown for London, new board trustees are being sought.

VI. Finance & Audit Committee Report

The Financial Statements for through 6/30/2015 and the prior comparative year are included as a PDF file in the accompanying folder. The Statement of Activities shows negative change of $221,065 for the year, largely attributable to advances of start up expenses to SBCCS II, $218,951, and SBCCS III, $120,605. These expenses were financed by a decrease in Cash and Cash Equivalents. The Investment position, however, remains exceedingly liquid at $4,209,403 at the end of the period, with Unrestricted Net assets of $4,649,913 and Liabilities of $527, 151.

Our Auditors, Fruchter Rosen & Company, P.C., have completed their audit of the materials supporting these financial statements according to *Government Auditing Standards* and stated in their report that the Financial Statements present fairly the financial position of the school at June 30, 2015, and noting no observable material weakness in the reporting procedures.

The Trustees:

VOTED to approve the Financial Statements as presented for FY 2014-2015 and to accept the results of the audit as presented.

VII. Calendar of Meetings for SBCCS 2015-2016

Calendar for SBCCS Board Meetings 2015-2016	
August 25, 2015	January 19, 2016
September 15, 2015	February 9, 2016
October 13, 2015	March 8, 2016
November 17, 2015	April 19, 2016
December 15, 2015	May 17, 2016
	June 21, 2016

All meetings begin at 6:00 p.m. at the designated venue.

VII. Other Business and Adjournment

There being no further business for SBCCS the Trustees went on to quickly review the business at SBCCS II and SBCCS III.

The next meeting for SBCCS will take place on Tuesday, November 17, 2015 at 6:00 p.m. at 1192 Park Avenue.

Respectfully submitted,

J. Kevin Murphy

J. Kevin Murphy, Secretary

SOUTH BRONX CLASSICAL
CHARTER SCHOOL

SOUTH BRONX CLASSICAL CHARTER SCHOOL I

Board Meeting Minutes

November 17, 2015

South Bronx Classical Charter School prepares students for college preparatory high schools and colleges. Through a classical curriculum and highly structured setting, students become liberated scholars and citizens of impeccable character.

Trustees Attending: Mr. C. Stephen Baldwin, Ms. Ingrid Bateman, Ms. Brown, Prof. Kathryn Heleniak, Mr. Hirsch, Mr. Bill Higgins, , Mr. J. Kevin Murphy, Ms. Smaylovsky,

Trustees Absent: Mr. James Maher

Trustees Phoning in: None

Guests: Mr. Lester Long

I. Call to Order

There being a quorum, the Chair called the Meeting to order at 1192 Park Avenue N.Y., N.Y. at 6:03 p.m.

II. Review of Minutes

The Trustees

VOTED to approve the minutes from the 10/25/2015 Board Meeting.

III. Report of the Chair

The Chair entered into Executive Session to discuss matters relating to personnel and compensation. Please refer to minutes of the Executive Session.

The Trustees

VOTED to elect Mrs. Ingrid Bateman Deputy Secretary/Treasurer of South Bronx Classical School.

The Trustees tabled for further consideration and discussion a review of amendments to the Board's expectations of Trustees.

IV. Executive Director's Report

With Ms. Brown's departure, all of us are encouraged to review our contacts for possible trustees who may be able to serve as trustees on the Board.

The ED is proceeding with the exploration of another charter school network as a means of expansion. In a similar vein he has visited Success Academies and met with their leader, Mrs. Eva Moskowitz.

He announced that further initiatives were underway to further improve curriculum and instruction:

- K-4 Literacy:
  - Revamping K-1 phonics instruction
  - Supplying 15 new books/week for each K-1 scholar
  - Providing private tutoring to at-risk scholars
  - Using and "LLI" curriculum for at-risk scholars from K-4

- Assessment Dissection:
  - Conducting a depth of Knowledge Analysis of the NYS exams for grades 3-8.
- Parent Academic Engagement
  - Grade level autonomous programs to academically engage parents through Actionable report card comments, Parent/Scholar tutoring sessions, and parent support sheets.
- Special Services
  - Rebuild Scholar referral process
  - Prioritize Academic Performance over regulatory oversight
- Faculty
  - Prioritize preparation over planning

- Videographer helping to create a library of "best practices" and add a background video to the website
- Special Services Team (SETTS, speech, counseling, occupational and physical therapies) is working to improve their efficacy and refine their efficiency.

❖ Growth
- Create sustainable processes in Financial Resources, Facilities, Human Capital, and Leadership Development.

V. Calendar of Meetings for SBCCS 2015-2016

Calendar for SBCCS Board Meetings 2015-2016	
August 25, 2015	January 19, 2016
September 15, 2015	February 9, 2016
October 13, 2015	March 8, 2016
November 17, 2015	April 19, 2016
December 15, 2015	May 17, 2016
	June 21, 2016

All meetings begin at 6:00 p.m. at the designated venue.

VI. Other Business and Adjournment

There being no further business for SBCCS the Trustees went on to quickly review the business at SBCCS II and SBCCS III.

The next meeting for SBCCS will take place on Tuesday, December 15, 2015 at 6:00 p.m. at 1192 Park Avenue.

Respectfully submitted,

J. Kevin Murphy

J. Kevin Murphy, Secretary

SOUTH BRONX CLASSICAL
CHARTER SCHOOL

SOUTH BRONX CLASSICAL CHARTER SCHOOL I

Board Meeting Minutes

December 14, 2015

South Bronx Classical Charter School prepares students for college preparatory high schools and colleges. Through a classical curriculum and highly structured setting, students become liberated scholars and citizens of impeccable character.

Trustees Attending: Mr. C. Stephen Baldwin, Ms. Ingrid Bateman, Ms. Brown, Prof. Kathryn Heleniak, Mr. Hirsch, Mr. Bill Higgins, Mr. James Maher, Mr. J. Kevin Murphy, Ms. Smaylovsky,

Trustees Absent: None

Trustees Phoning in: None

Guests: Mr. Lester Long, E.D., Ms. Susan Briggs, Attorney, Mr. Michael Senz, Notary Public

I. Call to Order

There being a quorum, the Chair called the Special Meeting to order at 1192 Park Avenue N.Y., N.Y. at 7:30 p.m.

II. Review of Minutes

The Trustees

VOTED to approve the minutes from the 11/17/2015 Board Meeting.

III. Report of the Chair

The Chair waived his commentary and proceeded directly to the business at hand regarding the merger of the Education Corporations of South Bronx Classical Charter School and South Bronx Classical Charter School III into South Bronx Classical Charter School II, and the adoption of the name "Classical Charter Schools, Inc." as the name of the combined entity.

The Trustees unanimously

VOTED to approve and submit a Petition, as per Exhibit B and executed by the Chairman and Secretary, to the Regents of the University of the State of New York to merge South Bronx Classical Charter School and South Bronx Classical Charter School III into South Bronx Classical Charter School II, which would then operate as "Classical Charter Schools, Inc.

VOTED to also approve and submit an Agreement and Plan of Merger by and between South Bronx Classical Charter School, South Bronx Classical Charter School II, and South Bronx Classical Charter School III as per Exhibit A to the Regents of the University of the State of New York,

VOTED to approve the Resolution, as per Exhibit C (inclusive of Exhibit A, the Agreement and Plan of Merger), authorizing the merger of South Bronx Classical Charter School into South Bronx Classical Charter School II and naming the combined entity "Classical Charter Schools, Inc." by a vote of more than three-fourths of the Trustees and to submit such Resolution to the Regents of the University of the State of New York,

VOTED to authorize the Chairman and Secretary of South Bronx Classical Charter School to certify as per Exhibit D that the Vote of the Trustees exceeded three fourths of them and to submit such certification to the Regents of the University of the State of New York.

All documents executed in connection with these Votes were duly notarized at the meeting for submission.

Due to her move to London, U.K., Ms. Brown resigned as Treasurer of SBCCS effective November 30, 2015. Consequently we are all encouraged to review our acquaintances for possible candidates who may be able to serve as trustees on the Board.

Further, the Trustees

VOTED to authorize Mr. Higgins, in his capacity as Treasurer of South Bronx Classical Charter School, authority to sign on the school's bank accounts in lieu of Ms. Brown and in the manner currently specified, noting that the resolution on file with the bank lists the signing authorities and amounts by office.

As Treasurer, Mr. Higgins will also serve on the Executive Committee, as will Ms. Bateman, Deputy Secretary/Treasurer.

IV. Executive Director's Report

The ED re-iterated that he was broadly exploring the possibility of combination with another charter school network as a means of expansion.

He announced that further initiatives were underway to further improve curriculum and instruction:

- K-4 Literacy:
  - Revamping K-1 phonics instruction and some 360 Lesson Plans
  - Supplying 15 new books/week for each K-1 scholar
  - Providing private tutoring to at-risk scholars using Leveled Literacy Instruction
  - Our literacy consultant, Ms. Arin Lavinia, is working on "close" reading instruction, wherein the scholar cites textual evidence to support her or his inferences.

- Assessment Dissection:
  - Conducting a depth of Knowledge Analysis of the NYS exams for grades 3-8

- Parent Academic Engagement
  - Grade level autonomous programs to academically engage parents through actionable report card comments, Parent/Scholar tutoring sessions, and parent support sheets.

- Special Services
  - Rebuild Scholar referral process
  - Prioritize Academic Performance over regulatory oversight

- Faculty
  - Prioritize preparation over planning
  - Videographer helping to create a library of "best practices" and add a background video to the website
  - Special Services Team (SETTS, speech, counseling, occupational and physical therapies) is working to improve their efficacy and refine their efficiency.

V. Calendar of Meetings for SBCCS 2015-2016

Calendar for SBCCS Board Meetings 2015-2016	
August 25, 2015	January 19, 2016
September 15, 2015	February 9, 2016
October 13, 2015	March 8, 2016
November 17, 2015	April 19, 2016
December 15, 2015	May 17, 2016
	June 21, 2016

All meetings begin at 6:00 p.m. at the designated venue.

VI. Other Business and Adjournment

There being no further business for SBCCS the Trustees went on to quickly review the business at SBCCS II and SBCCS III.

The next meeting for SBCCS will take place on Tuesday, January 19, 2016 at 6:00 p.m. at SBCCS III.

Respectfully submitted,

J. Kevin Murphy, Secretary

SOUTH BRONX CLASSICAL
CHARTER SCHOOL

SOUTH BRONX CLASSICAL CHARTER SCHOOL I

Board Meeting Minutes

January 19, 2016

South Bronx Classical Charter School prepares students for college preparatory high schools and colleges. Through a classical curriculum and highly structured setting, students become liberated scholars and citizens of impeccable character.

Trustees Attending: Mr. C. Stephen Baldwin, Ms. Ingrid Bateman, Prof. Kathryn Heleniak, Mr. Bill Higgins, Mr. Lawrence Hirsch, Mr. J.Kevin Murphy

Trustees Absent: Mr. James Maher, Mrs. Louisa Smaylovsky

Trustees Phoning in: None

Guests: Mr. Lester Long, E.D.

I. Call to Order

There being a quorum at 6:15 p.m., the Chair called the Meeting to order at SBCCS III, 3409 Third Avenue, Bronx, N.Y.

II. Review of Minutes

The Trustees

VOTED to approve the minutes from the 12/14/2015 Board Meeting.

III. Report of the Chair

Mrs. Bateman has continued researching alternatives for executive training. Most of the courses are management oriented, but designed with the for-profit sector in mind. The are two alternatives that she has reviewed that may be more appropriate and those suggestions will be reviewed within the framework of the school's objectives.

The chair wanted to remind Board members who had not yet made their annual contributions to do so, remembering our goal of funding the $200,000 cost of the individualized tutoring. Moreover, we are exploring the possibility of a gala in support of this goal.

IV. Executive Director's Report

The ED re-iterated that he was broadly exploring the possibility of combination with another charter school network as a means of expansion.

With Ms. Brown's departure for London, we are in need of at least one or possibly several additional Trustees for the Board. Each of us is asked to review our contact toward this end, bearing in mind the mix of skills which the trustees try to bring together in a board.

This year's survey of teachers' concerns was slightly improved over last year's. Notably, the item our efforts regarding "reasonable and sustainable hours" improved from 2.4 to 2.7 on a scale of 0-4.

Reading level growth is averaging 0.41 years so far, for an implied rate of 1.03 for the year if the pace continues. In particular, our reading consultant, Ms. Arin Lavinia is reviewing our curriculum with a focus on "close" reading in which a student cites evidence or makes evidence-based inferences about the text. We've retained her services to help ameliorate the 32% of our scholars who are not on grade level, among whom some of our ELL scholars. Though some of these scholars lag in their ELA proficiency, they can often outperform native speakers on their math assessments.

The revamping of the lower school curriculum is proceeding at a slower pace, the result of which has been the more positive teacher feedback due to the more relaxed demands.

The videographer has initiated the taping of a library of best practices to be accessible to faculty on the website.

NYS ELA assessments this year will take place from April 3-10 and from April 10-15 for Math. Though there is usually a quick report to help identify scholars who

should be in summer school, comprehensive results are typically not available until August or September.

The ED proposed a plan for overnight and extended field trips as culminating experiences for the 6th, 7th, and 8th graders. The trips to Boston, Montreal, and Italy, for those grades and, at projected participation levels, would aggregate to $16,625, $8,556, and $54,264 respectively, or roughly $80,000 collectively. The purposes of the excursions are to provide a culminating experience and cement in the children's memories aspects of the units that they had studied over the year, and in the case of the 8th grade over their elementary school careers. In fact when amortized over the 9 year careers or compared to other savings, the costs were not unreasonable. There was some suggestion of careful consideration of alternate destinations and the trip sequencing as well as a suggestion that we contact a representative of St. David's, which for some years has shepherded a trip to Rome. For the moment, the project was tabled for further consideration before a vote.

Our accountants are advising us on the purchase of some new accounting software, a step up from the Quick Books, at an anticipated cost of about $3,000.

Through one of our instructional coaches, we have access to about 15,000 square feet in Midtown's trendy meatpacking district in which to host a gala event for fundraising . This is a wonderful opportunity, but the planning obviously raises a host of unknowns related to ticket sales, a silent auction, an honoree and the like. Mr. Hirsch volunteered to put the trustees in contact with Mr. Rich Berlin, an acquaintance involved fundraising for RBI in Harlem who may be able to assist with next steps in planning such an event.

V. Finance and Audit

On a consolidated basis, revenues are running marginally ahead of budget for the year to date, although there was a small deduction from interest income due to penalties incurred in prematurely terminating a time deposit. However, expenses are also slightly above budgeted amounts, though consolidated net operating income for the year to date is nearly half again the budgeted amount despite the start-up costs for school III. School III's rent, however, is running ahead of the budgeted amounts, though this appears attributable to an error in the budgeting assumptions. With respect to the financial position of each school, our newest program at school III is in the weakest position due to a small population of scholars in attendance at the new school, but also due to the important start-up expenses and higher fixed operating costs. School II now has a positive net worth, and school I is in the strongest position by virtue of having been in operation the longest.

The Trustees:

VOTED to approve the budget and statements as submitted.

V. Calendar of Meetings for SBCCS 2015-2016

Calendar for SBCCS Board Meetings 2015-2016	
August 25, 2015	January 19, 2016
September 15, 2015	February 9, 2016
October 13, 2015	March 8, 2016
November 17, 2015	April 19, 2016
December 15, 2015	May 17, 2016
	June 21, 2016

All meetings begin at 6:00 p.m. at the designated venue.

VI. Other Business and Adjournment

There being no further business for SBCCS the Trustees went on to quickly review the business at SBCCS II and SBCCS III.

The next meeting for SBCCS will take place on Tuesday, February 9, 2016 at 6:00 p.m. at SBCCS II at 333 East 135th Street.

Respectfully submitted,

J. Kevin Murphy, Secretary

SOUTH BRONX CLASSICAL
CHARTER SCHOOL

SOUTH BRONX CLASSICAL CHARTER SCHOOL I

Board Meeting Minutes

February 9, 2016

South Bronx Classical Charter School prepares students for college preparatory high schools and colleges. Through a classical curriculum and highly structured setting, students become liberated scholars and citizens of impeccable character.

Trustees Attending: Mr. C. Stephen Baldwin, Ms. Ingrid Bateman, Prof. Kathryn Heleniak, Mr. James Maher, and Mr. J.Kevin Murphy

Trustees Absent: Mrs. Lawrence Hirsch

Trustees Phoning in: Mr. Bill Higgins, Mrs. Louisa Smaylovsky

Guests: Mr. Lester Long, E.D.

I. Call to Order

There being a quorum at 6:o5 p.m., the Chair called the Meeting to order at SBCCS II, 333 East 135th Street, Bronx, N.Y.

II. Review of Minutes

The Trustees

VOTED to approve the minutes from the 1/19/2016 Board Meeting.

III. Report of the Chair

In the interest of time, the Chair waived his report and proceeded directly to the report of the Executive Director.

IV. Executive Director's Report

A. Business & Operations

Mr. Long began by requesting of each of the Trustees the information required for the application for a fourth charter school. While the information has been more relatively straightforward in the past, more detailed information is now demanded of each trustee, including transcripts from the highest degree granting institution, three letters of reference, and extended responses to questionnaires, to wit:

7. "Please provide a personal statement regarding the experience and skills that you bring to the table."

#8." Please provide a personal statement regarding your role, responsibilities, and commitment in regard to the development and preparation of the application (as a member of the applicant group) and/or in relation to the operation of the charter school, if you are a member of the initial Board of Trustees."

#9." Please provide any other information that you feel is pertinent to the Department's review of your background."

The application is due for submission of February 29; so all information must be submitted by then. Target date for opening is August 2017.

We continue to search for additional trustees in addition to which we are engaged in ongoing conversations with Public Prep. A board of effective trustees is key to SBCCS's viability, be it independent or in combination with another charter school.

The board is responsible for identifying keynote speakers, honorees, and special guests for a fund-raising event, a hallmark of which should be their concern with the mission of SBCCS.

The ED has enrolled in a seminar at Columbia Business School titled "Leading Strategic Growth and Change" from May 9-May 13, 2016.

The Video Project is nearly complete at a cost of $2,500 and will be added to the website next month.

Regent Merryl Tisch of the 15 member New York State Board of Regents will leave her post in March. Her successor is as of yet unnamed.

B. Curriculum & Instruction

Academic progress for the year-to-date is roughly comparable to or slightly ahead of last year, except for the second grade.

The private tutoring project is proving effective, though costly. The At-Risk-Learning Specialist has been able to identify tutors. The project and the expenses will continue through April.

The NYS SED has scheduled the ELA test April 5-7 and the Math test April 13-15. In a departure from past practice, the tests will be untimed, meaning that a scholar will be able continue working at the tasks until they feel they have completed them. The effects that this may have on the results or their comparison to those of other schools at this point are unforeseeable.

With the curriculum revisions, older versions of the curriculum which have been retained on the server are usurping a great deal of space on the server, consequently work is under way to halve the lessons stored from 88GB to roughly 44 GB.

With the advent of fine weather, class trips will begin and we are doubling the number of trips for each grade from 2 to 4. Consequently, trip expenditures will prove far more than in the past. However, well-planned trips provide an invaluable opportunity for scholars to link their academic work to the real world, and thereby cement their learning.

V. Development

Mrs. Bateman is going to reach out to Ms. Aronson to solicit feedback concerning the Robin Hood's Foundation's visit to SBCCS. She was also going to reach out to Ms. Bloomberg to explore her eleemosynary aims and pursuits. With construction of School III underway, the committee has undertaken the organization a fund-raiser in the fall in space located in Midtown that the father of a faculty member can make available. Trustees offered some suggestions about potential well-known speakers who have demonstrated a commitment to education in deprived urban settings. The aim is to engage a high profile speaker who can attract patrons to the event. The general view was that in trying to engage such a speaker, our reach should exceed our grasp, for there was little downside risk in having our invitation declined. As the planning for the event develops, we may need the help of someone on staff to record invitations and donations.

VI. Calendar of Meetings for SBCCS 2015-2016

Calendar for SBCCS Board Meetings 2015-2016	
August 25, 2015	January 19, 2016
September 15, 2015	February 9, 2016
October 13, 2015	March 8, 2016
November 17, 2015	April 19, 2016
December 15, 2015	May 17, 2016
	June 21, 2016

All meetings begin at 6:00 p.m. at the designated venue.

VI. Other Business and Adjournment

There being no further business for SBCCS the Trustees went on to quickly review the business at SBCCS II and SBCCS III.

The next meeting will take place on Tuesday, March 8, 2016 at 6:00 p.m. at SBCCS I at 977 Fox Street, Bronx, N.Y.

Respectfully submitted,

J. Kevin Murphy, Secretary

SOUTH BRONX CLASSICAL
CHARTER SCHOOL

SOUTH BRONX CLASSICAL CHARTER SCHOOL I

Board Meeting Minutes

March 8, 2016

South Bronx Classical Charter School prepares students for college preparatory high schools and colleges. Through a classical curriculum and highly structured setting, students become liberated scholars and citizens of impeccable character.

Trustees Attending: Mr. C. Stephen Baldwin, Ms. Ingrid Bateman, Mr. Larry Hirsch, Prof. Kathryn Heleniak, Mr. James Maher, and Mr. J.Kevin Murphy, Mrs. Louisa Smaylovsky

Trustees Phoning in: Mr. Bill Higgins,

Guests: Mr. Lester Long, E.D.

I. Call to Order

There being a quorum at 6:20 p.m., the Chair called the Meeting to order.

II. Review of Minutes

The Trustees

VOTED to approve the minutes from the 2/9/2016 Board Meeting.

III. Report of the Chair

We continue to search for speakers cum honorees at a possible fall gala fundraising event. There will be an interim review with at SBCCS II tomorrow with representatives of the NYS Department of Education, the grantors of the school's charter. Two candidates have been suggested for trustee positions, but we still might usefully add to the board's scope.

IV. Executive Director's Report

A. Business & Operations

The ED began by noting that the school's computer files are being streamlined by about 25% to 97,000 files. Much of the file structure is devoted to curriculum. The website is also being updated with a video on the main page. He has also been working on a Power Point presentation with the Development Committee for fund raising purposes. With respect to our authorizers, we have received approval to submit an application for SBCCS IV to open in 2017 in the additional space available at SBCCS III. Externally, he continues to explore a partnership or combination with another charter organization with 6 schools in Manhattan and the Bronx. In early May, he will take a class called "Leading Strategic Growth and Change" at Columbia Business School.

B. Curriculum & Instruction

The tutoring program, while expensive, is proving effective. It will continue through the State exams in April and has been staffed through one of our At-Risk Learning Specialists.

The state ELA and Math exams will be administered in early April and will be untimed with fewer questions posed. We're not sure how this will affect our scholars' comparative performance. Our second graders are not performing as well as last year, while our seventh graders are producing mixed results. With the advent of fair weather after the exams, classes will begin their field trips. The schedule follows:

Grade	Destination	Dates
5th	Washington, D.C.	June16-17
6th	Boston	June 15-June 17
7th	Montreal	June 22-June 24
8th	Italy	June 20-June 27

V. Development

Our approaches to and conversations with various substantial donors have stressed the need for our development of a coherent fundraising strategy related to our larger institutional needs, especially for space in an expensive real estate market. They expect us to distinguish between our operating needs, such as our tutoring program for at risk scholars, and the need for physical infrastructure given the constraints on public school space. They recommend quantifying and prioritizing our needs and developing a base of donors by level of commitment, perhaps employing a consultant specializing in the area as an advisor or employee. Such a specialist might also help with the economics of various fundraising methods and, importantly, with the necessary follow-up to make the solicitation effective.

After a brief review of the draft of a presentation by the development committee, the was considerable discussion about the idea of developing an advisory board for significant contributors who may have a keen interest in SBCCS and its mission, but who would be unable to commit to full board membership due to hopelessly conflicting schedules. Another aspect of the idea was to investigate the possibility of creating such a group composed of younger donors, constrained by the demands of growing families and careers. Both entities would entail a somewhat formal association with the school with specific events. Noting that we can use more board members in any event, the Development Committee will consider these options in light of their ongoing conversations with experienced fundraisers.

VI. Calendar of Meetings for SBCCS 2015-2016

Calendar for SBCCS Board Meetings 2015-2016	
August 25, 2015	January 19, 2016
September 15, 2015	February 9, 2016
October 13, 2015	March 8, 2016
November 17, 2015	April 19, 2016
December 15, 2015	May 17, 2016
	June 21, 2016

All meetings begin at 6:00 p.m. at the designated venue.

VII Other Business and Adjournment

There being no further business for SBCCS the Trustees went on to quickly review the business at SBCCS II and SBCCS III.

The next meeting will take place on Tuesday, April 19, 2016 at 6:00 p.m. at the apartment of Prof. Heleniak.

Respectfully submitted,

J. Kevin Murphy, Secretary

SOUTH BRONX CLASSICAL CHARTER SCHOOL

SOUTH BRONX CLASSICAL CHARTER SCHOOL I

Board Meeting Minutes

April 19, 2016

South Bronx Classical Charter School prepares students for college preparatory high schools and colleges. Through a classical curriculum and highly structured setting, students become liberated scholars and citizens of impeccable character.

Trustees Attending: Mr. C. Stephen Baldwin, Ms. Ingrid Bateman, Mr. Larry Hirsch, Prof. Kathryn Heleniak, Mr. James Maher, and Mr. J.Kevin Murphy, Mrs. Louisa Smaylovsky

Absent: Mr. Bill Higgins,

Guests: Mr. Lester Long, E.D., Mr. Maurice Frumkin, HS Placement Advisor

I. Call to Order

There being a quorum at 6:05 p.m., the Chair called the Meeting to order at 1035 Park Avenue. The venue was selected so as to facilitate Mr. Frumkin's travel and presentation.

II. Mr. Frumkin's Report

All 21 of our graduating seniors were accepted in the first round at a variety of high schools and 12 of the 21, or 57%, were matched at their first choice school, but all were matched by their 5th choice. As a class, the average graduation rate of the schools to which they were matched, a proxy for college readiness, was 85% vs. 71% for NYC, 62% for the Bronx and only 50% in our immediate neighborhood. Our ELL and SPED graduates will attend high schools in the Bronx with graduation rates in excess of 70%. Only one scholar will matriculate at a school with a 55% graduation rate. A frequency

distribution of the high school graduation rates is possibly more revealing: 6 of the 21 scholars will attend schools with graduation rates greater than 90%, 4 with graduation rates higher than 80%, and 4 with graduation rates greater than 70%. (These statistics exclude graduation rates at parochial high schools that do not publish that metric. Mt. St. Ursula's, however, is an award winning program in the Bronx and Cristo Rey placed all of its graduates in colleges or universities.) Notably, one student will matriculate at Bronx Science, one at Beacon, one at the High School for Fashion Industries, one at the George School (an independent Quaker school located in Pennsylvania), and 3 at parochial high schools, including Mt. St. Ursula's.

We are also exploiting private enrichment programs for our middle school scholars and 15 have been accepted at various programs. The following table summarizes the program, the grade in which application is made, and the number of SBCCS scholars admitted.

	Grade of Application	# Accepted
DREAM (DOE)	6th	5
Breakthrough NY	6th	2
Teak	6th	3 Finalists[1]
Prep for Prep	5th or 6th	2
Prep 9	7th	2
Science Schools Initiative[2]	7th	2
Exam Schools Partnership	5th	2
Total		15

While generally gratified with the overall results, Mr. Frumkin felt that more could be achieved. He would like to improve parent engagement in the process so as to better counsel the families about their options early in their decision-making. Consequently he aims to approach families in the seventh grade to begin explaining the process. Parents are wrestling with not only academic issues but some very practical ones as well, not the least of which is geography as the time devoted to commuting detracts from that available for academic work. Our South Bronx location is an advantage here, as there are attractive options nearby in Manhattan. He also felt that the enrichment programs could provide a pathway to other independent schools such as Taft and Brooklyn Friends. Indeed, he knew he was connecting when a 6th grader approached him to confide his keen interest in aviation and solicit his help in developing it. Mr. Frumkin's contract has been extended another year at the same rate as he is currently compensated.

In sum, the trustees felt that the scholars' high school admissions demonstrated SBCCS's results in attempting to close the "achievement gap" by materially improving the probabilities of their matriculation at a college or university.

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[1] *Acceptances to be announced later in Spring of 2016.*
[2] *Program discontinued in 2016 for lack of funding.*

III. Review of Minutes

The Trustees

VOTED to approve the minutes from the 3/8/2016 Board Meeting.

IV. Report of the Chair

The chair tabled a proposal for discussion, in light of the school's solicitations for significant amounts of capital to underwrite the physical plant, that the Trustees increase the required contribution to $2,500. Indeed, it has been a decade since the original amount had been set, so the equivalent of the original donation would be about $1,900 adjusting for inflation. A discussion followed and it was noted that this was indeed a minimum and did not prevent any trustee from donating whatever amount their circumstances may permit.

The Trustees:

VOTED to increase the minimum required donation to $ 2,000 per annum.

V. Report of the Executive Director

A. Business & Operations

In organizing a fundraising event for the fall, the board has assumed the responsibility of recruiting speakers, honorees, or special guests who have an interest in the school's mission and may attract interest from other donors.

Toward this end, Mr. Hirsch arranged a meeting with the CEO of Harlem RBI and Dream Charter School, while Prof. Heleniak is also arranging an interview with another consultant deeply involved in the Inner City Scholarship Fund. With Ms. Bateman the ED has developed and will continue to refine a power point presentation setting out the development plans and consequent financial costs to put them in place. They made the presentation at a foundation that has supported inner city education in the past and received their comments.

An application has been submitted to the NYSED for SBCCS IV, to open in September, 2017. A capacity interview for the Trustees is scheduled for May 4.

The ED is working on several memos and initiatives about SPED and ELL enrollment, and he is confident that he can increase the proportion of scholars labeled as such over the next year.

The annual lottery for admissions was held on April1 and there were 4,700 applications in gross for all three of the schools, a ratio of 12 applications per available seat. Separately, the school has backfilled open seats that have come available in first through fourth grade.

The NYS SED authorized the merger of SBCCS I and SBCCS III educational corporations into that of SBCCS II, which will be the continuing entity, effective July 1, 2016. The schools will continue to report their results to the SED individually, but the

consolidation of the educational corporations will result in an entity that is a stronger financially and administratively more efficient.

The groundbreaking for the building at 167th and Third Ave. is scheduled for June 1 and discussions are ongoing with lenders about financing. Given the specialized nature of the building, the potential lenders are evaluating the SBCCS credit as the tenant, as that rent will ultimately repay their loans, as well as that of the developer and the viability of the structure. The E.D. is also exploring our future needs with Civic Builders.

B. Curriculum & Instruction

While the NYS ELA and Math exams were administered during the first two weeks of April, the fourth graders will sit the Science Test and the eight graders will take the Regents' Science Exam in June.

The tutoring program effectively ended with the exams and was on budget, although very expensive at a cost of $200,000. We're looking at ways to ameliorate the costs without reducing the effectiveness.

The schedule for class trips is:

Grade	Destination	Dates
5th	Washington, D.C.	June16-17
6th	Boston	June 15-June 17
7th	Montreal	June 22-June 24
8th	Italy	June 20-June 27

VI. Development

Fundraising has moved to a more active outreach that includes meeting with contemporaries and leaders in the NYC eleemosynary community in an effort to present SBCCS's net needs in light of our planned expansion over the medium term, identify possible supporters, refine our strategies for approaching them, and hone our requests and the rationale for them. (There are really 5 drivers behind the need for outside financing: 1) new charter schools now require private space, 2) financing our Summer Learning Academy which counteracts the "summer slide", 3) class trips, which align with our curriculum, 4) private tutoring, and 5) professional development for teachers.) Through the introductions of several of the trustees on the committee, those trustees, as well as others, and the ED have met with 2 very experienced consultants and an important foundation. This initiative also seeks to include the addition to the board of interested donors, who can participate, not only to augment the board, but also to refresh it. Names for board candidates should be submitted to the Executive Committee before they are contacted. Too, the employment of a professional, either on staff or as a consultant has been mooted as well as the development of an auxiliary body to the board tasked specifically with such responsibilities. Indeed, organizing the speakers, honorees, and special guests for a fall event is an urgent priority to take advantage of the kind offer of midtown space for such and even

VII. Finance & Budget

Revenues for the first quarter are running about 5% ahead of budget with enrollment at 427, of which 410 are billable. Title I and Title II funding increased minimally, but Contributions and Donations are up over 11 times the de minimus budgeted amount with a notable contribution from the Simon Foundation. However, expenses are also up by a similar amount largely due to the costs of the tutoring program, additional technology expenses, and the costs of the Classic Corp Program, which will be recouped. The quarter produced NOI of just under $100,000.

The balance sheet remains exceedingly liquid, even with intercompany receivables from SBCCS II and SBCCS III totaling 6 figures. At the amalgamation of all 3 educational corporations on 7/1/16, these amounts will be netted out against the liabilities from the other 2 schools. So, the current ratio of 5.1, including both the escrow cash deposit, and deferred revenue of nearly $500,000, which will be extinguished before 6/30/16, may be somewhat overstated, as the receivables are more in the nature of equity in the other school programs. Total fixed assets amount to about 5% of footings, or about $700 per pupil.

While it does not appear on the print out, it should be recalled that SBCCS I is a guarantor of the lease of SBCCS III.

The Trustees:
VOTED to accept the financial statements and budget as presented.

VIII. Calendar of Meetings for SBCCS 2015-2016

Calendar for SBCCS Board Meetings 2015-2016	
August 25, 2015	January 19, 2016
September 15, 2015	February 9, 2016
October 13, 2015	March 8, 2016
November 17, 2015	April 19, 2016
December 15, 2015	May 17, 2016
	June 21, 2016

All meetings begin at 6:00 p.m. at the designated venue.

IX. Other Business and Adjournment

There being no further business for SBCCS the Trustees went on to quickly review the business at SBCCS II and SBCCS III.

The next meeting will take place on Tuesday, May 17, 2016 at 6:00 p.m. at the offices of Mr. Higgins.

Respectfully submitted,

J. Kevin Murphy

J. Kevin Murphy, Secretary

SOUTH BRONX CLASSICAL
CHARTER SCHOOL

SOUTH BRONX CLASSICAL CHARTER SCHOOL I

Board Meeting Minutes

May 17, 2016

South Bronx Classical Charter School prepares students for college preparatory high schools and colleges. Through a classical curriculum and highly structured setting, students become liberated scholars and citizens of impeccable character.

Trustees Attending: Mr. C. Stephen Baldwin, Ms. Ingrid Bateman, Prof. Kathryn Heleniak, Mr. Bill Higgins, Mr. James Maher, Mr. J.Kevin Murphy, and Mrs. Louisa Smaylovsky

Phoning In: Mr. Larry Hirsch,

Guests: Mr. Lester Long, E.D.

I. Call to Order

There being a quorum at 6:07 p.m., the Chair called the Meeting to order at Mr. Higgins' office.

II. Review of Minutes

The Trustees

VOTED to approve the minutes from the 4/19/2016 Board Meeting.

III. Report of the Chair

In the interest of proceeding with the other business at hand, the chair waived his report.

II. Report of the Executive Director

A. Business & Operations

With the imminent consolidation of educational corporations for schools I and III into school II, the ED suggested that the financial reporting for the new entity be changed from a monthly basis to a quarterly basis. The aim is to secure and streamline the reporting while presenting more meaningful changes, rather than month-to-month variances that may not be very significant. For reference, the financial statements are also posted in a secure area of the schools' intranet.

The Trustees:

VOTED to move to a quarterly presentation of the financial statements with the merger of the educational corporations for schools III and I into school II.

There were several meetings during the month with substantial philanthropists who have an interest in education serving inner city students and their families. The putative donors were very knowledgeable about the educational issues and were generally well prepared, although unaware of SBCCS's results. In any event, they were quick studies asking penetrating questions about the presentation submitted to them. Prof. Heleniak, head of the Development Committee will follow-up with them to ascertain their priorities.

On May 4, the trustees attended a capacity interview by representatives of the NYS SED which interview was more rigorous, and conducted solely on the merits of the application for school IV, without any account of the operations of school I, for example. Indeed, there has been some turnover in the membership and leadership of the State Board of Regents, and their posture toward charter schools seemingly has become more demanding. With respect to the mooted SBCCS IV, they felt the application had been perhaps hastily assembled and did not address their expectations for recruitment of ELL scholars, for example. Part of the problem stems from the fact that children are admitted by lottery before the Home Language Questionnaire survey test is ever administered. Consequently, outreach efforts will have to be intensified to solicit prospective ELL scholars, even though, with an application to acceptance ratio of 12 to 1, we may not be able to assure them of acceptance. Nevertheless, translating the website into Spanish, outreach and solicitation to Pre-K programs and churches by native speakers on staff are all steps that can be taken to make our interest in these scholars known.

With this in mind, the E.D. recommended that we withdraw and revise the SBCCS IV application, incorporating anecdotal feedback from the community as well as further evidence documenting the need for a new charter school in the catchment area.

The E.D. also reported on his Executive Education Class at Columbia Business School entitled "Leading Strategic Growth and Change". Among the ideas suggested was to focus on the product development through rapid experimentation, with a view to reducing the costs of trials. Further, the idea of developing an interdisciplinary 'tiger team' to start with the relevant skill sets on a small, but scalable models that can be designed, tested, evaluated, and redesigned through iterative trials was another key recommendation. Lastly, rapid change and disruption are organizationally stressful, so it's essential to prioritize the changes and manage the pace for people to adopt the innovation and render it effective.

B. Curriculum & Instruction

Our 8th graders will be taking the Regents' Science Test, which is something like an AP test that will give them a head start on their high school curriculum and possibly one other test.

We will engage a curriculum planner who will also double as a grant writer. We are also engaging another curriculum planner who has worked with the Success Academies on their Math curricula, one of S.A.'s strong points.

We expect faculty turnover to average 24% this year, down from 29% last year, where it was especially high in school II. We are nearly fully hired at the Associate Teacher level. However, for some positions where demand for specialists such as teachers with SPED certificates or Deans is high, we have had to search far and wide for talent, despite having a reasonable reputation for employment. For those participating in the Classicorps program, we are attempting to interest them in also obtaining their SPED certification while doing the program.

With regard to the High School Advisory program, we will have the 8th graders summarize and present their experiences to the 7th graders both as a means of credibly informing the 7th graders about the upcoming transition and also to instill the experience as a reference for their college applications.

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The schedule for class trips is:

Grade	Destination	Dates
5th	Washington, D.C.	June16-17
6th	Boston	June 15-June 17
7th	Montreal	June 22-June 24
8th	Italy	June 20-June 27

VI. Development

The board has been tasked with locating keynote speakers, honorees, and special guests for an event to be held in the fall or January. The aim to find high profile attendees who might care about the school and the families it serves. We are targeting a not very expensive event, such as a cocktail reception in the midtown Manhattan space afforded us

at which we may solicit contact information and donations, but with the mantra that "friends come before funds".

The second initiative is to structure a youngish support group of about 2 dozen people who might indeed become "Friends of South Bronx Classical". This group would be lower in number, but with hopefully a higher individual impact. All of this requires a pithy, cogent response to "Why charter schools in the first place?"

VII. Calendar of Meetings for SBCCS 2015-2016

Calendar for SBCCS Board Meetings 2015-2016	
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Respectfully submitted,

J. Kevin Murphy, Secretary

CLASSICAL
CHARTER SCHOOLS

South Bronx Classical Charter School I ("SBCCS I") currently does not meet its enrollment targets of Special Education and English Language Learners. We have outlined several ways in which we have attempted to recruit this population of students in 2015-2016.

1. All materials in our mass mailings of school information and student applications to nursery schools, Head Starts, and community organizations have Spanish translations and information about the special services we provide.
2. All SBCCS I information session are held with a Spanish speaking translator.
3. We have attended several student recruitment fairs. At both fairs, a bilingual staff member was present for its entirety. Information about SBCCS I Special Services was also distributed at both fairs.
4. We distributed flyers at locations all over the South Bronx. All flyers were in both Spanish and English.
5. All paper applications are in both English and Spanish.
6. We gave presentations to local community organizations that serve ELL populations, including Mott Haven Community Partnership Program and South Bronx Churches.
7. We contacted and distributed information about SBCCS I, in both English and Spanish, to seven local NYCHA housing developments.
8. We run Facebook advertisement translated into English, Spanish, and French.
9. We mailed information pamphlets and student applications, in both English and Spanish to 12,000+ residents of the South Bronx.
10. We advertised SBCCS in El Diario, a Spanish newspaper. El Diario is New York's largest and oldest Spanish-language newspaper, and the nation's oldest Spanish newspaper.

Lastly, we know that the retention of these scholars is equally important. At SBCCS I, we are committed to supporting all of our scholars to meet the high expectations of our rigorous academic program. Over the past two years, we have taken a more targeted approach to support our scholars with language and learning differences.

Beginning in Kindergarten, or when a scholar is identified as a student with a disability or an English Language Learner, we establish a close relationship with the family. This includes regular communication home via home-school logs and phone calls, as well as meetings with the team of educators who work with their scholars. During this contact, we communicate their scholar's progress, areas of growth and areas of concern. We regularly evaluate changes in service depending on scholar progress, and service providers maintain at least monthly contact with parents. We frequently send home enrichment activities for scholars in areas we have identified for growth. Parents are provided with staff members' contact information and an open door policy is strongly communicated.

When a scholar is struggling, we invite parents in to observe and work as a team to determine how to better support the scholar. We also see it as our role to educate parents about their scholar's needs. For scholars with disabilities, we work with the CSE and the parent to determine the appropriate setting.

If we do not have a setting that is identified as appropriate for the scholar, we supplement our current services to ensure the scholar continues to make progress, and we also accompany parents when looking at alternate placements, if they wish to move to a different setting. In our communication with parents, we emphasize a commitment to each scholar's growth through whatever resources we have available.

In the coming months and year, we are looking into expanding our current services to include more restrictive settings, special education focused parent groups, bilingual resources to support academics, and ongoing teacher development to support this population of students.

Beginning in 2015-2016, SBCCS I began to improve its identification of English Language Learners. Rather than administering the Home Language Questionnaire (HLQ) to parents as part of the student enrollment packet, SBCCS I began to administer the survey one-on-one to parents, in person. In previous years, parent error in filling out the HLQ has led to underreporting of scholars who don't speak English fluently, or don't speak exclusively English at home, either due to not understanding the form or fear of 'labeling' their child. During new student enrollment in 2015 – 2016 (for new students starting in 2016-2017), a series of questions were asked to ensure that parents have completed the form completely and accurately. Spanish-speaking staff clarified the purpose of this form to Spanish speaking parents. We ensured that HLQs were administered in the parent's preferred language.

In addition to this, SBCCS I began administering the NYISTELL assessment to newly registered and eligible Kindergarten students in July 2016. We believe that earlier and better identification of our English Language Learners will improve our work in attracting and retaining this population of students, as well as better serve them during their time in our school.

Entry 12 Teacher and Administrator Attrition

Last updated: 07/26/2016

Report changes in teacher and administrator staffing.

Page 1

Instructions for completing the Teacher and Administrator Attrition Tables

The following tables reflect formatting in the online portal required for Regents authorized charter schools. Schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2015; the FTE for added staff from July 1, 2015 through June 30, 2016; and the FTE for any departed staff from July 1, 2015 through June 30, 2016 using the two tables provided.

2015-16 Teacher Attrition Table

	FTE Teachers on June 30, 2015	FTE Teachers Departed 7/1/15 – 6/30/16	FTE Teachers Filling Vacant Positions 7/1/15 – 6/30/16	FTE Teachers Added in New Positions 7/1/15-6/30/16	FTE of Teachers on June 30, 2016
	42	9	9	2	44

2015-16 Administrator Position Attrition Table

	FTE Administrative Positions on June 30, 2015	FTE Administrators Departed 7/1/15 – 6/30/16	FTE Administrators Filling Vacant Positions 7/1/15 – 6/30/16	FTE Administrators Added in New Positions 7/1/15-6/30/16	FTE Administrative Positions on June 30, 2016
	7	2.5	.5	2.5	8.5

Thank you

Entry 13 Uncertified Teachers

Created: 07/26/2016

Last updated: 07/27/2016

Page 1

The table below is reflective of the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Enter the relevant full time equivalent (FTE) count of teachers in each column. For example, a school with 20 full time teachers and 5 half time teachers would have an FTE count of 22.5. If more than one column applies to a particular teacher, please select one column for the FTE count.

Staff Qualifications (June 30, 2016)

Note: Columns should sum to the FTE count of Teachers on June 30, 2016, and each teacher should be in only one column.

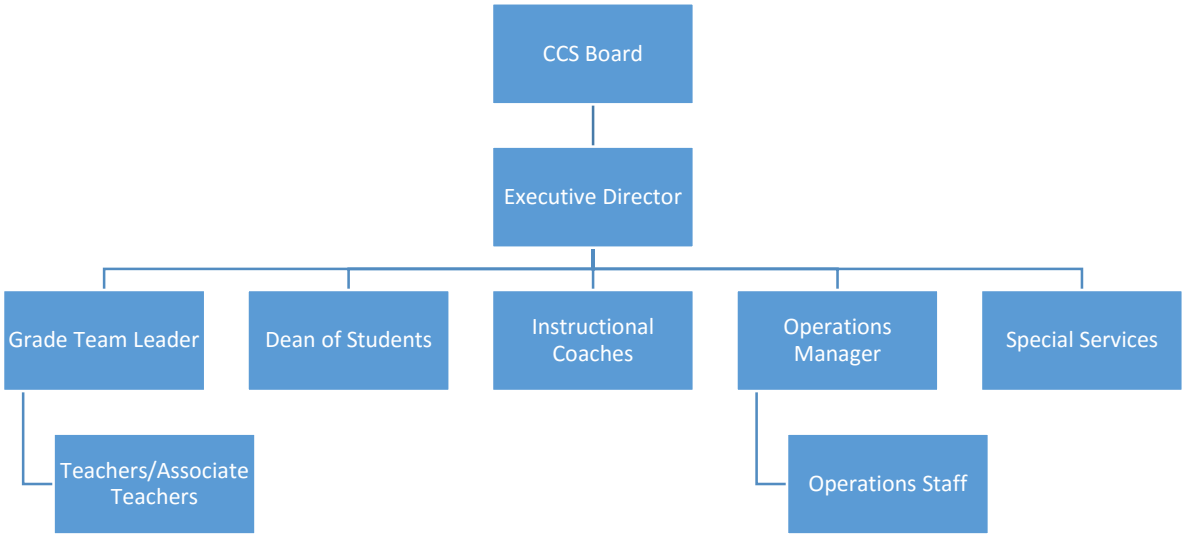
1. Total FTE Count of Uncertified Teachers (6-30-16)	2
2. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (6-30-16)	3
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6-30-16)	0
4. FTE count of uncertified teachers with two years of Teach for America experience (6-30-16)	1
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6-30-16)	0
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6-30-16)	0

Thank you.

CLASSICAL
CHARTER SCHOOLS

South Bronx Classical Charter School I

Organizational Chart



ANNUAL CALENDAR 2016 – 2017

CLASSICAL
CHARTER SCHOOLS

August 2016

S	M	T	W	T	F	S
	1	2	3	4	4	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			

September 2016

S	M	T	W	T	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	

October 2016

S	M	T	W	T	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					

November 2016

S	M	T	W	T	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			

December 2016

S	M	T	W	T	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

January 2017

S	M	T	W	T	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				

February 2017

S	M	T	W	T	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				

March 2017

S	M	T	W	T	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	

April 2017

S	M	T	W	T	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						

May 2017

S	M	T	W	T	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			

June 2017

S	M	T	W	T	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	

July 2017

S	M	T	W	T	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					

There are 194 school days in the 2016 - 2017 academic year. Boxes indicate no school.
Diagonal lines indicate early dismissal days (at 1pm)

HOLIDAYS

August 17	First Day of School	November 8	Election Day	Apr. 10-18	Spring Recess
September 5	Labor Day	November 11	Veterans Day	May 29	Memorial Day
September 12	Eid al-Adha	Nov. 24-25	Thanksgiving	June 8	Chancellor's Day
October 3-4	Rosh Hashanah	Dec. 26 – Jan 2	Winter Recess	June 26	Eid al-Fitr
October 10	Columbus Day	January 16	MLK Jr. Day	June 28	Last Day of School
October 12	Yom Kippur	Feb 20– 24	Mid- Winter Recess		