Entry 1 School Information and Cover Page (New schools that were not open for instruction for the 2018-19 school year are not required to complete or submit an annual report this year).

Last updated: 08/01/2019

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2019)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME (Select name from the drop down menu)	SOUTH BRONX CLASSICAL CHARTER SCHOOL IV
a1. Popular School Name (Optional)	SBCCS IV
b. CHARTER AUTHORIZER (As of June 30th, 2019) Please select the correct authorizer as of June 30, 2019 or you may not be assigned the correct tasks.	Regents Authorized Charter School
c. DISTRICT / CSD OF LOCATION	NYC CSD 9
d. DATE OF INITIAL CHARTER	03/2016
e. DATE FIRST OPENED FOR INSTRUCTION	08/2017

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

MISSION STATEMENT

Classical Charter Schools 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.

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

KEY DESIGN ELEMENTS (Brief heading followed by a description of each Key Design Elements (KDE). KDEs are those general aspects of the school that are innovative or unique to the school's mission and goals, are core to the school's overall design, and are critical to its success. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems.

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 IV 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. Our mission endeavors to prepare its scholars to "achieve

	proficiency in and advanced mastery of New York State performance standards.” SBCCS IV has a rigorous, sequential and modular standards based curriculum, where the standards are embedded in the unit plans, lesson plans, assessments, and even assessment data. Our curricular philosophy is to create and constantly improve upon standard based scopes and sequences, cohesive and interrelated unit plans, and detailed and flexible lesson plans, all in an organized format for all subjects and grades. New York State Learning standards dictate what we must teach and what the scholars must master to be promoted to the next grade, and the alignment across the curriculum gives us clear and measurable data from which we can measure scholar achievement.
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 IV recruits teachers from a variety of sources, including utilizing its own ClassiCorps Fellowship, 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 IV fosters 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	(No response)
Variable 8	(No response)
Variable 9	(No response)
Variable 10	(No response)

Need additional space for variables	No
h. SCHOOL WEB ADDRESS (URL)	https://classicalcharterschools.org/
i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2018-19 SCHOOL YEAR (exclude Pre-K program enrollment)	180
j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2019 (exclude Pre-K program enrollment)	148

k. GRADES SERVED IN SCHOOL YEAR 2018-19 (does not include Pre-K program students)

Check all that apply

Grades Served	K, 1, 2

l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION? No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2019-20?

	No, just one site.

School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K 5, 6 9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	3458 Third Avenue Bronx, New York 10456	929 285 3025	NYC CSD 9	K 3	K 3

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Rebecca Scognamiglio	[redacted]		[redacted]
Operational Leader	Stephanie Montero			
Compliance Contact	John Macapagal			
Complaint Contact	Rebecca Scognamiglio			
DASA Coordinator	Elizabeth Berger			
Phone Contact for After Hours Emergencies	Rebecca Scognamiglio			

m1b. Is site 1 in public (co-located) space or in private space?

Private Space

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

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Site 1 Certificate of Occupancy (COO)

https://nysed_cso_reports.fluidreview.com/resp/110401341/yFPTXS6fVy/

Site 1 Fire Inspection Report

https://nysed_cso_reports.fluidreview.com/resp/110401341/nBJtmqxAKU/

CHARTER REVISIONS DURING THE 2018-19 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2018-19 school year? (Please include approved or pending material and non-material charter revisions).

No

ATTESTATION

o. Individual Primarily Responsible for Submitting the Annual Report.

Name	Leena R Gyftopoulos
Position	(No response)
Phone/Extension	[redacted]
Email	

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

Yes

Signature, Head of Charter School

R. S

Signature, President of the Board of Trustees

S. Baldwin

Date 2019/08/01

Thank you.

FIRE DEPARTMENT

9 METROTECH CENTER BROOKLYN, N.Y. 11201-3857

BUREAU OF FIRE PREVENTION

Public Buildings Unit

DATE: 01.10.2019.

	PREMISES
South Bronx Classical Charter School 3458 Third Avenue New York NY 10456	South Bronx Classical Charter School 3458 Third Avenue New York NY 10456

To Whom It May Concern:

The New York City Fire Department ("FDNY"), Bureau of Fire Prevention, Public Buildings Unit conducted an inspection of the above-referenced premises on **05.31.2018.**

_____ The inspection did not reveal any violations that FDNY's Public Buildings Unit is authorized to inspect and enforce.

_____ The inspection resulted in issuance of violations of the Fire Code or other laws, rules or regulations that FDNY's Public Buildings Unit is authorized to inspect and enforce.

XXX As of **12.26.2018** documents were submitted to FDNY as proof of correction, and such correction was deemed acceptable to FDNY

_____ The inspection, and a review of premises records, has disclosed that the premises may not be in compliance with the lawful occupancy established by the New York City Department of Buildings.

This letter shall not be construed to be a permit for, or an approval of the premises. FDNY does not certify that the premises is free from any violation for which it has not inspected, in accordance with its standard inspection protocols. This letter shall not prevent FDNY from inspecting the premises at a later date, requiring the correction of any deficiencies its finds at the premises, and/or issuing violations against the premises for conditions that do not comply with the Fire Code or other laws, rules or regulations.

Examined by: _____

Tomasz Korbas, Supervising Inspector, PBU

Certificate of Occupancy

CO Number: [redacted]

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

A.

Borough: Bronx	**Block Number:** 02609	**Certificate Type:** Final
Address: 3458 THIRD AVENUE	**Lot Number(s):** 2	**Effective Date:** 11/21/2018
Building Identification Number (BIN): 2128566	**Building Type:** New	

This building is subject to this Building Code: 2008 Code

For zoning lot metes & bounds, please see BISWeb.

B.

Construction classification: 1-B (2014/2008 Code)

Building Occupancy Group classification: E (2014/2008 Code)

Multiple Dwelling Law Classification: None

No. of stories: 6 **Height in feet:** 85 **No. of dwelling units:** 0

C.

Fire Protection Equipment:
Standpipe system, Fire alarm system, Sprinkler system, Fire Suppression system

D.

Type and number of open spaces:
None associated with this filing.

E.

This Certificate is issued with the following legal limitations:
None

Borough Comments: None

Borough Commissioner

Commissioner

DOCUMENT CONTINUES ON NEXT PAGE

Certificate of Occupancy

CO Number: [redacted]

Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
CEL		OG	U		3B	MECHANICAL AND METER ROOMS (INCIDENTAL USES)
CEL		OG	B		3B	NURSE ROOM
CEL	36	OG	E		3A	ART ROOM CHILDREN AGE 7-13 YEARS
CEL	33	OG	E		3A	CLASS ROOM CHILDREN AGE 7-13 YEARS
CEL	66	OG	E		3A	MULTI-PURPOSE ROOM CHILDREN AGE 7-13 YEARS
CEL		OG	S-1		3B	ACCESSORY STORAGE ROOM
CEL	39	OG	E		3A	MUSIC ROOM CHILDREN AGE 7-13 YEARS
MZ1	8	100	B		3B	ACCESSORY OFFICE, CONFERENCE ROOM AND COPY ROOM
MZ1		100	S-1		3B	ACCESSORY STORAGE ROOM
MZ1		100	E		3A	SCHOOL LOBBY
MZ6		80	S-1		3B	ACCESSORY STORAGE ROOMS
MZ6		80	U		3B	MECHANICAL ROOM
001	6	100	U		3B	ACCESSORY KITCHEN AND KITCHEN STORAGE

Borough Commissioner

Commissioner

DOCUMENT CONTINUES ON NEXT PAGE

Certificate of Occupancy

CO Number: [redacted]

Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
001		100	S-1		3B	ACCESSORY STORAGE ROOM
001	2	100	B		3B	ACCESSORY OFFICE
001		100	E		3A	ELEVATOR LOBBY
001	210	100	A-3		3B	CAFETERIA (ACCESSORY USE)
001		100	U		3B	BICYCLE PARKING (ACCESSORY USE)
002	221	80	E		3A	SIX (6) CLASSROOMS - ALL CHILDREN AGE 7-13 CLASSROOM #1; 36 PERSONS / CLASSROOM #2; 37 PERSONS CLASSROOM #3; 42 PERSONS/ CLASSROOM #4; 36 PERSONS CLASSROOM #5; 36 PERSONS/ CLASSROOM #6; 34 PERSONS
002	3	80	B		3B	ACCESSORY OFFICES
002		80	U		3B	MECHANCIAL ROOM (INCIDENTAL USE)
002		80	S-1		3B	ACCESSORY STORAGE ROOM
003	200	80	E		3A	SIX (6) CLASSROOMS - ALL CHILDREN AGE 7-13 CLASSROOM #1; 38 PERSONS / CLASSROOM #2; 35 PERSONS CLASSROOM #3; 35 PERSONS/ CLASSROOM #4; 24 PERSONS CLASSROOM #5; 30 PERSONS/ CLASSROOM #6; 38 PERSONS
003		80	U		3B	MECHANICAL ROOMS

Borough Commissioner

Commissioner

DOCUMENT CONTINUES ON NEXT PAGE

NYC Buildings

Certificate of Occupancy

CO Number: [redacted]

Permissible Use and Occupancy

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Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
003	7	80	E		3A	TUTOR ROOMS
003	3	80	B		3B	ACCESSORY OFFICE
004	200	80	E		3A	SIX (6) CLASSROOMS - ALL CHILDREN AGE 7-13 CLASSROOM #1; 38 PERSONS / CLASSROOM #2; 35 PERSONS CLASSROOM #3; 35 PERSONS/ CLASSROOM #4; 24 PERSONS CLASSROOM #5; 30 PERSONS/ CLASSROOM #6; 38 PERSONS
004	7	80	E		3A	TUTOR ROOMS
004	3	80	B		3B	ACCESSORY OFFICES
004 004		80	U		3B	MECHANICAL ROOMS
005	5	80	B		3B	ACCESSORY OFFICES
005		80	S-1		3B	ACCESSORY STORAGE ROOM
005		80	U		3B	MECHANICAL ROOM
005	172	80	E		3A	FIVE (5) CLASSROOMS- ALL CHILDREN AGE 7-13 CLASSROOM #1; 37 PERSONS / CLASSROOM #2; 27 PERSONS CLASSROOM #3; 35 PERSONS/ CLASSROOM #4; 35 PERSONS CLASSROOM #5; 38 PERSONS
006	11	100	B		3B	ACCESSORY OFFICES AND CONFERENCE ROOM
006	219	100	A-3		3B	GYMNASIUM (ACCESSORY USE)

Borough Commissioner

Commissioner

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Certificate of Occupancy

CO Number: [redacted]

Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
006		100	S-1		3B	ACCESSORY STORAGE ROOM
006 006	10	100	U		3B	TERRACE #2 (ACCESSORY USE)
006 006	10	100	U		3B	TERRACE #1 (ACCESSORY USE)
ROF		60	U		3B	STAIR BULKHEAD
ROF		60	U		3B	ELEVATOR MACHINE ROOM

END OF SECTION

Borough Commissioner

Commissioner

END OF DOCUMENT

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FIRE DEPARTMENT

9 METROTECH CENTER BROOKLYN, N.Y. 11201-3857

BUREAU OF FIRE PREVENTION

Public Buildings Unit

DATE: 01.10.2019.

	PREMISES
South Bronx Classical Charter School 3458 Third Avenue New York NY 10456	South Bronx Classical Charter School 3458 Third Avenue New York NY 10456

To Whom It May Concern:

The New York City Fire Department ("FDNY"), Bureau of Fire Prevention, Public Buildings Unit conducted an inspection of the above-referenced premises on **05.31.2018.**

_____ The inspection did not reveal any violations that FDNY's Public Buildings Unit is authorized to inspect and enforce.

_____ The inspection resulted in issuance of violations of the Fire Code or other laws, rules or regulations that FDNY's Public Buildings Unit is authorized to inspect and enforce.

XXX As of **12.26.2018** documents were submitted to FDNY as proof of correction, and such correction was deemed acceptable to FDNY

_____ The inspection, and a review of premises records, has disclosed that the premises may not be in compliance with the lawful occupancy established by the New York City Department of Buildings.

This letter shall not be construed to be a permit for, or an approval of the premises. FDNY does not certify that the premises is free from any violation for which it has not inspected, in accordance with its standard inspection protocols. This letter shall not prevent FDNY from inspecting the premises at a later date, requiring the correction of any deficiencies its finds at the premises, and/or issuing violations against the premises for conditions that do not comply with the Fire Code or other laws, rules or regulations.

Examined by: _____

Tomasz Korbas, Supervising Inspector, PBU

Certificate of Occupancy

CO Number: [redacted]

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

A.

Borough: Bronx	**Block Number:** 02609	**Certificate Type:** Final
Address: 3458 THIRD AVENUE	**Lot Number(s):** 2	**Effective Date:** 11/21/2018
Building Identification Number (BIN): 2128566	**Building Type:** New	

This building is subject to this Building Code: 2008 Code

For zoning lot metes & bounds, please see BISWeb.

B.

Construction classification: 1-B (2014/2008 Code)

Building Occupancy Group classification: E (2014/2008 Code)

Multiple Dwelling Law Classification: None

No. of stories: 6 **Height in feet:** 85 **No. of dwelling units:** 0

C.

Fire Protection Equipment:
Standpipe system, Fire alarm system, Sprinkler system, Fire Suppression system

D.

Type and number of open spaces:
None associated with this filing.

E.

This Certificate is issued with the following legal limitations:
None

Borough Comments: None

Borough Commissioner

Commissioner

DOCUMENT CONTINUES ON NEXT PAGE

Certificate of Occupancy

CO Number: [redacted]

Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
CEL		OG	U		3B	MECHANICAL AND METER ROOMS (INCIDENTAL USES)
CEL		OG	B		3B	NURSE ROOM
CEL	36	OG	E		3A	ART ROOM CHILDREN AGE 7-13 YEARS
CEL	33	OG	E		3A	CLASS ROOM CHILDREN AGE 7-13 YEARS
CEL	66	OG	E		3A	MULTI-PURPOSE ROOM CHILDREN AGE 7-13 YEARS
CEL		OG	S-1		3B	ACCESSORY STORAGE ROOM
CEL	39	OG	E		3A	MUSIC ROOM CHILDREN AGE 7-13 YEARS
MZ1	8	100	B		3B	ACCESSORY OFFICE, CONFERENCE ROOM AND COPY ROOM
MZ1		100	S-1		3B	ACCESSORY STORAGE ROOM
MZ1		100	E		3A	SCHOOL LOBBY
MZ6		80	S-1		3B	ACCESSORY STORAGE ROOMS
MZ6		80	U		3B	MECHANICAL ROOM
001	6	100	U		3B	ACCESSORY KITCHEN AND KITCHEN STORAGE

Borough Commissioner

Commissioner

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Certificate of Occupancy

CO Number: [redacted]

Permissible Use and Occupancy

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001	2	100	B		3B	ACCESSORY OFFICE
001		100	E		3A	ELEVATOR LOBBY
001	210	100	A-3		3B	CAFETERIA (ACCESSORY USE)
001		100	U		3B	BICYCLE PARKING (ACCESSORY USE)
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002	3	80	B		3B	ACCESSORY OFFICES
002		80	U		3B	MECHANCIAL ROOM (INCIDENTAL USE)
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003		80	U		3B	MECHANICAL ROOMS

Borough Commissioner

Commissioner

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Certificate of Occupancy

CO Number: [redacted]

Permissible Use and Occupancy

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004	7	80	E		3A	TUTOR ROOMS
004	3	80	B		3B	ACCESSORY OFFICES
004 004		80	U		3B	MECHANICAL ROOMS
005	5	80	B		3B	ACCESSORY OFFICES
005		80	S-1		3B	ACCESSORY STORAGE ROOM
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005	172	80	E		3A	FIVE (5) CLASSROOMS- ALL CHILDREN AGE 7-13 CLASSROOM #1; 37 PERSONS / CLASSROOM #2; 27 PERSONS CLASSROOM #3; 35 PERSONS/ CLASSROOM #4; 35 PERSONS CLASSROOM #5; 38 PERSONS
006	11	100	B		3B	ACCESSORY OFFICES AND CONFERENCE ROOM
006	219	100	A-3		3B	GYMNASIUM (ACCESSORY USE)

Borough Commissioner

Commissioner

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Certificate of Occupancy

CO Number: [redacted]

Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
006		100	S-1		3B	ACCESSORY STORAGE ROOM
006 006	10	100	U		3B	TERRACE #2 (ACCESSORY USE)
006 006	10	100	U		3B	TERRACE #1 (ACCESSORY USE)
ROF		60	U		3B	STAIR BULKHEAD
ROF		60	U		3B	ELEVATOR MACHINE ROOM

END OF SECTION

Borough Commissioner

Commissioner

END OF DOCUMENT

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Entry 2 NYS School Report Card Link

Last updated: 08/01/2019

SOUTH BRONX CLASSICAL CHARTER SCHOOL IV

1. CHARTER AUTHORIZER (As of June 30th, 2019) (For technical reasons, please re select authorizer name from the drop down menu).	REGENTS Authorized Charter School
2. 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=800000089044

Entry 3 Progress Toward Goals

Last updated: 08/01/2019

PROGRESS TOWARD CHARTER GOALS

Board of Regents authorized and NYCDOE authorized charter schools only. Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals by November 1st.

1. ACADEMIC STUDENT PERFORMANCE GOALS

If performance data is not available by August 1st, please state this in the last column and update by November 1st.

2018-19 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
Academic Goal 1	Scholars will demonstrate proficiency in reading.	a) 80% of all scholars who have been enrolled at SBCCS IV 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 IV average score on the NYS ELA exam will exceed the average score of its home district and of the City as a whole, for each grade.		SBCCS IV does not yet have testing grades.
		(a) 80% of all scholars who have been enrolled at SBCCS IV for 2 full academic years or more will score at Level 3 or higher on the		

Academic Goal 2	Scholars will demonstrate proficiency in mathematics.	State Mathematics Test. (b) the SBCCS IV 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 IV scholars will improve their math scores by an average of 3 percentiles per year, as measured by the State Test.		SBCCS IV does not yet have testing grades.
Academic Goal 3	Scholars will demonstrate proficiency in science.	(a) 60% of all fourth grade scholars who have been enrolled at SBCCS IV for 2 full academic years or more will score at Level 3 or higher on the State Science Test. (b) 60% of all eighth grade scholars who have been enrolled at SBCCS IV for 2 full academic years or more will score at Level 3 or higher on the State Science Test.		SBCCS IV does not yet have testing grades.
Academic Goal 4				
Academic Goal 5				
Academic Goal				

6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

2. Do have more academic goals to add? No

3. Do have more academic goals to add? No

4. ORGANIZATIONAL GOALS

2018-19 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 1	SBCCS IV will demonstrate strong annual attendance and enrollment.	(a) The average daily attendance rate will meet or exceed 95% each year. (b) the SBCCS IV waiting list will exceed 1.5 applications per available seat. (c) SBCCS IV will retain its scholars at an annual rate of 90% or more during		(a) SBCCS IV's average daily attendance was 95.72% in 2018 2019. (b) This goal was met. SBCCS IV received 756 Kindergarten student applications for 60 available seats. SBCCS IV waiting list for Kindergarten included students, which far exceeds the 1.5 ratio. (c) SBCCS IV retained

		the term of the charter.		90% of its scholars in 2017 2018. We do not yet have retention data for 2018 2019.
Org Goal 2	SBCCS IV will provide scholars with a safe learning environment with strong communication on scholar achievement between home and school.	(a) 85% of SBCCS parents through the NYC Department of Education's Learning Environment Survey will consider SBCCS a "safe" school. (b) 85% of SBCCS IV parents through the NYC Department of Education's Learning Environment Survey will indicate strong communication between school and home regarding scholar achievement.		Goal was met according to the 2018 2019 NYC DOE Family Survey.
Org Goal 3				
Org Goal 4				
Org Goal 5				
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				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add? No

6. FINANCIAL GOALS

2018-19 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Financial Goal 1	SBCCS IV will demonstrate fiduciary responsibility in managing public and private resources.	a) SBCCS IV will use Generally Accepted Accounting Practices (GAAP) independently verified through an annual external audit. (b) SBCCS IV will produce financial reports demonstrating fiscal transparency and sound financial standing.		SBCCS IV 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 2018 2019 financial audit will occur in September 2019.
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add? No

Thank you.

Entry 4 Expenditures per Child

Last updated: 08/01/2019

SOUTH BRONX CLASSICAL CHARTER SCHOOL IVSection Heading

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 2018-19 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: Audit Guide available within the portal or on the NYSED website at: http://www.p12.nysed.gov/psc/regentsoversightplan/otherdocuments/auditguide2018.pdf.

Line 1: Total Expenditures	3424588
Line 2: Year End FTE student enrollment	148
Line 3: Divide Line 1 by Line 2	21139

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 2018 19 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)	587979
Line 3: Sum of Line 1 and Line 2	587979
Line 5: Divide Line 3 by the Year End FTE student enrollment	3972

Thank you.

PKF O'CONNOR DAVIES
ACCOUNTANTS AND ADVISORS

Board of Trustees
Classical Charter Schools

Auditors' Communication on Internal Control

In planning and performing our audit of the financial statements of Classical Charter Schools (the "School") as of and for the year ended June 30, 2019, 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 combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis.

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 deficiencies, significant deficiencies, or material weaknesses and, therefore, there can be no assurance that all such deficiencies have been identified.

We did not identify any deficiencies in internal control that we consider to be material weaknesses, as defined above.

This communication is intended solely for the information and use of management, the audit committee, the Board of Trustees, 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.

PKF O'Connor Davies, LLP

Harrison, New York
October 18, 2019

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Classical Charter Schools

Financial Statements and
Uniform Guidance Schedules
Together With Independent Auditors' Reports

June 30, 2019 and 2018

Classical Charter Schools

Financial Statements and
Uniform Guidance Schedules
Together With Independent Auditors' Reports

June 30, 2019 and 2018

TABLE OF CONTENTS **Page**

Independent Auditors' Report

FINANCIAL STATEMENTS

Statements of Financial Position 3
Statements of Activities 4
Statements of Functional Expenses 5
Statements of Cash Flows 7
Notes to Financial Statements 8

SUPPLEMENTARY INFORMATION

Schedule of Activities by School 17

UNIFORM GUIDANCE REPORTS AND SCHEDULES

Schedule of Expenditures of Federal Awards 18

Notes to Schedule of Expenditures of Federal Awards 19

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*

Report on Compliance for Each Major Federal Program and Report on Internal Control Over Compliance Required by the Uniform Guidance

Schedule of Findings and Questioned Costs 24

PKF O'CONNOR DAVIES
ACCOUNTANTS AND ADVISORS

Independent Auditors' Report

Board of Trustees
Classical Charter Schools

Report on the Financial Statements

We have audited the accompanying financial statements of Classical Charter Schools (the "School"), which comprise the statements of financial position as of June 30, 2019 and 2018, and the related statements of activities, functional expenses, and cash flows for the years 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 audits. We conducted our audits 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 entity'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 entity'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.

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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, 2019 and 2018, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Change in Accounting Principle

As discussed in Note 2 to the financial statements, during the year ended June 30, 2019, Classical Charter Schools adopted new accounting guidance resulting in a change in the manner in which it presents net assets and reports certain aspects of its financial statements. Our opinion is not modified with respect to this matter

Report on Supplementary Information

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of activities by school for the year ended June 30, 2019 on page 17 is presented for purposes of additional analysis and is not a required part of the financial statements. The accompanying schedule of expenditures of federal awards on page 18 as required by Title 2 U.S. *Code of Federal Regulations* Part 200*, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 18, 2019 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

PKF O'Connor Davies, LLP

Harrison, New York
October 18, 2019

Classical Charter Schools

Statements of Financial Position

	June 30, 2019	June 30, 2018
ASSETS		
Current Assets		
Cash and cash equivalents	$ 749,467	$ 2,055,672
Investments	4,266,858	2,340,446
Grants and contracts receivable	1,236,192	1,728,157
Due from related party	7,493	-
Prepaid expenses and other current assets	56,918	333,120
Total Current Assets	6,316,928	6,457,395
Property and equipment, net	3,099,698	2,239,340
Restricted cash	305,375	249,353
Security deposits	1,329,525	530,963
	$ 11,051,526	$ 9,477,051
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable and accrued expenses	$ 587,334	$ 539,938
Accrued payroll and payroll taxes	790,112	631,104
Refundable advances	58,781	15,000
Total Liabilities	1,436,227	1,186,042
Net Assets Without Donor Restrictions		
Undesignated	9,315,299	7,991,009
Board-designated	300,000	300,000
Total Net Assets Without Donor Restrictions	9,615,299	8,291,009
	$ 11,051,526	$ 9,477,051

See notes to financial statements

Classical Charter Schools

Statements of Activities

	Year Ended June 30,	
	2019	2018
REVENUE AND SUPPORT		
State and local per pupil operating revenue	$ 20,696,902	$ 18,095,631
State and local per pupil facilities funding	2,077,352	624,000
Federal grants	1,806,671	1,467,189
Federal E-Rate and IDEA	232,742	146,276
State and city grants	74,479	340,492
Contributions and grants	1,319,998	1,401,968
Investment income	222,918	30,804
Other income	16,839	17,600
Total Revenue and Support	26,447,901	22,123,960
EXPENSES		
Program Services		
Regular education	18,978,737	14,151,897
Special education	1,644,293	1,212,902
Total Program Services	20,623,030	15,364,799
Supporting Services		
Management and general	4,417,436	4,548,320
Fundraising	83,145	-
Total Expenses	25,123,611	19,913,119
Change in Net Assets	1,324,290	2,210,841
NET ASSETS		
Beginning of year	8,291,009	6,080,168
End of year	$ 9,615,299	$ 8,291,009

See notes to financial statements

Classical Charter Schools

Statement of Functional Expenses
Year Ended June 30, 2019

		2019					
		Program Services					
	No. of Positions	Regular Education	Special Education	Total	Management and General	Fundraising	Total
Personnel Services Costs							
Administrative staff personnel	58	$ 3,500,724	$ 332,564	$ 3,833,288	$ 652,945	$ 26,172	$ 4,512,405
Instructional personnel	170	7,407,843	703,735	8,111,578	1,381,690	55,382	9,548,650
Non-instructional personnel	19	212,796	20,215	233,011	39,690	1,591	274,292
Total Salaries and Staff	247	11,121,363	1,056,514	12,177,877	2,074,325	83,145	14,335,347
Fringe benefits and payroll taxes		1,606,534	130,925	1,737,459	549,963	-	2,287,422
Retirement		359,939	29,333	389,272	123,218	-	512,490
Legal services		-	-	-	186,296	-	186,296
Accounting/Audit services		-	-	-	111,170	-	111,170
Other purchased/Professional/Consulting services		734,152	-	734,152	145,359	-	879,511
Building and land rent/Lease		1,381,221	112,563	1,493,784	472,832	-	1,966,616
Repairs and maintenance		182,314	14,857	197,171	62,412	-	259,583
Insurance		97,596	7,954	105,550	33,410	-	138,960
Utilities		127,428	10,385	137,813	43,622	-	181,435
Supplies/Materials		255,742	32,557	288,299	-	-	288,299
Equipment/Furnishing		101,149	8,243	109,392	34,626	-	144,018
Staff development		60,790	-	60,790	-	-	60,790
Marketing/Recruitment		215,750	17,583	233,333	73,857	-	307,190
Technology		252,436	20,572	273,008	86,416	-	359,424
Food services		406,840	51,793	458,633	-	-	458,633
Student services		1,003,755	99,538	1,103,293	211,072	-	1,314,365
Office expense		293,926	23,954	317,880	100,622	-	418,502
Depreciation and amortization		267,550	21,804	289,354	91,590	-	380,944
Other		510,252	5,718	515,970	16,646	-	532,616
Total Expenses		$ 18,978,737	$ 1,644,293	$ 20,623,030	$ 4,417,436	$ 83,145	$ 25,123,611

See notes to financial statements

Classical Charter Schools

Statement of Functional Expenses
Year Ended June 30, 2018

		2018				
		Program Services				
	No. of Positions	Regular Education	Special Education	Total	Management and General	Total
Personnel Services Costs						
Administrative staff personnel	52	$ 1,128,369	$ -	$ 1,128,369	$ 2,608,366	$ 3,736,735
Instructional personnel	154	7,134,655	749,103	7,883,758	-	7,883,758
Non-instructional personnel	18	-	-	-	257,300	257,300
Total Salaries and Staff	224	8,263,024	749,103	9,012,127	2,865,666	11,877,793
Fringe benefits and payroll taxes		1,616,788	146,456	1,763,244	559,329	2,322,573
Retirement		273,541	24,832	298,373	94,234	392,607
Legal services		-	-	-	58,690	58,690
Accounting/Audit services		-	-	-	80,251	80,251
Other purchased/Professional/Consulting services		442,805	-	442,805	61,425	504,230
Building and land rent/Lease		830,841	56,050	886,891	304,088	1,190,979
Repairs and maintenance		112,114	9,661	121,775	42,130	163,905
Insurance		88,996	8,067	97,063	32,849	129,912
Utilities		34,828	2,156	36,984	12,110	49,094
Supplies/Materials		198,397	22,979	221,376	-	221,376
Equipment/Furnishing		113,040	9,237	122,277	40,027	162,304
Staff development		47,091	-	47,091	-	47,091
Marketing/Recruitment		124,290	11,597	135,887	45,094	180,981
Technology		126,698	11,508	138,206	43,304	181,510
Food services		307,006	35,557	342,563	-	342,563
Student services		784,645	81,831	866,476	135,795	1,002,271
Office expense		202,830	18,393	221,223	72,137	293,360
Depreciation and amortization		186,479	17,113	203,592	63,957	267,549
Other		398,484	8,362	406,846	37,234	444,080
Total Expenses		$ 14,151,897	$ 1,212,902	$ 15,364,799	$ 4,548,320	$ 19,913,119

See notes to financial statements

Classical Charter Schools

Statements of Cash Flows

	Year Ended June 30,	
	2019	2018
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	$ 1,324,290	$ 2,210,841
Adjustments to reconcile change in net assets to net cash from operating activities		
Depreciation and amortization	380,944	267,549
Net realized and unrealized loss (gain) on investments	(61,469)	3,701
Loss on disposal of fixed assets	-	54,290
Changes in operating assets and liabilities		
Grants and contracts receivable	491,965	(747,100)
Due from related party	(7,493)	-
Prepaid expenses and other current assets	276,202	(98,109)
Security deposits	(798,562)	(58,400)
Accounts payable and accrued expenses	47,396	266,296
Accrued payroll and payroll taxes	159,008	129,585
Refundable advances	43,781	(405,999)
Net Cash from Operating Activities	1,856,062	1,622,654
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of investments	(4,205,389)	(3,652,264)
Proceeds from sale of investments	2,340,446	3,602,022
Purchases of property and equipment	(1,241,302)	(570,989)
Restricted cash	(56,022)	(996)
Net Cash from Investing Activities	(3,162,267)	(622,227)
Net Change in Cash and Cash Equivalents	(1,306,205)	1,000,427
CASH AND CASH EQUIVALENTS		
Beginning of year	2,055,672	1,055,245
End of year	$ 749,467	$ 2,055,672

See notes to financial statements

1. Organization and Tax Status

Classical Charter Schools (the "School") is a New York State, not-for-profit educational corporation that operates charter schools in the borough of Bronx, New York. 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 accompanying financial statements include the following charter schools collectively forming the School:

South Bronx Classical Charter School I ("SBC I") – SBC I was granted a provisional charter on December 7, 2005, valid for a term of five years and renewable upon expiration by the Board of Regents of the New York State Education Department. SBC I obtained multiple renewals to its charter expiring on June 30, 2024.

South Bronx Classical Charter School II ("SBC II") – SBC II was granted a provisional charter on June 19, 2012, valid for a term of five years and renewable upon expiration by the Board of Regents of the New York State Education Department. SBC II obtained renewals to its charter expiring on June 30, 2023.

South Bronx Classical Charter School III ("SBC III") – SBC III was granted a provisional charter on November 18, 2014, valid for a term of five years and renewable upon expiration by the Board of Regents of the New York State Education Department. SBC III will seek to obtain a renewal to its charter expiring on June 30, 2020.

South Bronx Classical Charter School IV ("SBC IV") – SBC IV was granted a provisional charter on November 8, 2016, valid for a term of five years and renewable upon expiration by the Board of Regents of the New York State Education Department. SBC IV will seek to obtain a renewal to its charter expiring on June 30, 2022.

On April 19, 2016, the New York State Education Department Board of Regents approved the plan of merger of South Bronx Classical Charter School I, II, and III. Effective July 1, 2016, 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. South Bronx Classical Charter School II changed its name to Classical Charter Schools and all other Schools ceased to exist as legal entities. SBC IV was added to the School after the merger and opened in the fall of 2017.

The School provided education to approximately 1270 students in grades kindergarten through eighth grade during the 2018-2019 academic year.

SBC I shares space with a New York City public school beginning in August 2006. SBC I occupies approximately 28,500 square feet on two floors of a public school building. SBC I also shares the gymnasium, auditorium, and cafeteria with the public school which approximate 5,000 square feet. SBC I is not responsible for rent, utilities, custodial services, maintenance, and school safety services other than security related to the SBC I's programs that take place outside the district's school day.

1. Organization and Tax Status *(continued)*

SBC II shares space with a New York City public school beginning in August 2013. SBC II occupies approximately 10,000 square feet on one floor of a public school building. SBC II also shares the gymnasium, auditorium, and cafeteria with the public school which approximate 6,726 square feet. SBC II is not responsible for rent, utilities, custodial services, maintenance, and school safety services other than security related to SBC II's programs that take place outside the district's school day.

The school was unable to determine a value for the contributed space and related services and did not record any value for use of donated facilities or services.

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.

Except for taxes that may be due for unrelated business income, the School is exempt from federal income taxes pursuant to Section 501(c)(3) of the Internal Revenue Code and from state and local income taxes under comparable laws.

2. Summary of Significant Accounting Policies

Basis of Presentation and Use of Estimates

The accompanying financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America ("U.S. GAAP"), which 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 revenues and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Change in Accounting Principle

On July 1, 2018, the School adopted new guidance regarding the Presentation of Financial Statements for Not-for Profit Entities. This guidance requires the School to collapse the three-category (unrestricted, temporarily restricted, and permanently restricted) classification of net assets into two categories: with donor restrictions and without donor restrictions. In addition, the new guidance requires the School to make certain expanded disclosures relating to the liquidity of financial assets, and expenses both by their natural and functional classification in one location in the financial statements. As a result of implementing this standard, prior year amounts for unrestricted net assets were reclassified to net assets without donor restrictions.

2. Summary of Significant Accounting Policies *(continued)*

Net Assets Presentation

Resources for various purposes are classified for accounting and reporting purposes into net asset categories established according to nature and purpose as follows:

Net assets without donor restrictions - consist of resources available for the general support of the School's operations. Net assets without donor restrictions may be used at the discretion of the School's management and/or the Board of Trustees. The Board of Trustees has designated $300,000 as a facility fund to be available to meet future needs of the School.

Net assets with donor restrictions - represents amounts restricted by donors for specific activities of the School or to be used at a future date. The School records contributions as net assets with donor restrictions if they are received with donor stipulations that limit their use either through purpose or time restrictions. When a donor restriction expires, that is, when a time restriction ends or a purpose restriction is fulfilled, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions. The School had no net assets with donor restrictions at June 30, 2019 and 2018.

Cash and Cash Equivalents

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

Fair Value Measurements

The School follows U.S. GAAP guidance on fair value measurements which defines fair value and establishes a fair value hierarchy organized into three levels based upon the input assumptions used in pricing assets. Level 1 inputs have the highest reliability and are related to assets with unadjusted quoted prices in active markets. Level 2 inputs relate to assets with other than quoted prices in active markets which may include quoted prices for similar assets or liabilities or other inputs which can be corroborated by observable market data. Level 3 inputs are unobservable inputs and are used to the extent that observable inputs do not exist.

Investment Valuation

Investments are stated at fair value.

Investment Income Recognition

Purchases and sales of securities are recorded on a trade date basis. Interest income is recorded on the accrual basis and dividends are recorded on the ex-dividend date. Realized and unrealized gains and losses are included in the determination of change in net assets.

2. Summary of Significant Accounting Policies *(continued)*

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.

Property and Equipment

The School follows the practice of capitalizing all expenditures for property and equipment with costs in excess of $5,000 and a useful life in excess of one year. Leasehold improvements are amortized over the shorter of the term of the lease, inclusive of all renewal periods, which are reasonably assured, or the estimated useful life of the asset which is five years. Purchased property and equipment are recorded at cost at the date of acquisition. Minor costs of maintenance and repairs are expensed as incurred. All property and equipment purchased with government funding is capitalized, unless the government agency retains legal title to such assets, in which case it is expensed as incurred.

Furniture and fixtures	7 years
Computers and equipment	3, 5, and 7 years
Website	3 years

Property and equipment are reviewed for impairment if the use of the asset significantly changes or another indicator of possible impairment is identified. If the carrying amount for the asset is not recoverable, the asset is written down to its fair value. There were no asset impairments for the years ended June 30, 2019 and 2018.

Refundable Advances

The School records certain government operating revenue as refundable advances until related services are performed, at which time they are recognized as revenue.

Revenue and Support

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.

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 at the date of donation.

2. Summary of Significant Accounting Policies *(continued)*

Functional Expense Allocation

The majority of expenses can generally be directly identified with the program or supporting service to which they relate and are charged accordingly. Other expenses by function have been allocated among program and supporting services classifications on the basis of periodic time and expense studies and other basis as determined by management of the School to be appropriate.

Marketing and Recruitment

Marketing and recruitment costs are expensed as incurred. Marketing and recruitment costs for the years ended June 30, 2019 and 2018 amounted to $307,190 and $180,981.

Accounting for Uncertainty in Income Taxes

The School recognizes the effect of income tax positions only if those positions are more likely than not to be sustained. Management has determined that the School had no uncertain tax positions that would require financial statement recognition or disclosure. The School is no longer subject to examinations by the applicable taxing jurisdictions for years prior to June 30, 2016.

Reclassification of Prior Year Presentation

Certain 2018 amounts have been reclassified to conform to 2019 financial statement presentation.

Subsequent Events Evaluation by Management

Management has evaluated subsequent events for disclosure and/or recognition in the financial statements through the date that the financial statements were available to be issued, which date is October 18, 2019.

3. Grants and Contracts Receivable

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

4. Conditional Promise to Give

On January 17, 2018, the School received a $2,250,000 grant from one foundation for project specific support and general development of the School. The grant contains various grantor conditions related to specific milestones and time periods through November 30, 2020. Since this grant represents a conditional promise to give, it is not recognized as grants and contributions revenue until grantor conditions are met. For the years ended June 30, 2019 and 2018, revenue recognized under this grant totaled $750,000 and $375,000. At June 30, 2019, the remaining balance of this conditional promise to give was $1,125,000.

5. Related Party Transactions (not disclosed elsewhere)

The School is an affiliate of Friends of Classical Charter Schools, Inc. ("FOCCS"), a New York State not-for-profit corporation, by common management. FOCCS's purpose is to support the operation of the School by providing assistance with the School's real estate and facilities-related needs, and by raising funds and resources that will enable FOCCS to provide support to the School to enhance the experience of the School's students.

On April 18, 2019, the SBC III lease with 3450 Third Avenue Realty LLC ("Landlord") was transferred to FOCCS and the School entered into an Interim sublease agreement with FOCCS that left the obligation to pay the rent to the landlord with the School through June 30, 2019.

On June 19, 2019, the School entered into a sub-lease agreement with FOCCS with the term commencing on July 1, 2019 and expiring on June 30, 2049. (See Note 12)

At June 30, 2019, the School had a receivable due from FOCCS of $7,493 for expenses paid on FOCCS's behalf.

6. Investments

Major categories of investments categorized by the fair value hierarchy are as follows at June 30:

	2019		2018	
	Level 1	Total	Level 1	Total
Corporate bonds	$ 3,996,156	$ 3,996,156	$ -	$ -
US Treasury bills	-	-	2,340,446	2,340,446
	$ 3,996,156	3,996,156	$ 2,340,446	2,340,446
Cash equivalents		270,702		-
		$ 4,266,858		$ 2,340,446

The composition of investment return as reported in the statements of activities for the years ended June 30, 2019 and 2018 is as follows:

	2019	2018
Interest and Dividends from investments	$ 167,618	$ 22,649
Interest from other bank accounts	1,203	11,856
Net realized and unrealized (loss) gain on investments	61,469	(3,701)
Investment fees	(7,372)	-
	$ 222,918	$ 30,804

7. Property and Equipment

Property and equipment consists of the following at June 30:

	2019	2018
Computers and equipment	$ 1,240,645	$ 980,594
Furniture and fixtures	344,598	472,770
Leasehold improvements	2,276,716	2,029,216
Construction in progress	509,841	-
Website	49,875	49,875
	4,421,675	3,532,455
Accumulated depreciation and amortization	(1,321,977)	(1,293,115)
	$ 3,099,698	$ 2,239,340

Construction in progress at June 30, 2019 consisted of construction related to plumbing and kitchen improvements at SBC I and bathroom renovation and other leasehold improvements at SBC II. During the year ended June 30, 2019, the School disposed of fully depreciated property and equipment totaling $352,082.

8. Liquidity and Availability of Financial Assets

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use within one year of the statement of financial position date, are comprised of the following at June 30, 2019:

Financial assets at year end:	
Cash and cash equivalents	$ 749,467
Grants and contracts receivable	1,236,192
Investments	4,266,858
Due from related party	7,493
Total Financial Assets	6,260,010
Less amounts unavailable for general expenditure:	
Board designated net assets	300,000
	$ 5,960,010

As part of the School's liquidity management plan, the status of grants and contracts receivable is monitored regularly and any excess cash is invested in highly liquid securities and corporate bonds. The Board of Trustees has designated net assets without donor restrictions that could be drawn upon through board resolution and can be made available for current operations.

9. Employee Benefit 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 5% to the plan. The amount charged for matching contributions to this plan amounted to $512,490 and $392,607 for the years ended June 30, 2019 and 2018.

10. Concentration of Credit Risk

Financial instruments that potentially subject the School to concentrations of credit and market risk consist principally of cash and cash equivalents on deposit with financial institutions, which from time to time may exceed the Federal Deposit Insurance Corporation ("FDIC") limit. The School does not believe that a significant risk of loss due to the failure of a financial institution presently exists. As of June 30, 2019 and 2018, approximately $473,000 and $2,040,000 of cash was maintained with an institution in excess of FDIC limits.

11. Concentration of Revenue and Support

The School receives a substantial portion of its revenue and support from the New York City Department of Education. For the years ended June 30, 2019 and 2018, the School received approximately 86% and 82% of its total revenue and support 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.

12. Commitments

On November 6, 2015, SBC III entered into a lease agreement with 3450 Third Avenue Realty, LLC for the rental of permanent office/classroom space located in the Bronx, New York for SBC III and SBC IV. The lease term commenced on June 1, 2018 and expires on May 31, 2037, with two options to extend the lease for an additional five years each. Under the terms of the lease, the School paid a security deposit in the amount of $317,193. On April 18, 2019, this lease was amended and transferred to FOCCS, a related party (see note 5).

On June 19, 2019, the School entered into a sub-lease agreement with FOCCS for the rental of office/classroom space located at 3458 Third Avenue, Bronx, New York. The lease term commenced on July 1, 2019 and will expire on June 30, 2049. The School will recognize rent expense on a straight line basis starting with the year ending June 30, 2020. FOCCS is responsible for maintenance and repairs to the premises.

The School entered into a license agreement with Public Prep Academies to license certain classrooms, common rooms, and the cafeteria located in the Bronx, New York. This agreement commenced on January 1, 2019 and will expire on June 30, 2020. Under the agreement, the School also pays fees related to additional services on a monthly basis. The School contributed $50,000 towards improvements and repairs to the premises and paid a security deposit of $33,332.

12. Commitments *(continued)*

On July 18, 2018, the School entered into a sub-lease agreement with Civic Concourse Village Corporation for the rental of office/classroom space located in the Bronx, New York and expiring on June 30, 2058. This location will be the home of SBC IV and the middle school of SBC II. Under the terms of the lease, the School paid a security deposit in the amount of $979,000. Construction has commenced and is expected to be completed by August 2020 at which time the School will begin payments under the lease. The school is also obligated to make an annual contribution to sublandlord of $30,000, increasing 3% annually, until expiration of lease. The contributions will be placed in a capital building reserve account held by sublandlord and will be drawn down for capital improvements. The School will recognize rent expense on a straight line basis starting with the year ending June 30, 2021.

Building and land rent/lease expense for the years ended June 30, 2019 and 2018 was $1,966,616 and $1,190,979.

The future minimum lease payments under the lease agreements are as follows for the years ending June 30:

2020	$	2,385,050
2021		4,421,397
2022		4,533,027
2023		4,647,585
2024		4,765,151
Thereafter		204,658,597
	$	225,410,807

13. Contingency

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursement. 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.

* * * * *

Classical Charter Schools

Supplementary Information

June 30, 2019

Classical Charter Schools

Schedule of Activities by School
Year Ended June 30, 2019

	SBC I	SBC II	SBC III	SBC IV	Total
REVENUE AND SUPPORT					
State and local per pupil operating revenue	$ 7,613,079	$ 5,555,567	$ 5,028,500	$ 2,499,756	$ 20,696,902
State and local per pupil facilities funding	-	73,694	1,177,021	826,637	2,077,352
Federal grants	353,698	275,267	634,312	543,394	1,806,671
Federal E-Rate and IDEA	113,971	49,853	42,119	26,799	232,742
State and city grants	35,781	22,026	16,672	-	74,479
Contributions and grants	478,300	331,578	318,825	191,295	1,319,998
Investment income	80,611	56,061	53,904	32,342	222,918
Other income	6,366	3,414	4,488	2,571	16,839
Total revenue and support	8,681,806	6,367,460	7,275,841	4,122,794	26,447,901
EXPENSES					
Program Services					
Regular education	6,550,282	4,746,760	5,004,263	2,677,432	18,978,737
Special education	566,573	411,999	433,032	232,689	1,644,293
Total Program Services	7,116,855	5,158,759	5,437,295	2,910,121	20,623,030
Supporting Services					
Management and general	1,369,717	1,072,463	1,208,421	766,835	4,417,436
Fundraising	31,372	23,221	18,820	9,732	83,145
Total Expenses	8,517,944	6,254,443	6,664,536	3,686,688	25,123,611
Change in Net Assets	163,862	113,017	611,305	436,106	1,324,290
NET ASSETS					
Beginning of year	6,563,754	759,656	519,300	448,299	8,291,009
End of year	$ 6,727,616	$ 872,673	$ 1,130,605	$ 884,405	$ 9,615,299

See independent auditors' report

Classical Charter Schools

Uniform Guidance
Reports and Schedules

June 30, 2019

Classical Charter Schools

Schedule of Expenditures of Federal Awards
Year Ended June 30, 2019

Federal Grantor/Pass-through Grantor Program or Cluster Title	Federal CFDA Number	Pass-through Entity Identifying Number	Provided to Subrecipients	Total Federal Expenditures
U.S. Department of Education				
Pass-through New York State Education Department:				
Title I Grants to Local Educational Agencies	84.010	021-17-4361	$ -	$ 291,572
Title I Grants to Local Educational Agencies	84.010	021-17-5030	-	229,545
Title I Grants to Local Educational Agencies	84.010	021-17-5185	-	197,899
Title I Grants to Local Educational Agencies	84.010	021-17-5335	-	101,494
			-	820,510
Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147-17-4361	-	40,898
Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147-17-5030	-	30,627
Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147-17-5185	-	31,210
Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147-17-5335	-	16,231
			-	118,966
Student Support and Academic Enrichment Program	84.424	0204-19-4361	-	21,228
Student Support and Academic Enrichment Program	84.424	0204-19-5030	-	15,095
Student Support and Academic Enrichment Program	84.424	0204-19-5185	-	10,000
Student Support and Academic Enrichment Program	84.424	0204-19-5335	-	10,000
			-	56,323
Charter Schools	84.282	0089-18-01 C402982	-	415,669
Total U.S. Department of Education				1,411,468
U.S. Department of Agriculture				
Pass-through New York State Education Department				
Child Nutrition Cluster:				
School Breakfast Program	10.553		-	53,972
National School Lunch Program	10.555		-	329,345
Total Child Nutrition Cluster				383,317
Child and Adult Care Food Program	10.558		-	11,886
Total U.S. Department of Agriculture			-	395,203
Total Expenditures of Federal Awards			$ -	$ 1,806,671

See independent auditors' report and notes to the schedule of expenditures of federal awards

Classical Charter Schools

Notes to Schedule of Expenditures of Federal Awards
Year Ended June 30, 2019

1. Basis of Presentation

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal award activity of the School under programs of the federal government for the year ended June 30, 2019. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the School.

2. Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

3. Indirect Cost Rate

The School has elected not to use the 10-percent de minimis indirect cost rate allowed under the Uniform Guidance.

PKF O'CONNOR DAVIES
ACCOUNTANTS AND ADVISORS

Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed In Accordance With *Government Auditing Standards*

Independent Auditors' Report

Board of Trustees
Classical Charter Schools

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 Classical Charter Schools (the "School"), which comprise the statement of financial position as of June 30, 2019, and the related statements of activities, functional expense and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 18, 2019.

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 entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

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

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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.

PKF O'Connor Davies, LLP

Harrison, New York
October 18, 2019

Report on Compliance for Each Major Federal Program and Report on Internal Control Over Compliance Required by the Uniform Guidance

Independent Auditors' Report

Board of Trustees
Classical Charter Schools

Report on Compliance for Each Major Federal Program

We have audited Classical Charter Schools' (the "School") compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2019. The School's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, the terms and conditions of its federal awards applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School's compliance.

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Opinion on Each Major Federal Program

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2019.

Report on Internal Control Over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

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

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

PKF O'Connor Davies, LLP

Harrison, New York
October 18, 2019

Classical Charter Schools

Schedule of Findings and Questioned Costs
Year Ended June 30, 2019

Section I - Summary of Auditors' Results

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with U.S. GAAP:	Unmodified
Internal control over financial reporting:	
Material weakness (es) identified?	_____ yes __X__ no
Significant deficiency (ies) identified?	_____ yes __X__ none reported
Noncompliance material to the financial statements noted?	_____ yes __X__ no

Federal Awards

Internal control over major federal programs:	
Material weakness(es) identified?	_____ yes __X__ no
Significant deficiency(ies) identified?	_____ yes __X__ none reported
Type of auditors' report issued on compliance for major federal programs:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?	_____ yes __X__ no

Identification of major federal programs:

CFDA Number(s)	Name of Federal Program or Cluster
84.010	Title I Grants to Local Educational Agencies

Dollar threshold used to distinguish between type A and type B programs:	$750,000
Auditee qualified as low-risk auditee?	__X__ yes ____ no

Section II - Financial Statement Findings

During our audit, we noted no material findings for the year ended June 30, 2019.

Section III – Federal Award Findings and Questioned Costs

During our audit, we noted no instances of noncompliance and none of the costs reported in the federal financially assisted programs are questioned or recommended to be disallowed.

Section IV - Prior Years Findings

There were no prior year audit findings.

NYSED.gov Annual Financial Statement Audit Report

School Name:	South Bronx Classical Charter School IV
Date (Report is due Nov. 1):	November 1, 2019
Primary District of Location (If NYC select NYC DOE):	New York City Department of Education
If located in NYC DOE select CSD:	NYCSD #9
School Fiscal Contact Name:	Christian V Gibbs
School Fiscal Contact Email:	[redacted]
School Fiscal Contact Phone:	[redacted]
School Audit Firm Name:	PFK O'Connor Davies, LLP
School Audit Contact Name:	Gus Saliba
School Audit Contact Email:	[redacted]
School Audit Contact Phone:	[redacted]
Audit Period:	2018-19
Prior Year:	2017-18

The following items are required to be included:

1.) The independent auditor's report on financial statements and notes.
2.) Excel template file containing the Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets.
3.) Reports on internal controls over financial reporting and on compliance.

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of $750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

Item	If not included, state the reason(s) below (if not applicable fill in N/A):
Management Letter	
Management Letter Response	
Federal Single Audit (A-133)	
Corrective Action Plan	

South Bronx Classical Charter School IV
Statement of Financial Position
as of June 30

	2019	2018
CURRENT ASSETS		
Cash and cash equivalents		
Grants and contracts receivable		
Accounts receivables		
Prepaid Expenses		
Contributions and other receivables		
Other current assets		
TOTAL CURRENT ASSETS	-	-
NON-CURRENT ASSETS		
Property, Building and Equipment, net		
Restricted Cash		
Security Deposits		
Other Non-Current Assets	-	-
TOTAL NON-CURRENT	-	-
TOTAL ASSETS	-	-
CURRENT LIABILITIES		
Accounts payable and accrued expenses		
Accrued payroll, payroll taxes and benefits		
Current Portion of Loan Payable		
Due to Related Parties		
Refundable Advances		
Deferred Revenue		
Other Current Liabilities		
TOTAL CURRENT	-	-
LONG-TERM LIABILITIES		
Loan Payable; Due in More than One Year	$ -	$ -
Deferred Rent	-	-
Due to Related Party	-	-
Other Long-Term Liabilities	-	-
TOTAL LONG-TERM	-	-
TOTAL LIABILITIES	-	-

NET ASSETS		
Unrestricted		
Temporarily restricted		
Permanently restricted	-	-
TOTAL NET ASSETS	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-

South Bronx Classical Charter School IV
Statement of Activities
as of June 30

	2019			2018
	Unrestricted	Temporarily Restricted	Total	Total
OPERATING REVENUE				
State and Local Per Pupil Revenue - Reg. Ed	$ 2,419,109	$ -	$ 2,419,109	$ 1,813,144
State and Local Per Pupil Revenue - SPED	80,647	-	80,647	62,330
State and Local Per Pupil Facilities Revenue	826,637	-	826,637	-
Federal Grants	543,394	-	543,394	358,937
State and City Grants	-	-	-	296,535
Other Operating Income	26,799	-	26,799	10,769
Food Service/Child Nutrition Program	-	-	-	-
TOTAL OPERATING REVENUE	3,896,586	-	3,896,586	2,541,715
EXPENSES				
Program Services				
Regular Education	$ 2,677,432	$ -	$ 2,677,432	$ 1,527,994
Special Education	232,689	-	232,689	146,261
Other Programs	-	-	-	-
Total Program Services	2,910,121	-	2,910,121	1,674,255
Management and general	766,835	-	766,835	713,213
Fundraising	9,732	-	9,732	-
TOTAL EXPENSES	3,686,688	-	3,686,688	2,387,468
SURPLUS / (DEFICIT) FROM OPERATIONS	209,898	-	209,898	154,247
SUPPORT AND OTHER REVENUE				
Interest and Other Income	$ -	$ -	$ -	$ 3
Contributions and Grants	191,295	-	191,295	325,000
Fundraising Support	-	-	-	-
Investments	32,342	-	32,342	-
Donated Services	-	-	-	-
Other Support and Revenue	2,571	-	2,571	1,480
TOTAL SUPPORT AND OTHER REVENUE	226,208	-	226,208	326,483
Net Assets Released from Restrictions / Loss on Disposal	$ -	$ -	$ -	$ -
CHANGE IN NET ASSETS	436,106	-	436,106	480,730
NET ASSETS - BEGINNING OF YEAR	$ 448,299	$ -	$ 448,299	$ (21,662)
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-

NET ASSETS - END OF YEAR	$ 884,405	$ -	$ 884,405	$ 459,068

South Bronx Classical Charter School IV
Statement of Cash Flows
as of June 30

	2019	2018
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	$ -	$ -
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	-	-
Grants Receivable	-	-
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	-	-
Accounts Payable	-	-
Accrued Expenses	-	-
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	-	-
Interest payments	-	-
Other	-	-
Other	-	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	$ -	$ -
CASH FLOWS - INVESTING ACTIVITIES	$	$
Purchase of equipment	-	-
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	$ -	$ -
CASH FLOWS - FINANCING ACTIVITIES	$	$
Principal payments on long-term debt	-	-
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	$ -	$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	$ -	$ -
Cash at beginning of year	-	-
CASH AND CASH EQUIVALENTS AT END OF YEAR	$ -	$ -

South Bronx Classical Charter School IV
Statement of Functional Expenses
as of June 30

		2019						
		Program Services				Supporting Services		
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fundraising	Management and General	Total
Personnel Services Costs		$	$	$	$	$	$	$
Administrative Staff Personnel	58.00	432,083	41,047	-	473,130	3,230	80,591	83,821
Instructional Personnel	170.00	845,596	80,330	-	925,926	6,322	157,718	164,040
Non-Instructional Personnel	19.00	24,072	2,287	-	26,359	180	4,490	4,670
Total Salaries and Staff	247.00	1,301,751	123,664	-	1,425,415	9,732	242,799	252,531
Fringe Benefits & Payroll Taxes		182,273	14,854	-	197,127	-	62,397	62,397
Retirement		43,601	3,553	-	47,154	-	14,926	14,926
Management Company Fees		-	-	-	-	-	-	-
Legal Service		-	-	-	-	-	133,493	133,493
Accounting / Audit Services		-	-	-	-	-	24,676	24,676
Other Purchased / Professional / Consulting Services		135,526	-	-	135,526	-	21,804	21,804
Building and Land Rent / Lease		453,528	36,960	-	490,488	-	155,256	155,256
Repairs & Maintenance		47,422	3,865	-	51,287	-	16,234	16,234
Insurance		14,640	1,193	-	15,833	-	5,011	5,011
Utilities		62,591	5,101	-	67,692	-	21,427	21,427
Supplies / Materials		56,622	7,208	-	63,830	-	-	-
Equipment / Furnishings		19,290	1,572	-	20,862	-	6,603	6,603
Staff Development		8,125	-	-	8,125	-	-	-
Marketing / Recruitment		28,935	2,358	-	31,293	-	9,905	9,905
Technology		34,055	2,775	-	36,830	-	11,658	11,658
Food Service		146,814	18,690	-	165,504	-	-	-
Student Services		47,073	4,275	-	51,348	-	12,833	12,833
Office Expense		44,969	3,665	-	48,634	-	15,394	15,394
Depreciation		27,508	2,242	-	29,750	-	9,417	9,417
OTHER		22,708	714	-	23,422	-	3,001	3,001
Total Expenses		$ 2,677,432	$ 232,689	$ -	$ 2,910,121	$ 9,732	$ 766,835	$ 776,567

	2018
Total	
$	$
556,951	517,123
1,089,966	735,841
31,028	20,715
1,677,946	1,273,679
259,525	236,023
62,080	36,235
-	-
133,493	40,751
24,676	26,563
157,330	84,748
645,744	194,374
67,521	45,519
20,845	32,591
89,119	1,161
63,830	41,436
27,466	20,737
8,125	6,175
41,198	39,295
48,488	13,529
165,504	93,961
64,181	23,195
64,028	48,862
39,167	22,182
26,423	106,452
$ 3,686,688	$ 2,387,468

New York State Education Department

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

2019-20 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	School district per-pupil tuition information is located on the State Aid website at https://stateaid.nysed.gov/charter/. 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 Charter School

PROJECTED BUDGET FOR 2018-2019

July 1, 2019 to June 30, 2020

Please Note The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	8,754,758	276,225	-	-	-	9,030,983
Total Expenses	8,253,705	132,651	-	-	-	8,274,867
Net Income	501,053	143,574	-	-	-	756,116
Actual Student Enrollment	-	-				-
Total Paid Student Enrollment	478	-				478

		PROGRAM SERVICES			SUPPORT SERVICES		
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	**CY** Per Pupil Rate						
District of Location	*$16,307.00*	7,794,746	-	-	-	-	7,794,746
School District 2 (Enter Name)		-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-
		7,794,746					7,794,746
Special Education Revenue			231,620	-	-	-	231,620
Grants							
Stimulus		-	-	-	-	-	-
Other		-	-	-	-	-	-
Other State Revenue		220,841	-	-	-	-	220,841
TOTAL REVENUE FROM STATE SOURCES		8,015,587	231,620				8,247,207
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs			44,605	-	-	-	44,605
Title I		385,512	-	-	-	-	385,512
Title Funding - Other		67,950	-	-	-	-	67,950
School Food Service (Free Lunch)		-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-
Other		-	-	-	-	-	-
Other Federal Revenue		-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		453,462	44,605				498,067
LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising		187,500	-	-	-	-	187,500
Erate Reimbursement		39,686	-	-	-	-	39,686
Interest Income, Earnings on Investments,		42,995	-	-	-	-	42,995
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-
Text Book		-	-	-	-	-	-
Other Local Revenue		15,528	-	-	-	-	15,528
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		285,709					285,709
TOTAL REVENUE		8,754,758	276,225				9,030,983
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions						
Executive Management	1.25	317,000	-	-	-	-	317,000
Instructional Management	4.25	701,857	-	-	-	-	701,857
Deans, Directors & Coordinators	3.00	393,000	-	-	-	-	393,000
CFO / Director of Finance		-	-	-	-	-	-
Operation / Business Manager	7.00	316,920	-	-	-	-	316,920

South Bronx Classical Charter School

PROJECTED BUDGET FOR 2018-2019

July 1, 2019 to June 30, 2020

Please Note The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	8,754,758	276,225	-	-	-	9,030,983
Total Expenses	8,253,705	132,651	-	-	-	8,274,867
Net Income	501,053	143,574	-	-	-	756,116
Actual Student Enrollment	-	-				-
Total Paid Student Enrollment	478	-				478

		PROGRAM SERVICES			SUPPORT SERVICES		
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Administrative Staff	4.00	239,500	-	-	-	-	239,500
TOTAL ADMINISTRATIVE STAFF	20	1,968,277					1,968,277
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	32.00	2,590,000	-	-	-	-	2,590,000
Teachers - SPED	2.00	-	130,000		-	-	130,000
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	3.00	205,000	-	-	-	-	205,000
Specialty Teachers	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-
Therapists & Counselors	5.00	349,500	-	-	-	-	349,500
Other	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	42	3,144,500	130,000				3,274,500
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	104,124	-	-	-	-	104,124
TOTAL NON-INSTRUCTIONAL		104,124					104,124
SUBTOTAL PERSONNEL SERVICE COSTS	62	5,216,901	130,000				5,346,901
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		534,690	-	-	-	-	534,690
Fringe / Employee Benefits		402,549	-	-	-	-	402,549
Retirement / Pension		181,615	-	-	-	-	181,615
TOTAL PAYROLL TAXES AND BENEFITS		1,118,854					1,118,854
TOTAL PERSONNEL SERVICE COSTS		6,335,755	130,000				6,465,755
CONTRACTED SERVICES							
Accounting / Audit		20,000	-	-	-	-	20,000
Legal		69,277	-	-	-	-	69,277
Management Company Fee		-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-
Titlement Services (i e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		310,309	-	-	-	-	310,309
TOTAL CONTRACTED SERVICES		399,586					399,586
SCHOOL OPERATIONS							
Board Expenses			-	-	-	-	-
Classroom / Teaching Supplies & Materials		32,643	-	-	-	-	32,643
Special Ed Supplies & Materials			2,651	-	-	-	2,651
Textbooks / Workbooks		63,345	-	-	-	-	63,345

South Bronx Classical Charter School

PROJECTED BUDGET FOR 2018-2019

July 1, 2019 to June 30, 2020

Please Note The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	8,754,758	276,225	-	-	-	9,030,983
Total Expenses	8,253,705	132,651	-	-	-	8,274,867
Net Income	501,053	143,574	-	-	-	756,116
Actual Student Enrollment	-	-				-
Total Paid Student Enrollment	478	-				478

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Supplies & Materials other	16,121	-	-	-	-	16,121
Equipment / Furniture	-	-	-	-	-	-
Telephone	-	-	-	-	-	-
Technology	141,377	-	-	-	-	141,377
Student Testing & Assessment	-	-	-	-	-	-
Field Trips	11,869	-	-	-	-	11,869
Transportation (student)	-	-	-	-	-	-
Student Services - other	47,882	-	-	-	-	47,882
Office Expense	199,120	-	-	-	-	199,120
Staff Development	377,524		-	-	-	377,524
Staff Recruitment	64,405	-	-	-	-	64,405
Student Recruitment / Marketing	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	17,944	-	-	-	-	17,944
Fundraising	-	-	-	-	-	-
Other	111,489	-	-	-	-	
TOTAL SCHOOL OPERATIONS	1,083,719	2,651				974,881
FACILITY OPERATION & MAINTENANCE						
Insurance	52,584	-	-	-	-	52,584
Janitorial	6,152	-	-	-	-	6,152
Building and Land Rent / Lease	-	-	-	-	-	-
Repairs & Maintenance	8,350	-	-	-	-	8,350
Equipment / Furniture	256,117	-	-	-	-	256,117
Security	-	-	-	-	-	-
Utilities	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	323,203					323,203
DEPRECIATION & AMORTIZATION	111,442	-	-	-	-	111,442
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-
TOTAL EXPENSES	8,253,705	132,651				8,274,867
NET INCOME	501,053	143,574	-	-	-	756,116

ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED
District of Location			-
School District 2 (Enter Name)			-
School District 3 (Enter Name)			-
School District 4 (Enter Name)			-
School District 5 (Enter Name)			-
TOTAL ENROLLMENT			
REVENUE PER PUPIL	-	-	-
EXPENSES PER PUPIL	-	-	-

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

Kevin Murphy_____

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

CLASSICAL CHARTER SCHOOLS

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

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

____**Yes** __**XXX**__**No**

If **Yes**, 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) operated 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 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 you**
NONE			

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

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				

Kevin Murphy 8/1/19

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 Address:

_____

E-mail Address:

_____

Home Telephone:

_____

Home Address:

_____

last revised 08/21/2018

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

William Higgins_____

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

CLASSICAL CHARTER SCHOOLS

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

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

____**Yes** __**XXX**__**No**

If **Yes**, 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) operated 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 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 you**
NONE			

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

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				

William Higgins 8/1/19
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 Address:

_____

E-mail Address:

_____

Home Telephone:

_____

Home Address:

_____

last revised 08/21/2018

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

BENJAMIN ARAUJA

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

CLASSICAL CHARTER SCHOOLS

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

   TREASURER

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

   ____**Yes** __XXX__**No**

   If **Yes**, 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) operated 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 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 you
NONE			

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

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				

Signature 6/18/19 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

Business Addres

E-mail Address:

Home Telephone

Home Address:

[redacted]

last revised 6/18/2019

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name: C. Stephen Baldwin

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

CLASSICAL CHARTER SCHOOLS

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

   Chair

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

   ____**Yes** __XXX__**No**

   If **Yes**, 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) operated 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 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 you
NONE			

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

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 6/18/19

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 Te

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E-mail Add

Home Tele

Home Add

[redacted]

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

Robert E. Torres

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

CLASSICAL CHARTER SCHOOLS

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

   Board member

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

   ____**Yes** __XXX__**No**

   If **Yes**, 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) operated 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 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 you
NONE			

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

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				

Signature 6/24/19 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 T[redacted]

Business A

E-mail Addr

Home Telep

Home Address:

last revised 08/21/2018

From: [redacted]

Hi Leena,

Thanks for handling this.

Best,
Ingrid

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

INGRID BATEMAN

Name of Charter School Education Corporation (the Charter School Name, *if the charter school is the only school operated by the education corporation*):

CLASSICAL CHARTER SCHOOLS

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

   Current Board Chair

   Past Treasurer

2. Are you an employee of any school operated by the education corporation?

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

   ___**Yes** XXX **No**

   If **Yes**, 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) operated 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 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 you
NONE			

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

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				

Signature 6/18/19 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 Address:

E-mail Addr

Home Telep

Home Addr

[redacted]

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

James Hart

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

CLASSICAL CHARTER SCHOOLS

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

   Member, Board of Trustees

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

   ____**Yes** __**XXX**__**No**

   If **Yes**, 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) operated 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 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 you
NONE			

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

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				

Signature

8/1/19
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 Te

Business Ad

E-mail Addr

Home Telep

Home Addre

[redacted]

last revised 08/21/2018

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name: Kathryn Moore Helenak

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

CLASSICAL CHARTER SCHOOLS

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

   Board Member

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

   ____**Yes** __XXX__**No**

   If **Yes**, 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) operated 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction None	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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

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

Kathryn Moore Delzenak June 28, 2019

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: [redacted]

Business Addre

E-mail Address:

Home Telephone

Home Address:

[redacted]

last revised 08/21/2018

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

Lawrence G. Hirsch

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

CLASSICAL CHARTER SCHOOLS

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

   Vice President + Board Member

2. Are you an employee of any school operated by the education corporation?

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

   ____**Yes** __XXX__**No**

   If **Yes**, 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) operated 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 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 you
NONE			

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

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				

Signature 7/30/19 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.

[redacted]

Entry 8 BOT Table

Last updated: 08/01/2019

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

1. Current Board Member Information (Enter info for each BOT member)

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2018 19
1	Stephen Baldwin, [redacted]	Chair	Executive	Yes	7	05/16/2018	05/16/2020	10
2	Kathryn Heleniak, [redacted]	Vice Chair	Executive, Education	Yes	6	05/16/2018	05/16/2020	10
3	Kevin Murphy, [redacted]	Secretary	Executive, Finance	Yes	7	05/16/2018	05/16/2020	10
4	William Higgins, [redacted]	Trustee/Member	Finance, Real Estate	Yes	7	05/16/2018	05/16/2020	10
5	Larry Hirsch, [redacted]	Trustee/Member	Real Estate	Yes	7	05/16/2018	05/16/2020	10
6	James R. Maher Jr., [redacted]	Treasurer	Real Estate, Finance, Development	Yes	6	05/15/2019	05/15/2021	10
	Ingrid							

7	Bateman, [redacted]	Trustee/Member	Executive, Finance, Education	Yes	4	09/14/2019	09/14/2021	10
8	Ben Arabia, [redacted]	Trustee/Member	Finance, Development	Yes	1	07/01/2019	07/01/2021	10
9	James W. Hart, [redacted]	Trustee/Member	Development	Yes	1			5 or less

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

1b. Current Board Member Information

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2018 19
10	Raquel Zaki, [redacted]	Trustee/Member	Finance, Development	Yes	1			5 or less
11	Veena Malpani, [redacted]	Trustee/Member	Development	Yes	1			5 or less
12	Bob Torres, [redacted]	Trustee/Member	Community	Yes	1			5 or less
13								
14								
15								

1c. Are there more that 15 members of the Board of Trustees? No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2019	12
b.Total Number of Members Added During 2018 19	4
c. Total Number of Members who Departed during 2018 19	0
d.Total Number of members in 2018 19, as set by in Bylaws, Resolution or Minutes	12

3. Number of Board meetings held during 2018-19 10

4. Number of Board meetings scheduled for 2019-20 10

Thank you.

Entry 9 - Board Meeting Minutes

Last updated: 08/01/2019

Instructions for submitting minutes of the BOT monthly meetings

Regents, NYCDOE, and Buffalo BOE authorized schools must either provide a link to a complete set of minutes that are posted on the charter school website, or upload a complete set of board meeting minutes from July 2018 June 2019, which should match the number of meetings held during the 2018 19 school year.

SOUTH BRONX CLASSICAL CHARTER SCHOOL IV

Are all monthly BOT meeting minutes posted, which should match the number of meetings held during 2018-19 school year, on the charter school's website?	No

B. Upload all monthly Board meeting minutes, which should match the number of meetings held during the 2018-19 school year.

Combine all monthly meeting minutes into one .PDF file.

https://nysed_cso_reports.fluidreview.com/resp/110408592/wNFCVDEEJA/

CLASSICAL
CHARTER SCHOOLS

Board Meeting Minutes

January 15, 2019

Classical Charter Schools prepare 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, Prof. Kathryn Heleniak, Ms. Ingrid Bateman, Mr. Lawrence Hirsch, Mr. James Maher Jr., Mr. Ben Arabia, Mr. James Hart

Guests: Mr. Lester Long

I. Call to Order

There being a quorum, the Chair called the Meeting to order at 767 Fifth Avenue at 6:05pm.

II. Review of Minutes

The Board Members unanimously approved the minutes from the last Board Meeting.

III. Chairman's Remarks

Stephen summarized our meeting with board candidate Raquel Zaki. The meeting was hosted at Ingrid's apartment. Ms. Zaki has several ideas for how to improve the efficiency of teachers and staff. Stephen recommended adding Ms. Zaki to the Board. A discussion followed, with a focus on the need for diversity and community representation. The Board unanimously agreed that two additional board seats would be needed, and that the Board needs to focus on candidates that are aligned with the mission of the schools but that also fulfill our need for both increased diversity and community representation. Following this discussion, the Board unanimously voted to approve Ms. Zaki as the newest member of the Board.

Stephen then moved on to a discussion focused on term limits for Board Officers. The max term limit for each position will be four years, voted on every year. Stephen then proposed Ingrid as the new Chair, James as Vice Chair, Ben as Treasurer and Kevin as Secretary. There were no objections.

Draft

IV. Executive Director Report

Lester began by acknowledging the importance of the evolution of Board. He then noted his meeting with Norman Atkins from Uncommon Schools. Mr. Atkins was very complimentary of Classical Charter Schools and indicated that he wants to help Classical grow. He then updated the Board on the following:

- The Blue Ribbon application for SBC II is due in early March.
- The Business Process Mapping project is already working and adding value.
- Neon fundraising software has been purchased (Ingrid suggested having a board training session in March or April). All past data is in excel spreadsheets and will be uploaded into the Neon system.
- We are fully hired (for every position in the org chart but also the "on deck" positions), so the system is robust and resilient when departures occur.
- Amber Rousseau was hired as a PR consultant for $3k/month (we discussed having her potentially present to the Board this spring).
- Met with News12 (local South Bronx channel) and have run advertisements on their channel and website in order to: a) ingratiate ourselves with the community; and b) hire staff.
- CMO paper was completed.

Ingrid then discussed the CCS website updates that are required. The talent team is responsible for the website, but we discussed pinpointing one person with the responsibility. Kathryn will check the website regularly and will work on updating the Board Member bios. Lester continued his Executive Report, with the following updates/requests:

- James Hart must fill out forms to be officially approved by NYSED; everyone else needs to be fingerprinted again.
- Lester has been selected as the first person to work in a Success Academies Residency Program - a 7 week program designed for charter network leaders to identify and improve aspects of Classical.
- Review of ELL numbers vs district and why CCS numbers are always below average.
- Discussed complaint process for student/parents in light of recent letters.
- Review of retention process for students.
- Need to discuss the October offsite meeting at the next Board Meeting.

The Chairman called an end to the meeting at 8:25pm.

Respectfully submitted,

_____

James R. Maher Jr., Trustee

Draft

CLASSICAL
CHARTER SCHOOLS

Board Meeting Minutes

February 12, 2019

Classical Charter Schools prepare 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. Ben Arabia, Mr. C. Stephen Baldwin, Mrs. Ingrid Bateman, Mr. James Hart, Prof. Kathryn Heleniak, Mr. Bill Higgins, Mr. J. Kevin Murphy, Mr. James Maher Jr.
Trustees Calling In: Mr. Lawrence Hirsch. Mrs. Raquel Zaki
Guests: Mr. Lester Long

I. Call to Order

There being a quorum, the Chair called the Meeting to order at 767 Fifth Avenue at 6:05pm.

II. Review of Minutes

The Board Members unanimously approved the minutes from the last Board Meeting on 1/15/2019.

III. Chairman's Remarks

The Chair began by introducing a new candidate for Trustee, Ms. Veena Malpani, whom many of the Trustees had met the previous evening. Ms. Malpani is an attorney by training who works as the compliance officer in the New York office of BC Partners, an international private equity firm. Though she had not had prior experience with board service with a non-profit organization, her experience as a compliance officer and the personal qualities that characterize her performance in that role highly recommend her as a trustee.

The trustees:

VOTED by unanimous acclaim to elect Ms. Malpani as a Trustee for a term to end on 6/30/2020.

The Trustees also noted that in order to maintain a balance on the board among the rolling 2 year terms of service, the election of Mr. Hart and Ms. Zaki would extend to 6/30/2019 with further

extension. This staggering of terms together with the existing structure means that half of the Trustees will come up for election each June 30, 2019

IV. Executive Director Report

A. Branding

The E.D. deferred to Mr. Arabia who presented a brief power point report on his meetings with Instructional Coaches and the Deans regarding "branding" of the school, the object of which is to present each school as having its own personality, but sharing a common identity with other Classical Charter Schools. The Instructional Coaches characterized the "brand" with such adjectives as "professional, rigorous, high-achieving, urgent, passionate, supported". In terms of attracting faculty, they opined "The Classicorps program is really attractive-a guaranteed Master's degree and the training available is a huge draw for new teachers deciding where to go." The Deans commented on their work helping set priorities by "Helping scholars transcend their realities so (*that*) they don't become a barrier to learning" by dealing with "school work first, then .. personal issues." The school has retained Ms. Amber Roussell to co-ordinate the effort. She should be included in any media connections, events, or other public forums. The chair commented that the measure of the effort's success would be to be thought of with the "Success Academies" in the public's mind as a quality charter school.

In response to questions about the different audiences to which the "branding" messages should be directed, obviously prospective parents, especially with children who may be ELL or SPED scholars, and talented prospective faculty are among the highest priorities. As it now stands, CCS receives about 16 applications for every seat, but attrition among scholars averages about 10% p.a. through 8th grade, necessitating some "backfilling". Each school has its own lottery and our yield varies across schools ranging from 40% to 80% of acceptances. Various considerations influence the parents' enrollment decisions including location and travel time, siblings, the availability of other alternatives, and the influence of other parents. Now that NYC has a centralized application process, filing an extra application requires little additional effort. While we are not currently part of the common application process, Mrs. Bateman observed that, in the interest of the parents, we should make every effort to make the application process as convenient to them as possible. We currently solicit applications from pre-K programs and more extensively by flyers and, in light of our experience with the yield calculations for each school; we will extend acceptances to more scholars than those for whom we have a seat. Preference is given to those scholars who live in the DOE district, for example, all of the scholars at School I reside in District 12. We especially want to enroll scholars with IEP's and will administer the NYSELAT, or state language test, on enrollment to identify scholars who may be English language learners. We wish to be seen as part of the community, much as Democracy Prep is, and we continue to experiment attractive improvements to the program, such as offering soccer at School III.

B. Alumni

Mr. Maher and the E.D. met with the director of alumni relations at Buckley to learn what mechanisms they have put in place to track their graduates. Mr. Maher will summarize the

points of the meeting in a memo. Messrs. Maher and Hirsch will work with Ms. Roussell and Ms. Cota to begin developing our approach to the issue that promises to test the hypothesis that our graduates will be prepared for college level academics.

C. Development & Support

The E.D. met with the directors of the Tiger Foundation to review and report on our progress toward becoming a more professional organization. Among the developments he noted was School II's nomination for a U.S. Department of Education Blue Ribbon award effectively placing it among the top 350 elementary schools in the country. (School I received such an accolade back in 2014.)

In this regard, the business mapping project is yielding some very useful insights, especially about errors that seem to creep into the system due to misunderstandings of various responsibilities. The study is also identifying some functions that can be automated, saving effort and expense. We are about a year ahead of Success Academy in a project that will generate some follow on work.

The "Neon" software, which will track private contributions and solicitations, has been installed, but donations from our solicitations this autumn are still coming in. The trustees expressed some concern that they be kept informed of those contributions so that they can also acknowledge them, besides the school forwarding an obligatory letter to substantiate tax deductions. The program has some functionality to search for donors by identity in the database, but it remains unclear whether sending an e-mail acknowledgement automatically is feasible, presuming we have the donors e-mail address. Ms. Bateman volunteered to review this with Mr. Gibb and Mr. Hart may also look into the functionality.

D) IT

Our IT Specialist, Mr. Sanoguet, will be leaving and we are looking at the possibility of splitting the function into two areas of responsibility. The first would be handling the operation and maintenance of the active devices that may even be outsourced to a third party. The second set of responsibilities would encompass those of a Director of IT who would supervise the use of "software as a service" (SaaS). While the E.D. mooted the idea of moving Data and Research into IT, Mr. Hart strongly advised against it. He suggested that the Director of IT role should be staffed by a business oriented person who would make sure that the software would serve the people who would derive the most benefit from it and be able to query it as needed. Kahn Academy, for example, and Stanford provide good examples of how the functions might be structured. Separately, there may be some merit to elevating the Data and Research function.

E) Expansion

With respect to our applications for new charters, we all need to be re-fingerprinted and that should be accomplished as quickly as possible since only 7 charters remain. Although the charter applications were submitted in well before the deadline, we have seemingly been outmaneuvered by 19 applications "from whom" submitted by SUNY vs. the 5 submitted through the NYSED, ours among them. This means that the applications submitted through

SUNY will probably preempt our applications and we have no expectation that SUNY would work with the SED. There are opportunities in Rochester or Westchester or for a high school, but all of those would necessitate substantial alterations to the programs as structured. There is also the possibility of applying for an increase in enrollment through a modification of our existing charters, but we are very constrained by space in all of our locations. Moreover, the 22 charters that have been handed back to the Charter School Office were eliminated when they were turned in, thus effectively reducing the cap of 400 charter schools in the state and 50 in the city. Another alternative would be to work with other charter school organizations and funders to lobby for an alteration to the cap, but that option may not be viable politically. The pendulum of popularity may be swinging away from the charters as they are not a panacea and some have underperformed for various reasons. Moreover, the educational bureaucracy may view them as "destabilizing the system." We expect School V to open in 2020 as planned, co-locating with School V from a temporary annex grades 6-8 from School II.

F. OCS Notification

We have received a letter from the NYSED Office of Charter Schools informing us that, in comparison with comparable schools in the District, we are falling short in enrolling a comparable number of SPED scholars, which will require some investigation (See Addendum). One explanation may be that because of the extra support scholars receive; at risk scholars at the margin may be declassified. The news to be celebrated is that our enrollment of ELL scholars is commensurate with the proportions of those scholars at other schools in the district.

V. Financials

The Finance Committee had just reviewed the financial statements ending 12/31/2018 the day before; so most of the Trustees had not had the time to review them. Consequently, a resolution to approve the statements will be deferred until the next meeting. The Treasurer will circulate the spreadsheet with the supporting notes to the Trustees in the meantime.

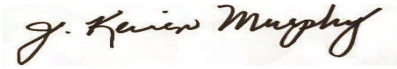
VI. Other Business and Adjournment

- Mr. Hirsch mentioned a neighbor for whom board service is impossible, but who would nevertheless like to engage with the school and its mission. He suggested a non-trustee advisory council as an alternative.
- The E.D. is continuing his residency with Success Academy.
- All schools fall within their NYC DOE districts, so schools V and VI would be located in Districts 10 and 12.
- Our policy about transferring students among Classical Schools remains as it is because December is the only month in which the Board of Regents will entertain amendments to existing charters.
- Our attorney and advisor, Mr. O'Neill, is drafting a paper in which he will compare the pass rates and costs of CMO schools to schools organized in a simple charter format.
- Our 8th grade scholars will graduate June 28, 2019. In the past, Fordham University's Keating Hall has been the venue for these ceremonies.

- The next meeting will take place at J.P. Morgan's offices at 383 Madison Avenue at 6:00 p.m. on March 12, 2019.

There being no further immediate business the Trustees:

VOTED to adjourn.



J. Kevin Murphy, Secretary

CLASSICAL
CHARTER SCHOOLS

Board Meeting Minutes

Addendum

February 27, 2019

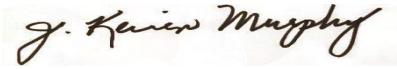
Classical Charter Schools prepare students for college preparatory high schools and colleges. Through a classical curriculum and highly structured setting, students become liberated scholars and citizens of impeccable character.

Pursuant to the letter of notification from the Office of Charter Schools, the E.D. met with the undersigned to ascertain by how much our enrollment of SPED scholars fell short of comparable levels in the respective District. The information is summarized in the table below:

Special Populations Proportion of Enrollment 2016-17			
	ELL	**SPED**	**Economically Distressed**
SBCCS I	18%	12%	89%
District 12	21%	24%	85%
SBCCS II	16%	12%	86%
District 7	13%	26%	93%
SBCCS III/IV	19%	12%	88%
District 9	25%	23%	90%

This is the most recent comparable data that is available. The proportions of scholars who are English Language Learners or are from Economically Distressed backgrounds do not seem to vary that much from those statistics in the Districts; indeed ELL scholars at School II and scholars coming from Economically Distressed backgrounds at School I, exceed those of comparable DOE schools in the Districts. The proportion of SPED scholars, however, seems to run at about 1 scholar in 4 at District schools as compared to 1 scholar in 8 at SBCCS.

The question is what the discrepancy may mean. Our scholars don't arrive with Individual Education Plans: the schools develop IEP's for scholars relatively early in their academic careers. The issue may well be framed as to whether CCS, through our IEP classification process are systematically committing Type I Errors, i.e. falsely rejecting the hypothesis that a scholar should be classified as SPED, when it is really true; or whether the Districts are systematically committing Type II Errors, i.e. accepting the hypothesis that a scholar should be classified as SPED, when it is really false.



J. Kevin Murphy, Secretary

CLASSICAL
CHARTER SCHOOLS

Board Meeting Minutes

March 12, 2019

Classical Charter Schools prepare 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. Ben Arabia, Mr. C. Stephen Baldwin, Mrs. Ingrid Bateman, Mr. James Hart, Prof. Kathryn Heleniak, Mr. Bill Higgins, Mr. Lawrence Hirsch, Mr. J. Kevin Murphy,
Trustees Calling In: Mr. James Maher Jr., Mrs. Raquel Zaki
Guests: Mr. Lester Long, E.D., Mr. Matthew Pejkovic, V.P. J. P. Morgan

I. Call to Order

There being a quorum, the Chair called the Meeting to order at 383 Madison Avenue at 6:00 pm.

II. Presentation of Mr. Pejkovic

Mr. Pejkovic began with a lucid description of CCS's banking relationship. The CCS Educational Corporations liquid assets have been divided into four "buckets". The first is an operating account with balances that range from $2 to $4 million. The expenses running through the account are funded from a money market account invested in short-term government securities that yields about 2% per annum. Secondly, there are four Escrow accounts, one for each school as mandated by the state, with about $75,000 in each to cover liquidation expenses in the eventuality that a school is wound up. The third "bucket" comprises assets from donors and its proceeds are invested in a proportion of 1/3 in the money market fund and 2/3 in a short-term corporate bond portfolio with marginally increased interest rate and credit risks, but currently yielding about 3%. There are no high yield securities in any of the vehicles through which we are invested. Finally, there are the surplus operating assets which range from $8-$10 mm.[1] The overall yield on the liquid assets is about 2.2% p.a. and adds about $200,000 per year

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[1] Surplus Operating Assets
- Credit Rating: A-
- Duration: 1.10 Years (buy-and-hold strategy where all bonds mature in less than 2 years)

Donation Assets
- Credit Rating: A-
- Duration: 2.27 Years (buy-and-hold strategy where all bonds mature between 1-6 years)

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in additional income, nearly fivefold more than when the relationship had been at Banco Popular. This is the equivalent of the state funding an additional 14 scholars.

In 2018 Cash was the asset class with the highest return and prospectively JPM estimates that any recession may be 12-18 months in the future.

Besides hosting a quarterly board meeting, JPM can help with a presentation on cyber-security, a topic that can be key to managing risks to foundation support, and through introductions to possible trustees through a consortium of like-minded businesses. In this last program, JPM employees participate with other those of other institutions, such as Google and Macquarie Bank, who may have an interest in serving as a trustee. If a participant were interested specifically in CCS, they would make that interest known and the candidate would be referred for our vetting process.

III. Review of Minutes

The Board Members approved the minutes from the Board Meeting of 2/12/2019, subject to an amendment regarding the meeting of Mr. Maher and E.D. with an alumni director. Rather than incorporate the meeting through a brief comment in the minutes, Mr. Maher will summarize the germane points of the meeting separately in a memo.

III. Executive Director Report

A. Charter Applications for Schools V & VI.

Our applications submitted to the Office of Charter Schools of the NYS Department of Education for 2 of the 7 remaining Charters have been pre-empted by some 19 earlier applications submitted to SUNY, 13 of which have been vetted and referred to the State Board of Regents. We erred in the timing of our applications by considering only the deadlines of our regulator and not those of all the participants in the larger process. While the head of the NYC Charter School organization advises patience until after the April 1, 2019 budget deadline, even then the State Assembly is very unlikely to amend the cap of 400 charters in the State. Other supporters of charter schools and charter operators are dismayed, even pessimistic.

There are opportunities for a high school charter or K-8 programs in Rochester, Long Island, or Westchester, but none that would align with our focus on the Bronx. Moreover, melding the organization with a merger with another charter school can be very problematic, as the case of Democracy Prep merger with Bronx Prep illustrated. Finally, there is also the possibility of petitioning for an amendment to our existing charters to augment the authorized number of students, but this creates capacity problems with our existing facilities. Fortunately, our planned expansion still matches the projected school leaders in our leadership development program, as we have an experienced faculty member who will be able to take on School II's middle school. Finally, there was the possibility of applying through SUNY rather than the State Education Department's Office of Charter Schools, but since the charters available to both entities are subject to the same legislative cap, there would not seem to be any advantage to doing so.

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B. Scholars

With regard to our SPED scholars, as was reported in the last meeting our proportion of SPED scholars is running at about half the rate of the districts in which we operate: about 12.5% vs. 24%. Our view is that this discrepancy is most likely a Type II error in which scholars in the district who are not SPED scholars but may need extra support are being misclassified. The alternative is that CCS is committing a Type I error in which scholars who really should receive extra services are not receiving them. Our scholars' performance on the annual assessments, in which School II had no Level 1 results last year, for example, leads us to believe that it is the District that are rather over-classifying scholars, rather than CCS under classifying scholars. The Special Education Committees for the districts review and set the thresholds for scholars to receive such services.

C. Donors & Development

The Neon software package that we will use to manage our list of donors has been purchased and installed. The Business Department under Mr. Gibbs will manage the software. There will be a centralized training class of perhaps 45 minutes in May or June in which Mrs. Bateman may demonstrate for the trustees how the software works, especially the query functions accessing the database of donors and foundations, events, prospects, gift history, and plans for future contacts. The next steps include organizing the workflow around the software.

D. Planning

Still on the docket is drafting a "white paper" detailing the rationale for organizing ourselves as an Educational Corporation with several provisional charters versus creating a CMO, or Charter Management Organization. There have been a number of academic studies evaluating the academic progress of scholars, and special populations of scholars, depending on the type of management structure of the network, as opposed to the school.[2] Conceptually it will be an input/output analysis, with Cost, or spending/scholar as the independent X variable, and Scholar Pass Rates as the Y variable, some function of X. If the outcomes of relevant groups of scholars are compared and contrasted, the study may aid in making judgments about the allocation of resources. Certainly, the Office of Charter Schools assesses our progress towards the goals specified in the grant of the provisional charter on a school by basis, and while there are economies of scale that can be spread over several schools and thus centralized, the school leadership's attention should be focused on the operation of each school, not just the management of the central organization. Once the paper has been drafted, and reviewed; it will be made available to the New York City Charter School Center.

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[2] For example, "Charter Management Organizations, 2017", https://credo.stanford.edu/pdfs/CMO%20FINAL.pdf Center for Research on Educational on Educational Outcomes, Stanford University

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E. Recognition

The submission of the information to the U.S. Department of Education by School II as a candidate for their "Blue Ribbon Award" which recognizes about 350 schools nationwide for their excellence is just about complete. The schedule for the awards is as follows:

April-June, 2019	Applications are reviewed for completeness, quality and accuracy.
August, 2019	States certify that nominated public schools have met all eligibility requirements.
September, 2019	The Secretary of Education announces the 2019 National Blue Ribbon Schools (public and non-public).
November, 2019	Two representatives from each school, (the principal and a teacher) and the superintendent, attend the recognition ceremony in Washington, DC.

F. IT

With Mr. Sanoguet's departure we are taking the opportunity to re-evaluate the organization of the IT functions that we may outsource to an Atlanta-based company, Charter Tech Solutions with whom we have had prior experience.

G. Academics

We estimate that about 20% of our scholars are at risk and require additional test prep work. Based on our internal assessments, the expectations with regards to the annual state assessments are that results will be flattish, varying around the averages of past years per class. While the NYS ELA assessments will be administered early next month, the NYS Math assessments are not scheduled until early May.

With respect to our faculty evaluations we look at both quantitative data, such as scholar test scores, and qualitative data, observing the pedagogy, student work, and the scholar environment. Historically faculty turnover has been significant, but the bar for faculty performance is nevertheless inching up. We are always anxious to retain our highest performing faculty, but some teachers may not be especially suited to work in a demanding urban environment. Recognizing and allowing for the inevitable errors that will happen, we provide one-on-one coaching to help faculty grow into a challenging role. Still, scholars' performance is a pretty definitive indicator about what is working and what is not working. It's rare that there

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will be rags-to-riches story in which a teacher will become a stellar performer after a dismal beginning.

H. Charter School Support Initiatives

We have signed up for partnerships to help increase pass rates for other charter schools by sharing resources, with the view that a failing charter school will tarnish the reputation of other, higher performing charter schools including our own. About 20% of the NYC charters submit results that are below those of the Districts in which they are located. While merging with a troubled charter school, especially one that is co-located in a public school building, would seem an attractive strategic avenue for expansion; the difficulties in turning around a failing organization are such that most successful operators are reluctant to become involved. Improving underperforming charters really falls in the bailiwick of James Merriman's NYC Charter School Center and the best we may be able to offer is to support him in his efforts.

I. Pleacement, Personnel & Discipline

The placement process with Mr. Frumkin will be coming under review shortly with the aims of achieving better co-ordination in the process among Mr. Frumkin and the faculty, and more engagement on the part of the students and their families.

With the addition of 2 new deans, the role of our current, long-serving Dean responsible for discipline may be restructured to include more community outreach. With regard to our survey results, 87 % of the faculty and staff evidence respect for the scholars, up from 72% earlier. Moreover, the discipline process itself is becoming more structured to more thoroughly explain: 1) what was done and the infraction, 2) the likely purpose and motivation that led to the act, 3) whether the behavior has been or is becoming habitual. Establishing these circumstances is a predicate to any consequence that will cause the scholar to re-evaluate his or her behavior.

V. Financials

The Finance Committee had just reviewed the financial statements ending 12/31/2018 on the day before the February meeting; so most of the Trustees had not had the time to review them. Consequently, a resolution to approve the statements was tabled until the March 12 meeting. The Business Department has not only broken out the financials on a school-by-school basis, but it also has usefully provided an accompanying commentary on the trends affecting the results. (The Statements are presented in an Excel Workbook and should be accessed separately.)

With respect to the Income Statement, Revenues were up about 8% or nearly $1 million dollars over budget, in part because the budget was prepared in an extraordinarily brief time and Federal funding from CSP and Meals were omitted, accounting for just under half of the variation. Similarly, the support from several foundations well in excess of what had been anticipated was recognized over the period. Finally, the interest income due to the improved cash management through the short-term investment vehicles at J.P. Morgan Chase has also augmented Revenues.

Expenses basically fall into three categories: those trending above projections, those running below what was estimated, and those coming in more or less as expected. Expenses trending above budget are Payroll & Benefits (although there are no major changes at mid-level

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and leadership positions, and, at 67%, the proportion of salaries is on the low end of the expected 65-75% range), Reproduction Expenses for the Curriculum, Technology Expenses, Professional Development & Classicorps Program Fees, and Depreciation, Amortization, and Maintenance Expenses. Curriculum & Classroom expenses and charges for Student Services are trending below what was budgeted, and Talent & Recruitment in on track. Taken altogether, CCS adjusted Net Income through 12/31/18 came in line with the budget, with all four schools contributing positively to the amount carried over to the Net Income account.

The Balance Sheet at year-end was liquid with a strong equity position. The Current Ratio is 6.2, in comparison low-risk charters than also exhibit a figure above 3.0. Unrestricted Cash/Day is at 150 days, more than the 3 month standard. Outside of the short-term investment positions through JPM cash management vehicles, CCS's major credit exposure are funds in escrow to Civic Builders as a security deposit for the construction of School IV. The major liability is the Deferred Revenue item representing funds advanced from the city and state to the school for its operations.

Although the schools are budgeted and accounted for separately, the Budget/Finance functions are centralized, with no department having autonomy to set its own budget.

After the presentation by the Treasurer, the Trustees:

VOTED to approve the Financial Statements for the period ending 12/31/2018 as submitted.

VI. Other Business and Adjournment

Mr. Maher has met with the Alumni director of his elementary school, which has successfully built a community with generations of its alumni. He will summarize his findings in a separate e-mail. He noted the school sponsors some events for recent cohorts of graduates under 20, partly playing on their nostalgia for the school, to establish an ongoing connection.

There being no further immediate business the Trustees:

VOTED to adjourn until 6:00 p.m. on April 16, 2019 at School II, 333 East 135th Street, Bronx, New York.

J. Kevin Murphy

J. Kevin Murphy, Secretary

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CLASSICAL
CHARTER SCHOOLS

Board Meeting Minutes

April 16, 2019

Classical Charter Schools prepare 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. Ben Arabia, Mr. C. Stephen Baldwin, Mrs. Ingrid Bateman, Mr. James Hart, Prof. Kathryn Heleniak, Ms.Veena Malpani , Mr. James Maher Jr., Mr. J. Kevin Murphy
Trustees Absent: Mr. Bill Higgins, Mr. Larry Hirsch, Mrs. Raquel Zaki
Guests: Mr. Lester Long, E.D., Hon. Robert E. Torres

I. Call to Order

There being a quorum, the Chair called the Meeting to order at 333 E.ast 135th Street, Bronx, NY at 6:05 pm. The Board immediately moved into Executive Session.

II. Review of Minutes

Upon exiting the Executive Session, the Board Members

VOTED to approve the minutes from the Board Meeting of 3/12/2019 as submitted.

III. Executive Director Report

A. Business Mapping, IT, Operations

As a result of the business mapping project, which covers more than 200 procedures and standards, some of which are mandated by law and our authorizers, we are digitizing the operations manuals and integrating them with a "to do" calendar on our Microsoft Sharepoint cloud. The computer system will not only record what needs to be done, complete with a hyperlink explaining its components, context and rationale, but also notify whoever is responsible for the execution of the procedure and contemporaneously advise related individuals. With reference to the "on-boarding" process for new faculty as an example, it will not only notify the Business Department of the new employee's relevant personal details, such as social security number and the number of withholding allowances for income tax purposes; it will also notify personnel to arrange for the fingerprinting required by the state, and the new pedagogue's alma mater, to prepare a sign in that college's name to identify the classroom in which she or he will teach. This streamlines the recording of information, centralizes it in an accessible location,

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and fosters co-operation across departments by making them aware of the interests of related stakeholders. Indeed, the system can generate a weekly e-mail of items to be addressed that week by school heads and operations. While the process of "mapping a business" has been around for 5 or 10 years, to our knowledge it has not been adopted and implemented by other schools yet.

With respect to decision-making, the software will permit the allocation of scarce pedagogical resources across the four schools more effectively. Our summer school is limited as to the number of scholars we can accommodate and each school director would prefer to enroll as many scholars as feasible so as to avoid the "summer slide" especially among scholars whose academic achievement may put them at risk of failure. As a result of the business mapping, we are able to compare academic progress across the schools to target the summertime instruction where it will prove most beneficial.

Clearly the level of access and authority to input information have to be balanced. The administration of the system is centralized along with management of the authorities. The input of some content, such as Talent Recruitment and Management, must be decentralized and those departments originating information should be included in the planning process if the information is going to be accurate, timely, and useful. Toward this end, there are a series of monthly meetings as well as an annual "deep dive" to update the system and cross check it.

The Neon software tracking our development efforts has not yet been configured, as there are specific fields that need to be added to connect donors to the trustee who has solicited the donation, for example, so that next contacts can be planned. Also, in efforts to maintain our relationships with our alumni, we may want to enter several custom fields to track their progress and note points where we may be able to assist such as with an internship or a college application. That said, the database of development contacts is really not all that extensive, consisting of 200 + names over 10 or 11 pages. We will discuss the information before the last meeting of the year. Neon may need to help us with a demonstration and the software is not yet on the Microsoft Sharepoint site. (The Business Department would appreciate having the data in spreadsheet form.)

In addition to the fingerprinting of trustees that has accompanied every charter application, sometime necessitating repetition of the fingerprinting process, the Office of Charter Schools requires yet more information for trustees, including school transcripts, including those in one case from Australia. During the summer, we can expect the annual questionnaire about financial conflicts of interest with CCS.

B. Scholars

Our scholars just sat for the state's annual assessment in English Language Arts a few days earlier and will sit for the Math assessments about the time of our next board meeting. The year on year comparisons are becoming more difficult, indicating much of the easy and early gains may be behind us. The state has been seeking to delay and downplay reporting the results, scheduling public release of the information well after deadlines for parents' matriculation decisions.

Internally, however, we now are able to track a scholar's academic development historically from their earliest evaluations at CCS. We look for instances where a scholar's performance on the state assessment vary materially from their past performance on our internal assessments, for example, a scholar who has consistently achieved results in the top quartile of

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her peers, but whose results have dropped to the third or fourth quartile and may indicate something taking place in another aspect of her life

Our ELL scholars take two tests, the NYSELAT to gauge their fluency in English and whether they should be classified as an English Language Learner. If their facility and fluency are not up to standards, as an English Language Learner they will receive special, additional instruction and they will sit for NYSETEL test annually to assess their progress toward proficiency. If progress has been sufficient, they may exit the program, generally in about 3 years. Just exiting the program, however, is a fairly low bar and it does not guarantee success on the ELA assessment which is more rigorous.

Separately, we expect about 25-30% of our scholars will attend our Summer School at School IV.

C. Placement

The E.D. will be meeting with Mr. Frumkin, the advisor to our graduating class about high school placement. One crude metric that we use to gauge our effectiveness are the graduation rates of the secondary school programs in which our graduates matriculate (although the Archdiocese of New York does not report graduation rates for parochial high schools). This year our eighth graders have generally been admitted to programs with a 92% graduation rate, up 2% from the previous year. More students are sitting for the Specialized High School Admissions Test, the determinative criteria for admission to one of the 9 NYC Specialized High Schools, and for the TACHS exam for admission to parochial high schools. From an ethnic perspective, Asians have achieved the highest results on these SHSAT tests, such that they comprise close to 70% of the student bodies of these high schools, followed by whites, Hispanics, and blacks. Four of our graduates have matriculated in these programs.

Our Saturday tutoring programs and perhaps the DREAM program have not been particularly efficacious in preparing our scholars for the rigors of these exams. Scoring in the 97th percentile in either English or Math used to be the bar for admission, so a scholar with a pair of 95's would be passed over, even though from other perspectives she or he may be an attractive candidate. Our best scholars who sit for these exams are very close to these levels, and it may be worthwhile to engage a professional tutoring service, such as Kaplan, to school our candidates in the test-taking skills that will enable them to break through. We could approach one of our institutional donors to underwrite such a program. Meanwhile, our scholars are gaining admission to the some of the best parochial programs, which in many cases implies a scholarship for tuition.

Finally, the E.D. will review the structure of the placement program with the aim of wringing better efficiencies from it, with more effective co-ordination. Currently there are as many as 8 people involved part-time following up with various aspects, and that requires a lot of communication. Some participants are becoming more adept at certain functions, but it is not clear that the specialization is yielding the efficiencies that might be gained from some centralization. Since the tasks are somewhat seasonal, with peak activity coming in the fall and spring, it might be combined with a related activity with more stable demands, such as managing alumni relations.

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D. Authorizers

The E.D. has communicated our disappointment over having our applications for 2 additional charters to the Office of Charter Schools pre-empted by SUNY. The Office of Charter Schools responded by pointing out there is still an opportunity to organize a charter high school in the Bronx, but such a step would complicate our relations with the current high schools to which our scholars seek admission. While they acknowledged that it would be possible to apply for a change in authorizers from OCS to SUNY, without an increase in the statewide and city caps for charter schools; such a change would be futile. Having passed the new budget on April 1, the governor, facing fiscal pressures caused by the elimination of the deductibility of local and state taxes, might be somewhat supportive in amending the cap, and indeed some city and state representatives from the Bronx, following the interests of their constituents, may not be wholly opposed to competent charter operators. The option of merging with another charter still seems unattractive in light of the example of Democracy Prep's merger with Harlem Prep and Bronx Prep. With a couple years of growth in the pipeline, CCS will continue to focus on our scholars' achievement and improving the schools' operations.

Beyond the questions the cap raises about CCS's own expansion, from the Regents' perspective there are other priorities that are as problematic. Rochester, for example, reports results that are even worse than those in the Bronx and the challenges are daunting, each requiring a well thought through action plan. Too, other charter operators have their own priorities, some focusing on the inequity of funding per pupil expenses for charter schools at 70% of the per pupil rate for public school districts. While there is nothing on the Legislature's agenda about amending the statewide cap between now and June, the issue may be one where legislators could find some common ground about an issue that is very important to a group of their constituents. One lesson to be drawn from being outmaneuvered by SUNY for additional charters is that we must be far more cognizant of the positions of Regents and representatives as to amending the cap, and their reasons for adopting those positions. One way of doing this is to set up a series of meetings over the course of the summer with SUNY and other stakeholders, beginning with the staff person at the NYC Charter School Center.

E. Faculty

We expect faculty turnover to be about 30-35%, higher than we would like. In an effort to retain pedagogues, especially those who have enrolled in our 3 year Classicorps program, we will probably augment the salary structure by $4,000 in the first 2 years and $6,000 in the last year. New employees already receive compensation in excess of a comparable salary at the NYC Department of Education. A pedagogue who has taken advantage of the training and benefits being offered could be earning a very competitive salary four or five years into their careers.

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IV. Other Business and Adjournment

There being no further immediate business the Trustees:

VOTED to adjourn until 6:00 p.m. on May 7, 2019 at the offices of Maverick Capital at 767 Fifth Avenue, New York, New York.

J. Kevin Murphy, Secretary

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CLASSICAL
CHARTER SCHOOLS

Board Meeting Minutes,
May 7, 2019

Classical Charter Schools prepare 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. Ben Arabia, Mr. C. Stephen Baldwin, Mrs. Ingrid Bateman, Mr. James Hart, Prof. Kathryn Heleniak, Mr. Bill Higgins, Mr. Larry Hirsch, Ms.Veena Malpani, Mr. James Maher Jr., Mr. J. Kevin Murphy, Mrs. Raquel Zaki
Trustees Absent: Hon. Robert E. Torres
Guests: Mr. Lester Long, E.D.

I. Call to Order

There being a quorum, the Chair called the Meeting to order at 767 Fifth Avenue, at 6:00 pm.

II. Review of Minutes

The Board Members:

VOTED to approve the minutes from the Board Meeting of 4/16/2019 as submitted.

III. Executive Director Report

A. Finance Committee

The treasurer summarized the report on the school's financial statements at this meeting because the figures had been received only shortly before the April meeting. The school's consolidated balance sheet at the end of the third quarter is strong and liquid with assets of $12,650 m, including $5,020 m in short-term investments, supported by Total Equity of $9,861 m. With respect to benchmarks, the current ratio is above 6x, well above an expected range of 1.4-2.9 x, and there are 120 days of unrestricted cash on hand as against a benchmark of 90 days. The Statement of Activity through March 31, 2019, or Income Statement, reported Consolidated Net Income of $1, 570 m on $19,104 m of Revenue, an 8% margin. While the Per Pupil funding from the State is as expected, generous support from our institutional donors, the CSP program, and Federal support, as well as the income from much improved cash management have driven Revenues. Consolidated Total Expenses amounted to $17,533 m and Total Payroll and Benefits accounted for 68% of that figure as compared to an expected range of 65-75%. There are several trends within the Expense accounts. Accounts in which expenses have come in under budget relate to Curriculum & Classroom, Student Services, Staff Retention and General School Expenses. There are seasonal timing patterns that will reverse with respect to

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some of these expenses. Accounts where expenses recorded are coming in as budgeted included Curriculum Reproduction, Professional Development, and Depreciation. Expenses trending higher than budgeted are those with respect to Payroll, Technology, Talent/Recruitment, the Classicorps program, and notably Facility Operations and Maintenance. Looking ahead, the excess of some expenses over budget are estimated at $776 k, of which unbudgeted expense of real property taxes accounts for $375 k. These amounts would have reduced Net Income to $793 k and the net margin to 4%, augmenting our dependence on the additional eleemosynary support we have received.

Our budget was prepared rather quickly last year and in some instances using best estimates without the benefit of prior history. Generally the way the budgeting process works is that the School Directors submit requested amounts that the Executive Director then adjusts in light of budget realities and centralizes the information with the help of the finance team in the budget. Trade-offs have to be made between expenses and schools and sometimes the tolerances between the allocations can be surprisingly small due to the school's tight margins. So, the precision that can be built into the budgeting process has its limits and sometimes "best estimates" will in effect introduce variability.

NYC's levy of $375 k of real property taxes on the building at 3458 Third Avenue that we occupy was not budgeted. The landlord had applied for tax abatement because the building was purpose built and leased to a non-profit entity for effectively the economic life of the structure. The abatement was denied and the rationale for the decision has not been clearly spelled out. While the terms of the leasehold apparently attribute the expense to CCS as lessee and not the landlord; it's important that the nature of the tax liability and it's attribution be taken into account because we have concluded a similar arrangement with Civic Builders for School IV's facilities.

Absorbing the cost of the denied abatement has led the ED to evaluate an alternative holding structure for CCS's privately leased space. This construct would create an alternative entity, the Friends of Classical Charter School (FOCCS), which would act independently as the lessee with respect to the private landlords and then sublease the space to CCS. It would thus take on the leasehold payments as well as the property tax expenses and other directly related expenses and capitalizing leasehold assets and liabilities on its balance sheet, while expensing others such as property taxes. It would then let the properties to CCS pursuant to a lease which covered the "fully loaded" expenses. (From 12/15/19, CCS will nevertheless be mandated to capitalize its leasehold assets and liabilities to FOCCS on its balance sheet whether leased from FOCCS or the landlord.) CCS will then apply to the state for re-imbursement of its leasehold expenses, which re-imbursement cannot exceed the actual leasehold expenditures per pupil per year. Other Charters have apparently employed this arrangement.

(Subsequent to the 5/7/19 meeting, the Finance Committee has scheduled a conference call with our auditor and attorney as well as members of the finance team on Tuesday, June 4 at 11:00 am to more fully understand the structure.)

We can expect earlier presentations of the Financial Statements to facilitate their more timely presentation and review by the Finance Committee and Board.

The presentation with respect to the use of the Neon software is yet to be arranged.

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B. Scholars & Placement

Our scholars just sat for the state's annual Math assessments and we broadly expect pass rates that are similar to last year's results, which results we expect to similarly contrast with those of these districts we serve. As in past years, over spring break we tutored our at risk students in preparation for the exam. Although these assessments are promptly evaluated, they are generally not released until September, well after parents' choices about school selection. In cases where there are less than 10 scholars in a class, for example, the class results might not be released at all because it may be possible to identify the scholars who may have failed the assessment. The state was more sensitive to the need to make timely promotional decisions last year, and so it made the results available somewhat earlier to school administrators before the autumn release to the public.

We expect to share the results of our April faculty survey shortly.

Since the results on the science assessments administered in the 5th and 8th grades have historically been strong and in view of scholars' applications to college preparatory high school programs, we are exploring the possibility of having some scholars sit for the Regents exams in Biology, Earth Science, and Latin. Passing these exams would not only benefit our graduate applications to ongoing programs, but may afford them advance standing thus enabling them to access other electives in high school. Similarly, some scholars may sit for the national Latin exam, especially those applying to high schools teaching Latin. Latin and Debate are a couple of the scholars' favorite subjects, in which top performance requires sustained effort and commitment.

Mr. Maurice Frumkin, who for the past several years has served as our placement advisor for our graduating scholars, will not be returning next year in an effort to transform the placement process by, in part, transferring some of the family advisory work in-house to the faculty who really do know our scholars best. Much of the job involves sequencing the application deadlines and requirements properly and then working backwards to make sure the application materials are prepared and submitted in a timely manner, and producing the detailed evaluations falls on the faculty in any event. Preparation for the Specialized High School Admission Test and the TACHS exam for parochial schools might be outsourced to Kaplan or Princeton Review for a fee. An outside donor might be approached to help by financing the tutoring, some of which might have start as early as January of a cohort's 6th grade year. Mr. Frumkin's greatest contribution have been applying his familiarity of the quality of secondary high school programs and directing our scholars' attention to them. In the past, those scholars who heeded his recommendations with respect to a careful ranking of their selections seemed to obtain more satisfactory outcomes than those who ignored his proffered advice. Competition for spots at the specialized high schools is ferocious: several years ago there were more than 17,500 applications for Bronx Science's 750 seats in its freshman class. Ethnically, Asians now dominate most of the student bodies, and only 7 students of color were admitted to Stuyvesant last year. (CCS reported 1 scholar matriculating at each of Bronx Science, Brooklyn Tech, and La Guardia School of the Performing Arts.) While there is a great crush of tasks in meeting the application deadlines after Christmas, the work pattern is nevertheless seasonal after acceptances. Whether the role could be combined with the role of alumni relations is open to question, though the populations overlap. The ED plans on meeting with Mr. Frumkin to create a

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roadmap for the process, including a "look-back" over the past 3 years and a comparison to other high performing charters in order to evaluate the standards and checkpoints for the process.

IV. Other Business and Adjournment

As in past years, Graduation Exercises for our 8th grade scholars will be held on Friday, June 28,2019 at Keating Hall on the Fordham University campus, 441 E. Fordham Road, Bronx, NY 10458. At least 2 trustees should represent the board at the event.

School II has received a 5-year extension to its provisional charter. School I has received permission to increase the size of its student body from 470 to 500 scholars for the 2019/2020 academic year.

Referrals to CCS are welcome at all levels from interns, to volunteers, to pedagogues, even "friendly" hackers searching for weaknesses in our systems! The chief criteria for any involvement is that people be willing to be held accountable for the tasks with which they will be entrusted.

The "white paper" on CMO organization will be forthcoming as will a presentation on "branding', probably at the August meeting. The branding message will be along the lines of "Own who you are."

There being no further immediate business the Trustees:

VOTED to adjourn until 6:00 p.m. on June 11, 2019 at the 1035 Park Avenue # 11 A, New York, New York.

J. Kevin Murphy

J. Kevin Murphy, Secretary

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CLASSICAL
CHARTER SCHOOLS

Board Meeting Minutes

August 28, 2018

Classical Charter Schools prepare 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, Prof. Kathryn Heleniak, Mr. Bill Higgins, Mr. James Maher, Mr. J. Kevin Murphy
Trustees Absent: Mr. Ben Arabia
Trustees Phoning in: Mrs. Ingrid Bateman, Mr. Lawrence Hirsch
Guests: Mr. Lester Long

I. Call to Order

There being a quorum, the Chair called the Meeting to order at the new facility at 3458 Third Avenue, Bronx at 6:05pm.

II. Review of Minutes

The Board Members approved the minutes from the 6/12/18 Board Meeting, noting that the March Board meeting would be on March 12, 2019, not on March 19, as had been previously indicated. The change is reflected in the schedule, below:

DAY	DATE	LOCATION
Tuesday	August 28, 2018	3458 Third Avenue
Tuesday	September 18, 2018	270 Park Avenue
Tuesday	October 23, 2018	767 Fifth Avenue
Tuesday	November 13, 2018	767 Fifth Avenue
Tuesday	December 11, 2018	977 Fox Street
Tuesday	January 15, 2019	767 Fifth Avenue
Tuesday	February 12, 2019	767 Fifth Avenue
Tuesday	March 12, 2019	767 Fifth Avenue
Tuesday	April 16, 2019	333 East 135th Street
Tuesday	May 7, 2019	767 Fifth Avenue
Tuesday	June 11, 2019	767 Fifth Avenue

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III. Chairman's Remarks

The Chair waved his comments to proceed immediately with the ED's report.

IV. Executive Director's Report

A) Facilities

The E. D. began by apprising the board of developments with the facility for School IV, which we hope to have completed by August 2020. While the lease terms have been negotiated with Civic Builders, the authorization for the lease has been held in escrow pending a re-zoning of the property by the NYC Department of Buildings' Board of Standards & Appeals to permit the construction of a school on the site, a use that is at variance with the property's current zoning. A consultant with knowledge of the B S &A's procedures in petitioning for such variances has been retained to expedite the application, but until the agency grants the variance, the lease agreement cannot be executed because the lessor is not authorized to develop the property as a school. In Mr. Maher's judgment, there is enough time to complete the construction in order to meet our deadline, but a longer B S & A review process will diminish the time available for construction, which could negatively affect the timing and the cost of the project.

B) Development

We have not yet acquired the software the board was going to use to track its fundraising efforts not because of the software, but over misgivings about our solicitation strategy. While there is not much question that efforts toward development will be a permanent feature of our ongoing operations, our experience has been that by far the most significant contributions that we have garnered have come through the diligent and successful solicitation of foundations by the E.D., rather than individual donations or events. Moreover, our Treasurer noted that the development strategy should be driven by the projections pursuant to a medium-term financial plan. On the whole, however, a consensus evolved that over the longer-term we still need a tool to efficiently track our stakeholders, even if the information about the solicitation of foundations was to be recorded and accounted for separately from that of individuals. With the business team having just completed the work of bringing the ADP functions in house, now would be an opportune time to organize the software installation before we mail our year-end solicitation letters. Mrs. Bateman noted a small flaw in the software regarding the ticketing for events, but will check on the terms of the purchase to make sure they still obtain.

C) Strategy

With Mrs. Fisch's departure in June, each of us should be looking to recruit new and younger trustees who can bring specific competencies to the board's functions and who are willing to commit themselves to the achievement of CCS's mission. We adopted in June a specific set of expectations for trustees that we should clearly communicate those to the candidates we hope to engage. The E.D. and Executive Committee should first vet all candidates

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before an offer is extended. We especially hope to engage more residents from the communities we serve who can add to our understanding of how the educational resources with which we are entrusted can be most usefully applied in line with the terms of our charters.

By dint of our efforts to augment our ELL student population, for example, our ELL scholars now represent a proportion of scholars that is more or less commensurate with those of our neighboring public schools. (We administer the NYSESLAT as early as is feasible to identify ELL scholars.) Scholars who qualify for free or reduced lunches are also represented in nearly the same proportions as public schools in the areas we serve. Not only should such metrics serve as guides for our current operations; they should also be taken into account in our plans for expansion.

As per the Robertson grant, the E.D. assembled a list of projects by department to help us bring the network to a 10. Here are the ideas from Robertson for Governance (the board):

Department	Objectives	Milestones	Projected Completion
Governance	Develop CCS board in alignment with the vision and impending priorities for CCS	Clarify expectations for Board members for the coming 6-12 months.	September 2018
		Conduct annual offsite, communicating expectations to the Board.	
	Shift Board composition in alignment with the vision and impending priorities for CCS	Determine and act on priorities for shifting Board composition	September 2018
		Identify and hire (at least) one new board member who will support and contribute to CCS' vision and impending priorities	June 2019
	Clarify CMO history and philosophy	Hire Barton Gilman to write CMO white paper	August 2018

At an extended meeting, full board attendance is required to discuss two major shifts: committees and recruitment.

D) Enterprise Architecture System

Having completed the system for integrating the data for the academic performance and behavior for the 1,300 scholars now enrolled at CCS, the ED suggested that we consider developing a larger model across all functions by using a system of digital tools generally referred to as Enterprise Architecture. (The MIT Center for Information Systems Research defines EA as:

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"Enterprise architecture is the organizing logic for business processes and IT infrastructure reflecting the integration and standardization requirements of the company's operating model. The operating model is the desired state of business process integration and business process standardization for delivering goods and services to customers.[1])

So, linking several applications or platforms together, for example, may enable us to better model the effects of our investments in the Classicorps program on faculty recruitment and attrition. The E.D. would lead the project with the aid of our Data Specialist. At this point it's obvious that the board would need to recruit someone with IT experience and this competence, not an easy task. By comparison, Success Academy already has already engaged a Director of Technical Operations. Mrs. Bateman, who probably has more related experience in the area than other trustees, volunteered to get back to us with the names of several consultants with this kind of expertise.

The E.D. has asked Mr. O'Neill to submit a paper explaining the reasons we have chosen to remain an Educational Corporation and not a CMO.

While the curriculum is being updated pursuant to refinement of the standards by the SED, it is nevertheless "scalable" and can be applied across all of our schools.

V. Annual Financial Statement for 6/30/2018

The Treasurer reported on the Finance Committee conference call of 8/23/18 and the annual financial statements that were tabled after the committee's review.

A) Financial Statements

The review of the Income Statement held no major surprises between the reported Third Quarter figures and those at year-end. Net Income for the year was $2,250,000 on Revenues of $22,133,000 adding materially to the equity and liquidity. With regard to Revenues, State and City funding were off due to 1) lower rental reimbursement for schools III and IV because the opening of the new building was delayed from the fall until May, and 2) a claw back by the State of some $450,000. Funding by the US government helped offset these effects by coming in higher than budgeted largely due to increased re-imbursement for meals at Schools III and IV. Also, much higher than anticipated donations numbers helped offset the lack of rental re-imbursement.

On the expense side, a number of teachers were let go mid-year and not replaced, although this year we are fully staffed and so personnel costs will be higher. For the same reason, the cost of our Classicorps program was lower than expected, but this year we will have 43 participants -nearly a quarter of the faculty. Facilities' costs will also rise due to the occupancy of the new building, but the rise should be somewhat mitigated by the City's rental subvention. By way of information, the "Other Income" item refers to referral income received from the photography company that takes school photos.

1. Peter Weill, "Innovating with Information Systems. What do most agile firms in the world do?," at *iese.edu*, March 27, 2007. Accessed 2017-04-10.

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On the balance sheet, there is considerable liquidity and Liabilities are reported without the build-up of the current Deferred Revenue item that stems from our bimonthly funding from the City. We have moved the proceeds of some the unrestricted donations into a high-grade bond fund with a duration of 2 ½ years that offers a yield of about 3%. The other short-term investments yield about 2%. Our Current Ratio at year-end is 5.71 and our Debt/ Equity Ratio is 0.12. The execution of our lease with Civic Builders will mandate that we will maintain a coverage ratio of 1.25 x the leasehold obligations and 45 days of operating expenses.

B) Update on Financial Audit

The review has begun smoothly and we have the benefit of having experienced an audit to US standards last year because the consolidated educational corporation receives more than $750,000 in Federal funding. Schedules are due to the audit team by September 6 and the Board will conference with the auditors in October. Subsequently the US 990's will be filed.

C) Budget for 2018-19

The business team was deeply involved with taking over the ADP payroll functions in June when the budget was passed, and consequently they may request some minor changes as they scrutinize it. We may receive about $150,000 due to an error in the accounting for the School III Annex, and there may be a tax abatement available that may save another $300,000/ year. Legal expenses for the lease negotiations with Civic Builders may run $40,000.

D) Update on the Business Team

The team is now a true team of 4 covering Finance, HR, Development, & Real Estate. The ADP functions have been moved in house and seem to be working smoothly which will save us over $200,000 dollars this year, an amount that will grow with the staff. Execution of the lease with Civic Builders awaits a re-zoning of the underlying site by the Department of Buildings' Board of Standards & Appeals. We should continue meetings with potential real estate developers.

E) Agenda Items

Our Financial model should be updated to reflect current assumptions regarding growth and Development needs.

Once Civic Builders' lease has been finalized, financials are mandated to maintain 1.25 x lease obligations and liquidity equal to 45 days of operating expenses.

The board wants to make sure we are tracking the milestones on the major 3-year grant by means of a periodic report (See above.).

The Trustees:

VOTED to accept the financial statements as tabled.

VI. Other Business

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The summative results of the spring tests were reported by the SED just the day of the meeting for promotional decisions, and so we received those results for Schools I, II, and III for the testing grades 3-8. No public announcements will be made for yet another month and neither should we make any. Five of the scholars who we had anticipated retaining in grade passed, but 3 others will be held back. Significant gains were made in Math scores in School I and the pass rate for the scholars in School II's third grade was 100%. The E.D. made the point that the last few points of improvement are far more difficult to achieve than starting from a lower base. The faculty and staff can take great satisfaction in their work and should be congratulated.

VI. Next Meeting and Adjournment

In line with the Governance Objectives, one of the Milestones called for an "offsite" is to re-organize expectations about board functions. It was thought that this could be achieved at an extended board meeting from roughly 5 to 9 pm on the scheduled 9/18/18 meeting, until it became apparent that this conflicted with a religious holiday the next day. As it stands the Board Meeting is still scheduled at 6:00PM at 270 Park on the 18th, but a "Doodle" solicitation has been circulated to either 1) re-schedule an extended meeting that would incorporate the "offsite" into the board meeting before September 19, or 2) simply schedule an "offsite" distinct from the next regular meeting between now and September 19.

The trustees:

VOTED to next meet at 6:00 p.m. on September 18th at 270 Park Avenue, NY, N.Y. and adjourn.

Respectfully submitted,

J. Kevin Murphy

J. Kevin Murphy, Secretary

Draft

CLASSICAL
CHARTER SCHOOLS

Board Meeting Minutes

September 18, 2018

Classical Charter Schools prepare 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. Ben Arabia, Mr. C. Stephen Baldwin, Mrs. Ingrid Bateman, Prof. Kathryn Heleniak, Mr. Bill Higgins, Mr. James Maher, Mr. J. Kevin Murphy
Trustees Absent: Mr. Lawrence Hirsch
Guests: Mr. Lester Long

Prior to the meeting at 270 Park Avenue, the above trustees were introduced to the banking team from J.P. Morgan that covers our relationship. Mr. Michael D. Pages, Vice President, leads a team comprised of Mr. Matthew J. Pejkovic, also a Vice President, and two more junior bankers. Their clients at JPM include about 300 foundations and endowments in the metropolitan area including many of our fellow charter schools. In addition to introducing themselves, they provided two brochures summarizing perspectives on Effective Board Management and describing the investment services that the bank offers to foundations and endowments. As it happens, Mr. Pages himself taught after graduating from Amherst and before attending Columbia Business School. All banking operations and investments except for a few residual functions have now been transferred from Banco Popular to JPM.

I. Call to Order

After the banking team's departure and determining that there was a quorum, the Chair called the meeting to order at 270 Park Avenue at 6:05pm.

II. Review of Minutes

The Trustees:

VOTED to approve the draft of the 8/28/2018 minutes, which had been submitted.

III. Chairman's Remarks

The Chair waved his comments to proceed immediately with the ED's report.

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IV. Executive Director's Report

A) Facilities

The E. D. described his attendance at a meeting of the local Community Board's Zoning Sub-Committee pursuant to the petition of Civic Builders, the landlords, to change the zoning of the building site from a commercial classification to that for a school. The 22,000 square foot site is currently a parking lot and Civic proposes to construct a 53,000 square foot school building for $10.5 million that we would lease. The Zoning Sub-Committee is concerned about aggravating parking issues with the loss of the parking space. Not only is their approval required by the NYC Department of Buildings, but also the approval of the Board of Standards & Appeals is required pursuant to a meeting in October. Civic will have to submit for review the mooted architectural plans, something they have been slow to develop despite our definitive deadline of August 2020. To help speed the process of review and approval in order to create a more forgiving construction timeline, we have hired an Owner's Representative who is knowledgeable about the BSA's requirements and procedures to help formulate and present our submission.

B) Development

We will shortly acquire the Neon software package to organize our solicitation efforts. Other than the small issue our Treasurer noted regarding the ticketing for events, it seems to be free of glitches. The terms for the acquisition remain the same and annual costs for licensing the program will run about $2,000.

C) Strategy

We will incorporate our offsite at the next meeting on October 23rd at 767 Fifth Avenue by starting earlier, at 5:45 pm, and continuing past our normal 8:00 pm adjournment. At that meeting the E.D will present his strategic vision for the next decade and the governance requirements its realization implies, especially the recruitment of board candidates and investing in the community. The summary of objectives with the milestones and projected completion dates is set out below:

Department	Objectives	Milestones	Projected Completion
Governance	Develop CCS board in alignment with the vision and impending priorities for CCS	Clarify expectations for Board members for the coming 6-12 months.	September 2018
		Conduct annual offsite, communicating expectations to the Board.	
	Shift Board composition in alignment with the vision and impending priorities for CCS	Determine and act on priorities for shifting Board composition	September 2018
		Identify and hire (at least) one new board member who will support and contribute to CCS' vision and impending priorities	June 2019
	Clarify CMO history & phil.	Hire Barton Gilman to write CMO white paper	August 2018

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The projects and responsibilities that relate to those governance objectives are:

PROJECT	DUE DATE	DOMAIN	RESPONSIBLE PARTIES
Governance best practices articles, books, videos database for Off-Site	10/1/2018	Board Operations	Long
Hire Barton Gilman to write CMO white paper	10/1/2018	Board Operations	Long
Clarify expectations for Board members for the coming 6-12 months, including shifting to committee structure	10/1/2018	Board Operations	Board
Build board dashboard	10/1/2018	Board Operations	Long
Conduct annual offsite, communicating expectations to the Board	10/1/2018	Executive Oversight	Long
Create specific succession plan	10/1/2018	Board Operations	Long
Identify and hire (at least) one new board member who will support and contribute to CCS' vision and impending priorities	10/1/2018	Board Operations	Long
Contact the United Way, Bar Association, Botanical Gardens for board recruitment	10/1/2018	Board Operations	Long, Board
Build board standards and assess annually	10/1/2018	Board Operations	Long
Meet with interested trustees and plan development meetings	11/1/2018	Board Operations	Long

Mr. Saliba, our accountant, will also present the results of this year's audit at the meeting. We expect an unqualified opinion on the financial statements in compliance with the US auditing standards for entities receiving more than $750,000 and a clean management letter. Simultaneously, the annual US 990 form is being prepared for submission by November 15.

Four of the major elementary charter school networks, Success, Icahn, Explore, and another, have organized themselves as CMO's since 2010; whereas we have opted to retain our structure as an educational corporation into which we have merged each of our individual schools, eschewing the creation of an extensive educational bureaucracy. The ED would like to retain Barton Gilman to write a white paper reviewing the history of CMO's and articulating the rationale for our model of organization, especially as we professionalize and automate our operations. Such automation includes, for example, the various steps in the "on-boarding" of faculty and staff, i.e. signing contracts, background checks, fingerprinting and so on. It also includes scrutinizing the roles, the people filling them, and the related processes to create efficiencies, such as bringing in-house the ADP payroll functions.

To help effectively realize projects such as these, the ED is looking for a Special Projects Manager whose responsibilities will essentially be to function as a chief of staff to the E.D. Much of that person's work will be to help think through, design and organize, then execute the necessary projects, many of which will incorporate IT systems to properly administer. For example, a detailed analysis of our hiring shows that the best indicator of employment for a new faculty candidate is the use of a semi-colon in the letter of application, while a negative indicator is the use of the word "position". With the addition of Mr. Gibbs, the finance team is already fully staffed, as is our talent recruitment team with Mr. Baum. (We are in the market for Speech teachers.) Ongoing professional training programs for key staff members in their areas of functional expertise, such as the Harvard Strategic Data program at its school of education, is another avenue to help staff develop the expertise their responsibilities require. The Special Projects Manager should have the skill set to sequence and integrate the work flows of the areas across the organization including our use of outside programs such the Dream program and Prep for Prep.

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Success Academy has established a "Lab" site financed by one of our benefactors, which is available gratis to other charter schools to review best practices and foster mutual growth. The ED will be meeting at the center to evaluate the ideas, practices, and approaches to distill those that we may be able to implement.

The Director of Curriculum summarized and classified the changes and refinements to NYS's new, restated standards for ELA in a very useful presentation in June. She will check to see if the same sort of summary has been done for the Math curriculum where the changes to the existing standards are more extensive.

D) Personnel

As agendas are developed for the various board committees, recruitment of new trustees with specific skill sets also becomes a priority. We would like to expand the board from the current 8 to as many as 11, while increasing its youth, diversity, and functional competences. We hope to enlist younger candidates, community members from the Bronx who know its potential and problems well, and someone with significant experience in implementing IT projects of the scale we are likely to undertake. Profiles of suggested candidates should be referred to the ED for a visit to the schools and he will then refer them to the Executive Committee. One potential candidate's name was suggested with the thought of inviting the person to the school. Recruiting colleagues to assure succession in the board is a major responsibility of each trustee and as we review our lists for the annual appeal; we may want to also consider suggestions for trusteeships.

Turnover among faculty in the early years of their careers, as people begin defining their answers to the broad outlines of their professional lives, has always been high. Most of our faculty leaves CCS to move to a new location and over half leave teaching altogether. To retain talented staff, we offer professional development coupled with a view to very competitive compensation. Within 5 years a faculty member can earn close to a 6-figure amount, and yet further compensation should they elect to become a grade team leader. The compensation structure is designed to retain effective faculty in the classrooms and the professional development is structured to enhance their pedagogy. Should trustees wish to observe the professional development sessions, they are scheduled for the first Friday of every month at 1:00 pm.

Although we have long been aware of the issue in "tracking" our alumni, doing so systematically has proved an elusive goal. We know the secondary programs at which they matriculate, but generally have little other than anecdotal information about their progress. There are other programs, such as KIPP, which do it well, and most of the high schools know if their graduates attend college, although they may not readily share that information. Still, independent schools succeed in the endeavor and some even send out lists of college admissions for earlier class cohorts. Other schools recruit class secretaries from among the alumni of a given cohort. Mr. Arabia volunteered to look into the matter and report.

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V. Other Business and Adjournment

We will meet with representatives of the State's Office of Charter Schools specifically about Board matters on October 18. The ED will supply further information about the meeting.

The trustees:

VOTED to next meet for the "offsite" at 5:45 p.m. on October 23rd at 767 Fifth Avenue, NY, N.Y. and adjourn.

Respectfully submitted,

J. Kevin Murphy

J. Kevin Murphy, Secretary

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CLASSICAL
CHARTER SCHOOLS

Board Meeting Minutes

October 23, 2018

Classical Charter Schools prepare 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. Ben Arabia, Mr. C. Stephen Baldwin, Mrs. Ingrid Bateman, Prof. Kathryn Heleniak, Mr. Lawrence Hirsch, Mr. Bill Higgins, Mr. James Maher, Mr. J. Kevin Murphy
Guests: Mr. Lester Long, Mr. Matthew Pejkovic, VP, and J.P. Morgan
Reporting by Phone: Mr. Gus Saliba, PKF/O'Connor Davies, and Auditors.

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I. Call to Order

The Chair called the meeting to order at 270 Park Avenue at 5:35pm with all trustees in attendance, in addition to our banker, Mr. Pejkovic. After the ED's initial comments, Mr. Saliba, representing the school's auditors, joined the meeting by phone to review the results of the annual audit. Mr. Pejkovic remained only for a portion of the meeting to observe.

II. Review of Minutes

The Trustees:

VOTED to approve the draft of the 9/23/2018 minutes, which had been previously circulated for review.

(Note: minutes for a board representatives' interim meeting with Mr. Paolo Giovine, representative of S.E.D.s' Office of Charter Schools, a consultant, Mr. Adam Aberman, and several members of the board are being circulated separately.)

III. Chairman's Remarks

The Chair waved his comments to proceed immediately with the ED's report.

IV. Executive Director's Report

A) Facilities

The E. D. described his attendance at the October meeting of the local Community Board's Zoning Sub-Committee pursuant to our landlord's petition to change the zoning of the mooted building site to that for a school resulting in the elimination of about 7 parking spaces. The landlord proposes constructing a 53,000 square foot school on the 22,000 square foot site. The CB Zoning Sub-Committee is understandably concerned about aggravating parking issues with the loss of space, but that eventuality may occur even if the Sub-Committee were to forgo the location of a strong charter school on the premises. The NYC Department of Buildings requires the CB Zoning Sub-Committee approval and that of the Board of Standards & Appeals in order to move forward.

Beyond the issues purely attributable to land use, co-location of Charter schools in traditional public school buildings has become increasingly tight across the city. Nearly the only Charters that are now being accommodated in public space are Charters devoted to special purposes, such as a charter school designed for autistic students. Even charters with best-in-class pass rates, such as Success Academy, Classical, the Icahn schools, Achievement First, KIPP, and Uncommon Schools are having to come to terms with private facilities if they wish to expand.

B) Development

The E.D. and Mr. Arabia are approaching a foundation from which we have solicited contributions before with a fresh application.

C) Personnel

Faculty attrition has been higher than we would like, especially at school I. Nevertheless, the applications for Classicorps, the teacher certification program sponsored by the school, have tripled and we are becoming more proficient at identifying candidates through the optimization of our search engine. Moreover, the introduction of a multi-grade learning specialist who understudies the instructors in two grades, such fourth and fifth grades, say, has helped bridge any gaps by having someone prepped to step into a sudden vacancy.

In contrast to our approach, two of the trustees in the meeting with the S.E.D. representatives reported on the example he cited of MESA, a school that interviews candidates over three days. This practice seems to result in far higher faculty retention rates. Additionally, he noted that for some reason the response rate to the S.E.D. survey, at 18%, was surprisingly low. Finally, he noted that there should be direct contact information for the Board on the schools website and that any serious incident should be communicated immediately to him as the S.E.D's liaison. He offered this feedback pursuant to 2 employers of a parent who felt the school was not being responsive pursuant to an injury that a scholar claimed to have suffered in class.

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V. Auditor's Report

At this point, our lead auditor, Mr. Gus Saliba of PKF/O'Connor Davies, joined the meeting by telephone to review the results of the audit with the board as mandated. The audit covers the period from 7/1/2017 through 6/30/2018 for the single, merged entity, Classical Charter Schools. The information was presented in comparison with the prior year's results which it had also audited. The audit was performed in accordance with standards set by FASB's Generally Accepted Accounting Principles and also Government Auditing Standards issued by the U.S. Comptroller General because the merger of the schools into a consolidated educational corporation, the consolidated entity receives more than $750,000 in grants from the federal government. The auditors concluded that in their opinion the financial statements as of 6/30/2018 present fairly the financial position of Classical Charter Schools and changes in its net assets and cash flows in all material respects, i.e. a "clean" opinion. While not expressing an opinion on the effectiveness of the School's internal control, the auditors "did not identify any deficiencies in internal control that" they "would consider to be material weaknesses" as defined. After the audit, the firm will begin work on the preparation for the US IRS 990 return for non-profit entities.

Mr. Saliba helpfully reviewed and commented on the financial statements as presented beginning with the balance sheet. He noted significant increases in Cash and Cash Equivalents as well as Grants and contracts receivable, resulting in a higher current ratio of 5.44 up from the prior year's 3.82 demonstrating CCS's ability to meet the schools current obligations. Turning to the Liability and Net Asset side of the balance sheet, he queried whether the $300,000 contingency designated by the board some years ago was adequate in current circumstances. (The issue should be tabled for follow-up by the Finance Committee.)

With respect to the Income statement, per pupil revenue for the state and city increased by over 38% due to the addition of 260 scholars bringing the total population across the four schools to 1,175. This was augmented by a commensurate increase in the support provided by the Federal government. Further the support from some private foundations, which more than quadrupled, was partially recognized in the current year while additional amounts will be recognized in future periods subject to certain donor conditions being met. The auditor noted that because the ED was able to solicit the grants, there appeared to be no material fundraising expenses, something of an anomaly as fundraising operations are generally part and parcel of an active not-for profit operation. Title II subventions looked high at about $175,000 and he suggested that a normalized amount might run to half that. On the whole, Revenue and Support increased by nearly half.

In examining our expenses, the auditor noted that the proportion of our expenses devoted to programs was about 77%; lower than the 85% that is the generally characteristic of charter schools. He suggested that we may want to re-examine whether our programs might benefit from more spending, adding a bus attendant for example, but that in the context of the audit guidelines provided by the S.E.D. our management expenses were high. Nevertheless, he observed that revenue from all governmental sources exceeded expenses by about a half million dollars, the same as last year, suggesting that we could currently continue operations with governmental support alone if need be, however that continued support is key.

Mr. Saliba then reviewed the consolidated Statement of Cash Flows, which reconciles the changes in sources and uses of cash over the course of the year. Categories are broken out by

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Cash Flows from Operating Activities, beginning with adjusting the change in Net Asset to net out two significant items: cash recognized as revenue, but not yet received of $747,100 which is an increase in a receivable on the school's books, and refundable advances of $405,999, or monies paid in advance which will be expensed in the near future. Altogether operations for the year generated cash of $1,622,000. With respect to the School' investing activities, there was a turnover of about $3,600,000 in which short-term investments matured and were re-invested, resulting in slightly more in purchases than investments. The other significant use of cash was $570,000 applied to Purchases of Property and Equipment, largely attributable to the occupancy of the new building. After all the sources and uses of cash were accounted for, the cash on hand from the beginning of the year increased about $1,000,000 at year-end.

Mr. Saliba then commented on several of the Notes to the Financial Statements. With regard to Note 1 which reviews the schools' Chartering and the tax status of the educational corporation, he noted that no "fair value" had been recorded in the financial statements for the occupancy expenses of schools I or II, which are co-located with public schools in facilities operated by the NYC Department of Education, nor was any expense recorded for the related cafeteria and other services provided by the NYC DOE in those facilities, although the school does cover the unreimbursed cost of those scholars who are not eligible for free lunches. In addition, the Office of Pupil Transportation provides free transportation to the majority of the scholars during school days. (The annex for school II has been wrestling with the transportation issue because, with only 17 students, the O.P.T. concludes the population is too small to effectively service.)

The next item to which Mr. Saliba drew our attention was a foundation's "Conditional Promise to Give" $2,250,000 over three years subject to meeting specific targets and conforming to certain grantor conditions. The undertaking therefore presented the auditors with a revenue recognition issue since payments over time are conditioned on these metrics. Classical fulfilled its obligations under the terms of the grant in 2017-18 and received donations totaling $375,000 which was recognized as revenue in the fiscal year while the balance outstanding under the terms of the agreement at 6/30/2018 is $1,875,000.

The audit performed also included a Report on Compliance for each Major Federal Program, in our case Title I grants to Local Educational Agencies totaling $1,167,988 to the four schools, an amount in excess of the $750,000 threshold for federal programs. The compliance testing was performed in accordance with standards set out in Government Auditing Standards issued by the U.S. Comptroller General. While school management is responsible for the effectiveness of internal controls and compliance with the terms of the grants, the auditors are required to report any "Material Weakness" or "Significant Weakness" which they identify in the course of their work. Our auditors found no "Material Weakness" or "Significant Weakness" in the course of their audits of the financial statements and the Federal Awards. Since this is only the second year in which they have performed these examinations after the merger of the schools' educational corporations into one entity, CCS does not qualify as a low risk auditee.

Commenting on the course of the audit, Mr. Saliba felt that it had gone smoother than last year especially in connection with the mandated report on US government standards because CCS were better prepared having gone through the process a year earlier. Communication with the audit team was efficient and forthcoming. He expressed his opinion that we could usefully add one more member to the finance team at the clerk/staff level to help with the bookkeeping, especially in view of the imminent parental leave for a staff member.

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VI. Other Business and Adjournment

The trustees briefly discussed the enrollment levels at school I, which were marginally higher than the S.E.D. representative, was expecting and which were officially noted. They also discussed the state of the issuance of provisional charters in the city, which is subject to an official cap of 50. The extension of new ones to a program called Zeta, founded by the former general counsel to Success Academy located 2 blocks from school II and on Arthur Avenue demonstrate the level of competition for those still available. Although we have made appreciable progress in enrolling ELL scholars, it's likely any application for increasingly scarce new charters may require a higher standard.

After the formal meeting ended, the trustees remained for an informal "offsite" presentation and discussion.

The trustees:

VOTED to next meet on November 13th at 767 Fifth Avenue, NY, N.Y. and adjourn.

Respectfully submitted,

J. Kevin Murphy

J. Kevin Murphy, Secretary

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CLASSICAL
CHARTER SCHOOLS

Board Meeting Minutes

November 13, 2018

Classical Charter Schools prepare 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. Ben Arabia, Mr. C. Stephen Baldwin, Mrs. Ingrid Bateman, Prof. Kathryn Heleniak, Mr. Lawrence Hirsch, Mr. James Maher, Mr. J. Kevin Murphy
Absent: Mr. Bill Higgins
Guests: Mr. Lester Long, E.D.

I. Call to Order

The Chair called the meeting to order at 767 Madison Avenue at 6:05pm.

II. Review of Minutes

The Trustees:

VOTED to approve the draft of the 10/23/2018 minutes, which had been previously circulated for review.

III. Chairman's Remarks

The Chair waved his comments to proceed immediately with the ED's report.

IV. Executive Director's Report

A) Attendance

The E.D. briefly reviewed the Attendance and lateness policies at the school. Briefly, 7 late drop-offs count as 1 absence, and 15 unexcused absences will require the scholar to attend summer school while 28 necessitate that the scholar be held over. Absences for doctors' appointments and the like are excused. Early pick-ups of scholars for various reasons have been growing, *consequently they will be treated in the same vein as a late drop-off, i.e. 7 early pick-ups will be tantamount to 1 absence*.

The statistics for retention generally are that about 8% of the scholars are held over, about 7% for academic reasons and 1% for behavioral issues. Parents are well advised in advance.

The trustees also briefly discussed the number of scholars at School I. During the review with the our liaison with the state, it developed that matriculation was in excess of the number authorized by the state by about 25 scholars, a variance that was noted and questioned, although the state is only reimbursing CCS for the 470 authorized scholars. The upshot is that the variance should be explained and we clearly want to retain those scholars who are already enrolled. Consequently,

The trustees

VOTED to increase to the number of scholars, subject to the approval of the Regents, from 470 scholars to 500 scholars, so as to bring our actual enrollment in line with our authorized enrollment.

B) Facilities

The Official reviews by the Department of Transportation, which oversees the traffic patterns the School IV building will occasion, and the Bureau of Standards and Appeals, which is responsible for the re-zoning of the property, are proceeding slowly, although we are facing a fixed deadline of August, 2020 for occupancy of the yet-to-be approved building. The delays are obviously reducing the construction period.

In addressing the issue of how to build out the network using the "self-incubation" strategy, we face a mismatch between the timetable necessary for approvals and construction and the timetable for application for charters and start up of the new school. The application and start up of the new school must precede the construction, but the review, approval, and construction process is the longer process. Whereas we have historically applied for a new charter in alternate years, personnel permitting, the funding requirements may necessitate applying for 2 charters in one year. Moreover, we may want to consider amending the student transfer policy, with the state's approval, so that scholars can attend the CCS school nearest their residence.

Working together, the E.D. and Mr. Maher tabled a more detailed "Real Estate Strategic Plan" [1] summarizing the Organizational Vision (with regards to "no-gap" academic results and sustainability), the Operational Strategy, the current real estate foot-print with 5 locations and 4 charters, expansion through a "self-incubation strategy" using a combination of permanent and temporary facilities, the broad parameters for Leasing, Acquisitions and Financing, the Archetypal Build-Out program for Classical, the projected timing for Charter applications, and 5 appendices supplying orientation for Contacts, Space Allocation, Community Boards, relevant representatives for the Legislature and City Council, Construction Timetable, and a projected Replication Cost Analysis.

The implementation of the plan will take place in a changing environment. As a result of changes in the last U. S. tax law, "Opportunity Zones" have been created with generous tax advantages that may have important consequences for duly designated areas. The applications for charters are becoming increasingly complex and demanding, as the number of charters

[1] See Appendix 1, which is being sent as a PDF herewith.

available in the City, subject to a cap of 50, decreases. Moreover, the DOE will now only permit co-locations for special purpose charters, for example those serving autistic children. The “Real Estate Strategic Plan” then is a snapshot of CCS plans for expansion in the context of further developments in the policies of major stakeholders.

B) Development

The E.D. and Mr. Arabia together have secured two significant grants, which will advance CCS considerably toward its development goals for the year.

In a somewhat related vein, past donors have wondered whether our graduates really are going to college after their secondary programs and it would behoove us to pull together this information. The data is not within our direct control, although KIPP and a number of private elementary schools are very successful in gathering it and using it to develop alumni support networks. Through his service aiding our scholars with their high school applications, Mr. Frumkin maintains records of their secondary school choices and there is the occasional anecdote that filters back about a graduate being selected as Salutatorian of his high school class. The internship programs in which some scholars participate, especially Prep for Prep and Breakthrough whose principal aims are to help scholars with the transition through high school to college, also may be willing to assist us in this regard.

C) Personnel

The ED promised to forward to the Trustees the results of the annual faculty survey.

V. Trustee Recruitment

Given the importance of recruiting additional trustees, the Chair suggested that we might want to give some thought to forming an *ad hoc* group or possibly a Nominating Committee to review CCS By-Laws and those of other comparable schools, as necessary, to determine the desirability and scope of term limits for trustees serving in official capacities. Consequently, such a group might also explore the interest and availability of other members to assume those roles. A further purpose of such a Nominating Committee would be to develop candidates for trusteeship possessed of certain experiences that are pertinent to our mission, e. g. roots in the local community, a project-oriented IT background, experience in NYC real estate, especially in the Bronx, a related legal background either in laws affecting Charter Schools or lease contracts, a background in elementary education or child development, and fund-raising.

Mrs. Bateman suggested (and has put in place) an on-line repository where information about candidates can be collated and their place in the vetting and induction process tracked. This should allow for parallel processing of candidates for trusteeship. While our current process involving a visit to the schools, meetings with the E.D., the Executive Committee or 3 trustees, before presentation to the board is somewhat informal; the consensus was that over time it has proved effective and that it is fairly efficient for the candidates, so it was decided to forgo a formal Nominating Committee at this time. The board then targeted 3/31/19 as a deadline for bringing at least one new trustee on board. With the seniority of many of the board and new charter applications pending, it is every trustee's responsibility to assist in this recruitment and induction process.

VI. Annual Appeal Letter

Mrs. Bateman took the opportunity to discuss the status of the draft of our annual Appeal Letter and its distribution. This year's letter will highlight significant milestones such as the occupancy of the new building and the placement of our graduating scholars. The draft will be circulated both as a Word file and a PDF with blank stationery and envelopes for personalization. Names and addresses of solicitations should be added to the master file to cross check against donations as they are received and for future reference and analysis.

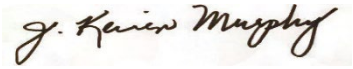
VII. Other Business and Adjournment

After the formal agenda ended, there was an announcement that a holiday gathering for the faculty and staff would be held in a venue now changed to Bierstrasse Harlem Beer Garden, 2346 12th Avenue, on 12/7/18 at 6:30 p.m., affording the trustees an opportunity to better acquaint ourselves with them in a social setting.

The trustees:

VOTED to next meet on December 11th at 6:00pm at 977 Fox Street, Bronx, N.Y. and adjourn.

Respectfully submitted,



J. Kevin Murphy, Secretary

CLASSICAL
CHARTER SCHOOLS

Board Meeting Minutes

December 11, 2018

Classical Charter Schools prepare 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. Ben Arabia, Mr. C. Stephen Baldwin, Mrs. Ingrid Bateman, Prof. Kathryn Heleniak, Mr. Lawrence Hirsch, Mr. James Maher, Mr. J. Kevin Murphy
Absent: Mr. Bill Higgins
Guests: Mr. Lester Long, E.D.

I. Call to Order

The Chair called the meeting to order at School I at 977 Fox Street, Bronx, N.Y. at 6:10pm, whereupon the trustees entered into Executive Session to discuss personnel related matters while Mr. Long left the room.

II. Review of Minutes

The Trustees:

VOTED to approve the draft of the 11/13/2018 minutes that had been previously circulated for review.

III. Chairman's Remarks

The Executive Committee recommended to the board the election of Mr. James W. Hart as a candidate for trusteeship. With 2 exceptions, all of the Trustees had been able to meet Mr. Hart whose experience as a Vice President of Sales for Yipit, Inc., a young company providing analysis of data for institutional investors, adds very valuable IT expertise to the board.

The trustees:

VOTED unanimously to elect Mr. Hart as Trustee of Classical Charter Schools for a term to expire 6/30/2020, just under 2 years, to maintain balance among trustees terms. Mr. Hart, who will attend his first meeting on January 15, 2019, has not yet selected his committee assignments.

A second candidate for trusteeship visited the school with her husband 2 weeks ago and has already made a generous donation on their behalf. Mrs. Bateman is organizing a meeting to

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introduce her to the Executive Committee after the first of the year. Her resume is being circulated and she is profiled on Linked In.

Finally a third candidate, an attorney with considerable experience in real estate, has indicated interest in pursuing a connection during the summer of 2019.

The Chair re-introduced the matter of term limits for long-serving Board officers. Trustees are elected for periods of up to 2 years, depending on the timing of their election, and officers serve a 1-year term from year-end, June 30, each year. So, there is no reason officers cannot change annually as the By-Laws stand, although there are practical considerations. Nevertheless, there has been little turnover in three of the positions, and therefore it was felt prudent to amend the By-Laws.

The Trustees

VOTED to amend Section 4.02 of the revised By-Laws, 2015 as follows:

Section 4.02. Election, Term of Office, and Qualifications. The Board of Trustees shall elect the Board Chair, one Vice Chair, a Secretary, a Treasurer and any other officers annually at the Annual Meeting or Regular Meeting designated for that purpose or a Special Meeting called for that purpose, except that officers appointed to fill vacancies shall be elected as vacancies occur. ***No Trustee shall serve in the same official capacity for a period longer than 4 years consecutively.***

IV. Treasurer's Report

The Finance Committee convened a conference call with the Director of Business and a temporary assistant from Charter School Business Management to review the financial statements as of 9/30/18, the end of the first quarter of the 2018-19 school year. Enrollment totals 1,290 scholars across the 4 schools. Revenues for the period were $5.7 M, over 90% of which was advanced through the State/City funding. Federal CSP Funding for the period was $176 K and we recognized as revenue $187.5 in a foundation's multi-year grant. We also received reimbursement of occupancy expenses for school III related to FY 2018 of $185K.

On the Expense side, some expenses such as payroll were conservatively budgeted and there were no major changes to staffing. Other costs associated with Classroom & Curriculum Expenses are higher, including reproduction expenses that will level out at about $170 K/ quarter over the year. Expenses for tutoring scholars and field trips fall largely in the spring and so are low for the quarter in contrast to the seasonal expenses for the start-up of the school year, such as office supplies, software licenses, Dues & Assessments, and expenses for furniture and equipment which fall under our $5,000 capitalization threshold. Technology expenses including database consulting, systems maintenance, and training are projected to trend over budget. Also trending over budget are the fees to the Relay Graduate School where our Classicorps fellows pursue their accreditation. These costs are based on the number of Classicorps faculty who are enrolled, but likely the budgeted amount will have to be adjusted in the coming year. Similarly, cleaning of the new facilities will also increase in the coming year after the 1-year guarantee period for the building expires June 1, 2019. Well in advance of that date, we should have referred the costs of any major repairs to the landlord, as they will become CCS's responsibility thereafter.

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The quarterly results on a consolidated basis have produced Net Income that is higher than expected. The surplus can largely be attributed to non-recurring sources of revenue such as last year's subvention from the state for rental space, the foundation grant, and Federal CSP revenue. Consequently, the outlook for the next quarter is that Net Income will approach the budgeted amount.

Assets on the Balance Sheet total about $12.5 M with roughly $3.4 M in liabilities, including Deferred Revenue of $2.5 M, and $9.1 M in Equity. The ratio of Current Assets to Liabilities is about 2.5 times, reflecting the necessary liquidity to meet the ongoing demands of imminent liabilities. Fixed Assets represent about 44% of Equity while Total Liabilities represent about 37% of Equity, although changes to the Lease Accounting conventions by FASB effective 12/15/2019 will alter these relationships.

Though not included for quarterly reviews against the budget because the Income Statement closely mirrors Revenues and Expenses, Cash Flow Statements are prepared and presented annually. The state audit guide prefers that the statements be prepared using the "direct method", but the "indirect method" is more efficient.

Mr. Macapagal is on paternity leave through January 28, 2019 and while we have brought in temporary staff, our accountant's recommendation in October was that we could prudently add another person to the business staff, increasing it to 5. Moreover, in the spring we will undertake some time-consuming projection and financial modeling adding to the demand on the business staff.

The Trustees:

VOTED to approve the quarterly Financial Statements as at 9/20/2018 for CCS.

IV. Executive Director's Report

The E.D. reported that School II had been nominated for a U.S. DoE "Blue Ribbon" award and that the documentation in support of that would be submitted for scrutiny in March. As background the U.S. DoE makes these awards annually to about 350 schools throughout the country to recognize the contribution these schools are making to their communities. School I received such an award in 2014.

We are working with Innovative Architects to create a flow chart for CCS in order to better track workflows through the organization. This digital, visual representation will dynamically supplement the policy and procedure manuals that we have already created to document our best practices.

We have purchased the Neon software to track our donor base. A school leader in training, Mr. Tryon, will work on this as part of his business development.

The state is re-doing its ELA & Math Assessments. One implication may be that the stellar results our scholars achieved last year may moderate as a consequence this year.

The Robertson Center works with Success Academy in a joint venture to improve various aspects of charter schools, excelling especially at teacher preparation. CCS will send a representative to the program to see how we can avail our faculty of the benefits of the program. In fact, the scope of Success's operations includes impressive fundraising, not only for the chain of schools, but also for some political candidates who support the charter school movement.

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There are 2 statewide authorizers for provisional charters in New York State: the Board of Regents and SUNY. Most of the charters the legislature has authorized these bodies to issue have already been awarded, leaving only 7 unissued. After the first week in January, our intent is to apply for 2 further charters for school V and VI to open successively in 2020-2021. It is highly unlikely that any applicant would be granted 2 charters under the circumstances, but we believe that the chances of our applications being authorized are better than others. Indeed, there is a category of application available that has been somewhat streamlined for schools seeking to replicate their programs. That said, the state now demands far more in the way of engagement in service to the communities in which they operate their academic programs. For example, there is a program called Bronx Lacrosse founded by Dan Leventhal, a SPED middle school math teacher, at the Highbridge Green School that has engaged their students who have subsequently doubled their academic growth in a year. The NY Junior Tennis League facility in Crotona Park is another activity that can be used to engage and enrich kids in the community in sport or cultural pursuits. These are programs that can tapped for our schools.

There is a major curriculum re-write going on with respect to the Social Studies program across the grades that we estimate will require about 4,000 hours of planning, or about 30 hours per faculty member. In the past, social studies began with the scholar's self in the early grades and progressed outward to community, city, state, country, and globe. The state assessment occurred in the fifth grade. We are moving to a chronological model developed by E. D. Hirsch for which there will only be internal assessments. The model is agnostic of pedagogy, arguing that "educating for democracy" means learning and sharing a common body of knowledge that facilitates communication and therefore critical thinking in expression.

The Math curriculum too is being re-vamped at the lesson plan level, although not as extensively. The aim of the change is to shift away from the application of algorithms to comprehending and describing the logic behind considering, framing, and solving a problem.

The Walton Foundation now offers grants for "Accelerating Charter School Growth" for which we will apply. These grants are enough to help found a new school.

Finally, the Board of Standards and Appeals has issued a "special permit" authorizing the Civic Builders' site for use as a charter school. While schematic design for the building is only about to begin, the details of the questions the BSA posed went to considerations even about the timing of dismissal, which will affect traffic patterns around the site during various parts of the day. Altogether, the application for the "special permit" required just over a year.

V. Other Business and Adjournment

There being no further business,

The trustees:

VOTED to next meet on January 15, 2019th at 6:00pm at 767 Fifth Avenue, New York, N.Y. and adjourn.

Respectfully submitted,

J. Kevin Murphy

J. Kevin Murphy, Secretary

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Entry 10 Enrollment and Retention of Special Populations

Last updated: 08/01/2019

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2018 19 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2019 20.

SOUTH BRONX CLASSICAL CHARTER SCHOOL IVSection Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2018 19	Describe Recruitment Plans in 2019 20
Economically Disadvantaged	SBCCS IV consistently attracts scholars from its home district (9), with little recruitment effort. SBCCS IV consistently enjoys a long student waitlist and has had continued to serve a population that is at least 90% economically disadvantaged.	SBCCS IV will continue to serve scholars in its home district and will execute a more aggressive student recruitment plan, if needs arise.
English Language Learners/Multilingual Learners	Beginning in 2016 2017, SBCCS IV 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 IV 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 under reporting 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 2016 2017 (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	SBCCS IV's enrollment of English Language Learners grew from 13% in 2015 2016 to 18% in 2016 2017 to 24% in 2017 2018 and to so we will continue to implement successful strategies to recruit this population of scholars.

	language.	
Students with Disabilities	To recruit students with disabilities, SBCCS IV engages in an aggressive student recruitment plan, which includes: 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 IV 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 IV 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 IV, 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.	SBCCS IV will continue to implement successful strategies in 2019 2020.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2018 19	Describe Retention Plans in 2019 20
	We know that the retention of our At Risk population (Economically Disadvantaged,	

	English Language Learners, and Students with Disabilities) is important. At SBCCS IV, 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.	
Economically Disadvantaged	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 2016 2017, we began 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	SBCCS IV will continue to reflect upon its support of its At Risk population, including their families, and improve upon its practices. In 2017 2018, SBCCS IV hired a Director of Special Services, and an expanded Special Services team, which we believe will better support the needs of our scholars. In 2019 2020, we are working to improve our instructional coaching of our special education teachers as well as the efficacy of our special education (SETSS) curriculum.

	students. We have found great success with these initiatives over the past two years.	
English Language Learners/Multilingual Learners		
Students with Disabilities		

Entry 11 Classroom Teacher and Administrator Attrition

Last updated: 08/01/2019

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the tables titled 2018-2019 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing during the 2018-2019 school year. Please provide the full time equivalent (FTE) of staff on June 30, 2018; the FTE for any departed staff from July 1, 2018 through June 30, 2019; the FTE for added staff from July 1, 2018 through June 30, 2019; and the FTE of staff added in newly created positions from July 1, 2018 through June 30, 2019 using the tables provided.

1. Classroom Teacher Attrition Table

	FTE Classroom Teachers on 6/30/18	FTE Classroom Teachers Departed 7/1/18 6/30/19	FTE Classroom Teachers Filling Vacant Positions 7/1/18 6/30/19	FTE Classroom Teachers Added in New Positions 7/1/18 6/30/19	FTE of Classroom Teachers on 6/3019
	15	2	0	0	18

2. Administrator Position Attrition Table

	FTE Administrative Positions on 6/30/18	FTE Administrators Departed 7/1/18 6/30/19	FTE Administrators Filling Vacant Positions 7/1/18 6/30/19	FTE Administrators Added in New Positions 7/1/18 6/30/19	FTE Administrative Positions on 6/30/19
	2	2	1	0	1

3. Tell your school's story

Charter schools may provide additional information in this section of the Annual Report about their respective teacher and administrator attrition rates as some teacher or administrator departures do not reflect advancement or movement within the charter school networks. Schools may provide additional detail to reflect a teacher's advancement up the ladder to a leadership position within the network or an administrator's movement to lead a new network charter school.

(No response)

4. Charter schools must ensure that all prospective employees receive clearance through the NYSED Office of School Personnel Review and Accountability (OSPRA) prior to employment. After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

Have all employees have been cleared through the NYSED TEACH system?

Yes

5. For perspective or current employees whose clearance has been denied, have you terminated their employment and removed them from the TEACH system?

	Not Applicable

Thank you

Entry 12 Uncertified Teachers

Last updated: 08/01/2019

Instructions for Reporting Percent of Uncertified Teachers

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. Please do not include paraprofessionals, such as teacher assistants.

FTE count of uncertified teachers on 6/30/18, and each uncertified teacher should be counted only once.

	FTE Count
1. Total FTE count of uncertified teachers (6 30 19)	4
2. FTE count of uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience (6 30 19)	0
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6 30 19)	0
4. FTE count of uncertified teachers with two years of Teach for America experience (6 30 19)	0
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6 30 19)	0
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6 30 19)	4

FTE Count of All Uncertified Teachers as of 6/30/19 18

FTE Count of All Certified Teachers as of 6/30/19 14

Thank you.

South Bronx Classical Charter School IV
ORGANIZATIONAL CHART

Lester Long, Executive Director

School Director
(Paul Tryon)

Instructional Support

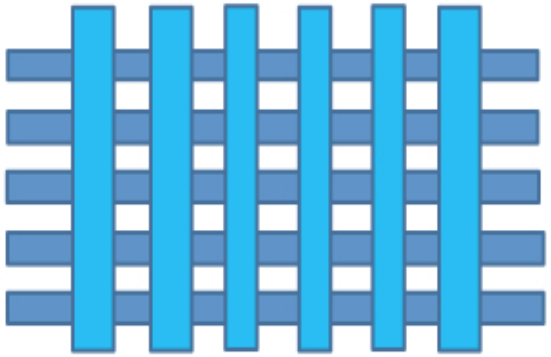
Director of Curriculum and Instruction
(Jacqueline Davis)

Instructional Coaches
(Alex Newman, Francesca Febrarro)

Deans of Students
(Elizabeth Berger, Scott Facey)

Director of Special Services
(Leah Esptein)

Grade Team Leaders



Teaching Faculty

Operations and Business Support

Operations Manager
(Stephanie Montero)

Director of Business
(Christian Gibbs)

Data Manager
(Alysson Forshee)

ANNUAL CALENDAR 2019 – 2020

CLASSICAL
CHARTER SCHOOLS

August 2019

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

September 2019

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 2019

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 2019

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 2019

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 2020

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 2020

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

March 2020

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	20
22	23	24	25	26	27	28
29	30	31				

April 2020

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 2020

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 2020

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 2020

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 192 school days in the 2019 - 2020 academic year. Black boxes indicate no school. Grey boxes indicate important dates.

Diagonal lines indicate early dismissal days (at 1pm)

HOLIDAYS/IMPORTANT DAYS

August 21	First Day of School	December 6	Report Card Conferences	April 9 - 17	Spring Recess
September 2	Labor Day			April 16 – 17	Mandatory Tutoring (3rd-8th grades)
Sept. 30 – Oct. 1	Rosh Hashanah	Dec. 24 – Jan. 1	Winter Recess		
October 9	Yom Kippur	January 20	MLK Jr. Day	April 22 - 23	3rd – 8th grade NYS Math Exam
October 14	Columbus Day	Feb. 17 – 21	Mid-Winter Recess		
November 5	Election Day	March 6	Report Card Conferences	May 25	Memorial Day
November 11	Veteran's Day			June 4	Chancellor's Day
Nov. 28 – 29	Thanksgiving Recess	March 25 – 26	3rd-8th grade NYS ELA Exam	June 26	Last Day of School