Entry 1 School Information

Created: 06/30/2017 • Last updated: 07/03/2017

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 task, please ensure that you select the correct authorizer **(as of June 30, 2017)** or you may not be assigned the correct tasks.

a. SCHOOL NAME AND BEDS#

(Select name from the drop down menu)

SOUTH BRONX CLASSICAL CS II (REGENTS)

b. CHARTER AUTHORIZER

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

Regents-Authorized Charter School

c. DISTRICT / CSD OF LOCATION

NYC CSD 7

d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	333 East 135th St. Bronx, NY, 10454	[redacted]		

d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Leena Gyftopoulos
Title	School Director
Emergency Phone Number (###-###-####)	[redacted]

e. SCHOOL WEB ADDRESS (URL)

http://classicalcharterschools.org/

f. DATE OF INITIAL CHARTER

06/2012

g. DATE FIRST OPENED FOR INSTRUCTION

08/2013

h1. 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.

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

KEY DESIGN ELEMENTS (Brief description of Key design elements 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 II provides an educational program firmly based on two principles: • All children can achieve academic success when given a rigorous and organized curriculum, effective teaching, and a structured environment. • Development of respectful, compassionate, productive citizens is a fundamental aim of education.
Variable 2	Rigorous and Organized Curriculum: We believe that an organized, clear, and sequential curriculum, fully aligned with the Common Core and New York State Learning Standards, focused on ensuring strong literacy skills in all students, will best serve the educational needs of our target population. Reading is the most important part of an SBCCS II education. Within a framework of classical education that focuses relentlessly on language development – a critical need of our target population – all scholars benefit from three (3) hours of daily literacy instruction and two (2) hours

	of daily math instruction. Consistent with the school's mission and with the tenets of a classical education, our scholars will be given one (1) hour of character education instruction per week. Ultimately, we believe scholars can achieve academically through a demanding, research-based, field-tested curriculum and a highly structured, detail-oriented, and supportive culture. Research has shown that urban students learning with a curriculum including Open Court Reading, Saxon Math, Core Knowledge History, and FOSS Science have consistently achieved high degrees of academic success. We have built our core academic scopes and sequences based on these proven curricula, and have then enhanced them to best support our at-risk scholars.
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 II will recruit teachers from a variety of sources, including critical networking with such organizations as Teach For America, New Leaders for New Schools, strategic website postings, professional job fairs, and outreach to selective businesses and industries. Similarly, teacher development is also a continuous process. Through summer orientation, weekly grade meetings, monthly school-wide meetings, and ongoing individual sessions, teachers benefit from over 100 hours of Professional Development annually. To attract and retain the strongest teachers, salaries will be 5% to 10% higher than those of teachers in New York City's Extended Time Schools.
Variable 4	Structured Environment: Within a disciplined environment, teachers can teach, and all scholars can learn. SBCCS II will create positive student behavior through modeling, explicit behavioral instruction, and a transparent set of expectations shared with families at orientations and throughout the year. These rules, detailed in the Code of Conduct, include recognition of the school's core values and clear consequences for infractions.
Variable 5	Development of Respectful, Compassionate, and Productive Citizens: We believe that the development of respectful, compassionate, and productive citizens is a fundamental purpose of education. This is fully consistent with the ideals of classical education. All scholars receive one hour of weekly character education per week. As scholars acclimate to our culture of positive behavior and character, less direct instruction and teacher intervention will be required. All

	scholars will perform age-appropriate community service based on themes such as the environment and care of senior citizens.
Variable 6	Family Engagement: We value our scholars and our families, which are so critical to our scholars' success. For young children to succeed academically, the school and parents must develop positive and communicative relationships. All families receive regular communication regarding their scholars' academic and behavioral progress, using grades and test scores as benchmarks for discussion. We have a Family Advisory Council (FAC), which serves as a liaison between our parents and administration.
Variable 7	(No response)
Variable 8	(No response)
Variable 9	(No response)
Variable 10	(No response)

i. TOTAL ENROLLMENT ON JUNE 30, 2017

280

j. GRADES SERVED IN SCHOOL YEAR 2016-17

Check all that apply

Grades Served	K, 1, 2, 3, 4

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

No

l1. FACILITIES

Does the school maintain or operate multiple sites?

	No, just one site.

l2. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	333 East 135th St., Bronx, NY 10454	[redacted]	CSD 7	K-4	No	DOE space
Site 2						
Site 3						

l2a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Leena Gyftopoulos	[redacted]		
Operational Leader	Joshua Weld-Wallis			
Compliance Contact	John Macapagal			
Complaint Contact	Leena Gyftopoulos			

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

m2. Please list the terms of your current co-location.

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1 (primary site)	N/A	No		No		No
Site 2						
Site 3						

n1. Were there any revisions to the school's charter during the 2016-17 school year? (Please include approved or pending material and non-material charter revisions).

No

o. Name and Position of Individual(s) Who Completed the 2016-17 Annual Report.

Leena Gyftopoulos

p. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check YES if you agree and then use the mouse on your PC or the stylist on your mobile device to sign your name).

Yes

Signature, Head of Charter School

Signature, President of the Board of Trustees

Date 2017/07/03

Thank you.

Entry 2 NYS School Report Card Link

Last updated: 07/03/2017

1. NEW YORK STATE REPORT CARD

https://data.nysed.gov/profile.php?instid=800000074677

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).

Entry 3 Progress Toward Goals

Last updated: 07/03/2017

PROGRESS TOWARD CHARTER GOALS

The following tables reflect formatting in the online portal required for Board of Regents-authorized charter schools and NYCDOE-authorized charter schools only. Schools should list Progress Toward Charter Goals by August 1, 2017. If the goals are based on student performance data that the school will not have access to before August 1, 2017 (e.g., the NYS Assessment results), explain this in the "2016-2017 Progress Toward Attainment of Goal" column. The information can be updated when available. Please complete and submit no later than November 1, 2017.

1. ACADEMIC STUDENT PERFORMANCE GOALS

2016-17 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 1	Scholars will demonstrate proficiency in reading	(a) 80% of all scholars who have been enrolled at SBCCS II 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 II average score on the ELA will exceed the average score of its home district and of the City as a whole, for each grade.		SBCCS II is awaiting NYS assessment results.
	Scholars will	(a) 80% of all scholars who have been enrolled at SBCCS II for 2 full academic years or more will score at Level 3 or higher on the State Mathematics		

Academic Goal 2	demonstrate proficiency in mathematics.	Test (b) the SBCCS II 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.		SBCCS II is awaiting NYS assessment results.
Academic Goal 3	Scholars will demonstrate proficiency in science.	(a) 60% of all fourth grade scholars who have been enrolled at SBCCS 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 for 2 full academic years or more will score at Level 3 or higher on the State Science Test.		SBCCS II is awaiting NYS assessment results.
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				

2. Do have more academic goals to add? No

3. Do have more academic goals to add? No

4. ORGANIZATIONAL GOALS

2016-17 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 II will demonstrate strong annual attendance and enrollment.	(a) The average daily attendance rate will meet or exceed 95% each year. (b) the SBCCS II waiting list will exceed 1.5 applications per available seat. (c) SBCCS II will retain its scholars at an annual rate of 90% or more during the term of its charter.		(a) SBCCS II's average daily attendance was 96% in 2016-2017. This goal was met. (b) This goal was met. SBCCS II received 632 Kindergarten student applications for 60 available seats. SBCCS II's waiting list for Kindergarten included 572 students, which far exceeds the 1.5 ratio. This goal was met. (c) SBCCS II retained 80% of its scholars in 2015-2016. We do not yet have retention data for 2016-2017. This goal was not met.
		(a) 85% of SBCCS II parents through		

Org Goal 2	SBCCS II will provide scholars with a safe learning environment with strong communication on scholar achievement between home and school.	the NYC Department of Education's Learning Environment Survey will consider SBCCS II a "safe" school. (b) 85% of SBCCS II parents through the NYC Department of Education's Learning Environment Survey will indicate strong communication between school and home regarding scholar achievement.		
Org Goal 3				
Org Goal 4				
Org Goal 5				

5. Do you have more organizational goals to add?

No

6. FINANCIAL GOALS

2016-17 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 II will demonstrate fiduciary responsibility in managing public and private resources.	(a) SBCCS II will use Generally Accepted Accounting Practices (GAAP) independently verified through an annual external audit. (b) SBCCS II will produce financial reports demonstrating fiscal transparency and sound financial standing.	Met	SBCCS II 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 2016-2017 financial audit will occur in September 2017.
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

Entry 4 Expenditures per Child

Created: 07/03/2017 • Last updated: 07/23/2017

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 2016-17 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

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

Line 1: Total Expenditures	3498990
Line 2: Year End FTE student enrollment	281
Line 3: Divide Line 1 by Line 2	12452

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 2016-17 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)	349041
Line 2: Management and General Cost (Column)	30881
Line 3: Sum of Line 1 and Line 2	379992
Line 5: Divide Line 3 by the Year End FTE student enrollment	1352

Thank you.

New York State Education Department

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

2015-16 Budget & Cash Flow Template

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

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

South Bronx Classical Charter School II

PROJECTED BUDGET FOR 2017-2018

July 1, 2017 to June 30, 2018

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	**4,454,921**	**297,205**	**-**	**-**	**-**	**4,752,126**
Total Expenses	**3,703,390**	**425,070**	**-**	**-**	**551,418**	**4,679,878**
Net Income	**751,531**	**(127,865)**	**-**	**-**	**(551,418)**	**72,248**
Actual Student Enrollment	**320**	**14**				**-**
Total Paid Student Enrollment	**300**	**20**				**320**

		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 7	*$14,027.00*	4,448,100	-	-	-		4,448,100
School District 2 (Enter Name)		-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-
		4,448,100					**4,448,100**
Special Education Revenue		-	145,460	-	-	-	145,460
Grants							
Stimulus		-	-	-	-	-	-
Other		-	-	-	-	-	-
Other State Revenue				-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		**4,448,100**	**145,460**				**4,593,560**
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	2,000	-	-	-	2,000
Title I		-	149,745	-	-	-	149,745
Title Funding - Other		6,821	-	-	-	-	6,821
School Food Service (Free Lunch)		-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-
Other		-	-	-	-	-	-
Other Federal Revenue		-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		**6,821**	**151,745**				**158,566**
LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising			-	-	-		-
Erate Reimbursement		-	-	-	-		-
Interest Income, Earnings on Investments,			-	-	-		-
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-
Text Book		-	-	-	-	-	-
Other Local Revenue		-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES							
TOTAL REVENUE		**4,454,921**	**297,205**				**4,752,126**
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions						
Executive Management	1.33	100,000	-	-	-	103,700	203,700
Instructional Management	2.33	311,063	-	-	-	-	311,063
Deans, Directors & Coordinators	2.00	172,200	-	-	-	-	172,200
CFO / Director of Finance	1.32	-	-	-	-	103,188	103,188

Operation / Business Manager	3.33	-	-	-	-	243,905	243,905
Administrative Staff	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	**10**	**583,263**				**450,793**	**1,034,056**
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	34.00	1,489,616		-	-	-	1,489,616
Teachers - SPED	5.00		350,000	-	-	-	350,000
Substitute Teachers	-			-	-	-	-
Teaching Assistants	5.00	129,000		-	-	-	129,000
Specialty Teachers	-			-	-	-	-
Aides	-			-	-	-	-
Therapists & Counselors	-			-	-	-	-
Other	-	69,310		-	-	-	69,310
TOTAL INSTRUCTIONAL	**44**	**1,687,926**	**350,000**				**2,037,926**
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL							
SUBTOTAL PERSONNEL SERVICE COSTS	**54**	**2,271,189**	**350,000**			**450,793**	**3,071,982**
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		362,494		-	-		362,494
Fringe / Employee Benefits		222,574		-	-		222,574
Retirement / Pension		105,000		-	-		105,000
TOTAL PAYROLL TAXES AND BENEFITS		**690,068**					**690,068**
TOTAL PERSONNEL SERVICE COSTS		**2,961,257**	**350,000**			**450,793**	**3,762,050**
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	25,000	25,000
Legal		-	-	-	-	5,000	5,000
Management Company Fee		-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch				-	-	-	-
Payroll Services		-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting						66,000	66,000
TOTAL CONTRACTED SERVICES						**96,000**	**96,000**
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		45,000.00	5,000.00			-	50,000
Special Ed Supplies & Materials			1,500			-	1,500
Textbooks / Workbooks		49,788	5,532.00			-	55,320
Supplies & Materials other		-				-	-
Equipment / Furniture		90,000	10,000.00				100,000
Telephone		-					-
Technology		31,050	3,450.00				34,500
Student Testing & Assessment		-					-
Field Trips		9,900	1,100.00				11,000
Transportation (student)		-					-
Student Services - other		93,000	10,333.30				103,333
Office Expense		81,000	9,000.00				90,000
Staff Development		58,140	6,460.00				64,600
Staff Recruitment		90,000	10,000.00				100,000
Student Recruitment / Marketing		-	-				-
School Meals / Lunch		9,000	1,000.00				10,000
Travel (Staff)		3,600	400.00				4,000
Fundraising		-	-			-	-
Other		7,875	875.00			-	8,750
TOTAL SCHOOL OPERATIONS		**568,353**	**64,650**				**633,003**

FACILITY OPERATION & MAINTENANCE						
Insurance			-	-	4,625	4,625
Janitorial			-	-	-	-
Building and Land Rent / Lease			-	-	-	-
Repairs & Maintenance	90,000	10,000	-	-		100,000
Equipment / Furniture			-	-		-
Security			-	-		-
Utilities	3,780	420		-	-	4,200
TOTAL FACILITY OPERATION & MAINTENANCE	**93,780**	**10,420**			**4,625**	**108,825**
DEPRECIATION & AMORTIZATION	80,000		-	-		80,000
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-
TOTAL EXPENSES	**3,703,390**	**425,070**			**551,418**	**4,679,878**
NET INCOME	**751,531**	**(127,865)**	**-**	**-**	**(551,418)**	**72,248**

ENROLLMENT - *School Districts Are Linked To Above Entries*	**REGULAR EDUCATION**	**SPECIAL EDUCATION**	**TOTAL ENROLLED**
District of Location 7	320	14	334
School District 2 (Enter Name)			-
School District 3 (Enter Name)			-
School District 4 (Enter Name)			-
School District 5 (Enter Name)			-
TOTAL ENROLLMENT	**320**	**14**	**334**
REVENUE PER PUPIL	13,922	21,229	-
EXPENSES PER PUPIL	11,573	30,362	-

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

Includes 1 OM, 2 OA, .33 Data Analyst

Includes all special services

Includes tutoring, SLA, planning

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

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

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

Trustee Name:

C. Stephen Baldwin

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

Classical Charter Schools

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

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

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

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

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

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

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

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

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank.				
	NONE			

C. Stephen Baldwin 6 July 2017

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: N/A

Business Address: [redacted]

E-mail Address [redacted]

Home Telephon [redacted]

Home Address: [redacted]

Scanned by CamScanner

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

Trustee Name:

J. Kevin Murphy

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

Classical Charter Schools

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

   Secretary

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

   ____**Yes** X **No**

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

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

   ____**Yes** X **No**

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

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

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

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

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank. None				

J. Kevin Murphy 7/1/2017

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: [redacted]

E-mail Address: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

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

Trustee Name:

Allison Fisch

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

South Bronx Classical Charter Schools

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). none

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

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

   N/A

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

   ____**Yes** _X_**No**

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

   N/A

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

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

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

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
None *Please write "None" if applicable. Do not leave this space blank.*				

Signature 7/5/17 Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telep[redacted]

Business Addre

E-mail Address:

Home Telephon

Home Address:

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

Trustee Name:

Laurence G. Hirsch

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

Classical Charter Schools, Inc.

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

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

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

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

   ____Yes ___No

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

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

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

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

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank. None				

Signature 7/6/17 Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telep

Business Addr

E-mail Address

Home Telepho

Home Address

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

Trustee Name:

William F. Higgins

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

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

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

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

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

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

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

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

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

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank. None				

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 Telephon

Business Address:

E-mail Address: _____

Home Telephone: _____

Home Address: _____

[redacted]

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

Trustee Name: Ingrid Jane Brody Bateman

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

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

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

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

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

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

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

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

Trustee Name:

Kathryn Moore Helenak

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

Classical Charter Schools

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

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

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

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

   ____Yes _X_No

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

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

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

NONE	None	NONE	NONE

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

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
NONE	NONE	NONE	NONE	NONE

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

Kathryn M. Helenak July 9, 2017

Signature Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be

Business Teleph

Business Addre

E-mail Address:

Home Telephone

Home Address:

Entry 9 BOT Table

Created: 07/03/2017 • Last updated: 07/05/2017

(tab across or use scroll bar at bottom of table)

1. Current Board Member Information

	Trustee Name	Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws? (Y/N)	Area of Expertise, and/or Additional Role at School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)	Number of Board Mtgs Attended during 2016-17?
1	Stephen Baldwin	[redacted]	Chair/ Board President	Executive, Education	Yes	Law, Management	Serving 3rd term, 2 years (elected May 15, 2017, expiration May 15, 2019).	11
2	Katherine Heleniak	[redacted]	Vice Chair/ Vice President	Executive, Education, Development	Yes	Education	Serving 3rd term, 2 years (elected May 15, 2017, expiration May	9

							15, 2019).	
3	Kevin Murphy	[redacted]	Secretary	Executive, Education, Finance	Yes	Education, Finance	Serving 3rd term, 2 years (elected May 15, 2017, expiration May 15, 2019).	11
4	William Higgins	[redacted]	Treasurer	Executive, Finance, Real Estate	Yes	Real Estate	Serving 3rd term, 2 years (elected May 15, 2017, expiration May 15, 2019).	11
5	Larry Hirsch	[redacted]	Trustee/Member	Real Estate, Development	Yes	Real Estate	Serving 3rd term, 2 years (elected May 15, 2017, expiration May 15, 2019).	7
							Serving 3rd term, 2 years	

6	Louisa Childs	[redacted]	Trustee/Member	Development	Yes	Law	(elected May 15, 2017, expiration May 15, 2019).	10
7	James Maher	[redacted]	Trustee/Member	Real Estate, Development	Yes	Real Estate	Serving 3rd term, 2 years (elected May 15, 2017, expiration May 15, 2019).	9
8	Ingrid Bateman	[redacted]	Trustee/Member	Development, Education	Yes	Education	Serving 2nd term, 2 years (elected November 13, 2015, expiration November 13, 2017)	11
9	Allison Fisch	[redacted]	Trustee/Member	Development, Finance	Yes	Finance	Serving 1st term (elected August 2015, expiration August 2017)	7

10								
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20								

2. Total Number of Members on June 30, 2016	9
3. Total Number of Members Joining the Board 2016-17 School Year	0
4. Total Number of Members Departing the Board during the 2016-17 School Year	1
5. Number of Voting Members 2016-17, as set by the by-laws, resolution or minutes	9
6. Number of Board Meetings Conducted in the 2016-17 School Year	11
7. Number of Board Meetings Scheduled for the 2017-18 School Year	11

Thank you.

Entry 10 - Board Meeting Minutes

Created: 07/03/2017 • Last updated: 07/05/2017

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 2016--June 2017.

A. Provide a URL link to the Monthly Board Meeting Minutes which are posted on the School's web page.

(No response)

OR

B. Upload All Monthly Board Meeting Minutes

Combine into one .PDF file

https://nysed-cso-reports.fluidreview.com/resp/10723159/wNFCVDEEJA/

SOUTH BRONX CLASSICAL CHARTER SCHOOL

CLASSICAL CHARTER SCHOOLS

Board Meeting Minutes

August 30, 2016

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

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

Absent: Mr. Larry Hirsch,

Guests: Mr. Lester Long, E.D., Ms. Takesha Dozier, and Ms. Allison Fisch

I. Call to Order

There being a quorum about 6:10 p.m. at SBCCS III at 3490 Third Avenue in the Bronx, the Chair called the Meeting to order.

II. Review of Minutes

The Trustees

VOTED to approve the minutes from the 6/22/2016 Board Meeting.

III. Report of the Chair

The board entered Executive Session, during which time the guests and the Executive Director left the room, to consider personnel and compensation matters.

After the Executive Session, the board entered into a discussion about the feasibility of offering the faculty bonuses in recognition of their contributions to the school's mission. It was noted that the budget we approved on June 22, 2016 had a very small margin of error and that we were operating very close to the break-even point. Moreover, with construction underway on the third school's building and given the possibilities of contingent costs on that project and the uncertainty around the revenue from our fundraising efforts, it may not be prudent to so compensate our 140 faculty and staff at this time. One method of expressing our appreciation of their efforts, it was noted, would be to simply make a point of saying "thank you" on our periodic visits to the schools along with any other ways that we may devise.

IV. Report of the Executive Director

A. Business & Operations

Demand by parents remains strong for all 3 schools. We see this in the attrition rates among scholars that has fallen from 14% to 11% and our "yield" (the proportion of admitted students who actually attend) which has risen from 65% to 90%. Taken together, these trends imply fewer openings for students who apply at a later grade (i.e. those with whom we would 'backfill' our classes). The lower grades, Kindergarten and first grade, may have over 28 students in a class, but 7th and 8th grades are also full. In spite of the crowded early grades, we continue our outreach to scholars with IEP's and scholars whose first language is not English. We have been able to augment the number of ELL's by about 4%. About 1/4th of our Kindergarten applicants are younger siblings of older scholars.

Work continues with Ms. Bateman on the medium-term financial model that underlies our fund-raising efforts and our application for School IV, in face of the demand cited above. The application for School IV was resubmitted and will be followed by questions seeking clarification by the NYSED, before being published and inviting public comment. After the public comment period, if the application is approved for the next step in the process, the NYSED will conduct a capacity interview in late September or early October, before submitting their recommendations to the Board of Regents for its mid-November meeting.

On short notice, the trustees were asked to consider and review an Amendment to the Agreement of Lease between 39450 Third Avenue Realty, LLC. as Landlord, and Classical Charter Schools, as Tenant. The Department of Buildings required an additional 6,016 sq. feet of space be added to the structure making the cafeteria, for example, larger so as to accommodate 400 scholars and add 1 extra classroom to the basement. The following resolution was submitted for consideration:

"The Board of Trustees (the "Board") of Classical Charter Schools, a New York education corporation which is the governing body of the South Bronx Classical Charter School III (the "School"), does hereby adopt the following resolutions at a duly held and noticed meeting on the date set forth above.

Whereas, on June 21, 2015 the Board approved that certain lease (the" Lease") between the School and 3450 Third Avenue Realty, LLC (the "Landlord") for the development of the School's facility to be located at 3450 Third Avenue, Bronx, NY (recently re-numbered by the City of New York as 3458 Third Avenue); and

Whereas, the Landlord's lender requires certain amendments to the Lease which the School's facility has agreed to accept (the "Amendment to the Lease"); and

Whereas, as a requirement of the Lease, the Landlord's lender has delivered for the benefit of the School a Subordination and Non-Disturbance Agreement (the "SNDA");

Be it Resolved, that the Amendment to Lease and SNDA are hereby approved; and

Be it further Resolved, that each officer of the School and the Executive Director of the School, acting or signing, singly, is hereby authorized and empowered on behalf of and in the name of the School, to execute and deliver all such other instruments and documents (including without limitation such further non-material revisions to the Amendment to Lease and SNDA as Landlord's lender may require), to pay all fees and expenses and to do all such other acts and things as, in each officer's judgment, may be necessary or advisable to carry out the purposes and intent of the foregoing resolution; and

Secretary's Certificate

The undersigned does hereby certify that the foregoing resolution of Classical Charter Schools was duly adopted by the Board of Trustees of Classical Charter Schools August 30, 2016."

With the assurance that our attorney had reviewed the Amendment in context of the lease and with the amendment of the date to June 21,2015, the date of last year's annual meeting, from June 29, 2015,

The Trustees:

VOTED to adopt the Amendment to Agreement of Lease as per the above resolution.

We have employed a new Director of Talent who will assume responsibilities for our marketing, social media, and recruitment. He replaces Ms. Greenberg.

B. Curriculum & Instruction

The E.D. began by reviewing a summary of the state test results in comparison to other charter schools. (Since testing begins in the third grade, only schools I and II had results to report.) The outstanding Math results of School I's 4th grade, which ranked first among the 108 charters and even higher than Chappaqua, the top performing school district in the state, immediately stood out. Secondly, in both schools ELA results were strong across the board, finishing in the top 10 charters, with the exception of the third grade in school I. Third grade Math scores in both schools were comparable, but not on a par with those in other grades, or with School II's excellent ELA results for that grade. The growth percentiles were generally in the top 40%, with the exception of School I's 7th grade. Overall, scholars in both school achieved very strong results, especially in ELA, with a weaker performance in Math despite the School I's outstanding 4th grade. In comparison with other charter organizations, these results placed our scholars just behind the various Success Academy schools.

The former Music teacher, Ms. Forshee, has been promoted to Data Manager and will be working to assist the ED on the following projects:

1. Alignment of Curriculum to State Tests: Auditing the units plans, unit tests IA's and state tests for coverage of Instructional Standards, Depth of Knowledge, and type of question. The aim is to make sure CCS assessments match or exceed the rigor of the state tests.
2. Summer Slide: Adding 2015-6 reading level data to update the summer slide analysis and assess the effects of the quality of instruction and Summer Learning Academy on the slide.
3. Correlate Reading Level to Test Scores: Compare April reading levels in the 3rd to 8th grade with the test results to determine if reading level is correlated and possibly predictive of achievement on the State exams.
4. CMO Analysis: Project to be completed with intern by her departure at the end of June. How have larger CMO's changed in quality since 2006, our inception, in light of their growth?
5. Assessment of Intervention/Tutoring: How effective are tutoring/intervention on reading levels and test scores?

There will be some adjustments to the school trips for the older grades in modes of transportation and placing a deposit down to assure attendance.

Mr. Frumkin has had last year's 8th graders speak with the rising 8th graders to inform and involve them and their parents in the placement process. In terms of tracking our graduates, we'll look into setting up a Facebook page for them to stay connected.

C. Development Committee

After extensive interviews, the Development Committee created a comparative matrix of the services of 4 development firms who consult provide structure, coaching, board development, and communication strategies/events for the solicitations of donations and grants. The consultants were evaluated on the basis of: 1) summary of service, 2) cost, 3) additional costs, 4) duration of service, 5) specific deliverables, 6) the input required from SBCCS, 7) responsiveness, 8) prior experience with charter schools, and smaller non-profits, and 9) feedback from references. Of the 4, one was quickly eliminated, and there was considerable discussion as to how their perceived characteristics would fit with CCS resources and needs, some of which they will work to define. The work, moreover, will require the institutionalization of fund-raising objectives, communications, solicitations and strategies, as well as the expansion of the circle of benefactors and development of a database. The trustees concluded that one consultant's fit seemed most appropriate and that her firm would be more than likely to recoup the out-of-pocket expense through increased contributions.

The Trustees:

VOTED to engage the Harvest consultancy for a period of three months as per the terms of that firm's contract.

V. Calendar of Meetings for SBCCS 2016-2017

DAY	DATE	LOCATION
Tuesday	August 30, 2016	3490 Third Avenue
Tuesday	September 13, 2016	1192 Park Avenue
Tuesday	October 18, 2016	333 E. 135th Street
Tuesday	November 15, 2016	1192 Park Avenue
Tuesday	December 13, 2016	977 Fox Street
Tuesday	January 17, 2017	1192 Park Avenue
Tuesday	February 7, 2017	977 Fox Street
Tuesday	March 14, 2017	1192 Park Avenue
Tuesday	April 25, 2017	333 E. 135th Street
Tuesday	May 16, 2017	1192 Park Avenue
Tuesday	June 13, 2017	333 E. 135th Street

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

VI. Other Business and Adjournment

The next meeting will take place on Tuesday, September 13, 2016 at 6:00 p.m. at 1192 Park Avenue.

Respectfully submitted,

J. Kevin Murphy, Secretary

SOUTH BRONX CLASSICAL CHARTER SCHOOL

CLASSICAL CHARTER SCHOOLS

Board Meeting Minutes

September 13, 2016

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

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

Absent: Ms. Allison Fisch

Guests: Mr. Lester Long, E.D.

I. Call to Order

There being a quorum about 6:05 p.m., the Chair called the Meeting to order.

II. Review of Minutes

The Trustees

VOTED to approve the minutes from the 8/30/2016 Board Meeting.

III. Report of the Chair

With a lot of material to cover with regard to upcoming meetings, the chair eschewed any comment and immediately turned the meeting over to the Executive Director.

IV. Report of the Executive Director

A. Business & Operations

The capacity interview regarding our application for a fourth school will take place at the State's office building in Brooklyn on October 11, and we are required to have a quorum of the board and others important to the application at the meeting. We will meet with Mr. David Frank who is responsible for reviewing applications for new charter schools in the NYSED Charter School office and making recommendations to the State Board of Regents. As part of our application, the financial model is mission critical as are our efforts to recruit ELL students, a particular interest of several Regents.

Indeed, we have augmented our efforts to recruit ELL scholars and those efforts have paid some dividends as our number of scholars is up about 4%. Our outreach efforts at recruiting scholars from households where English is not the primary language include:

- All 3 schools mail information that is available in Spanish about our programs, its supports for ELL and special needs scholars to nearby nursery schools, Head Start programs, and other community organizations.
- A Spanish-speaking translator attends each of the information sessions to describe our programs and the results.
- The ELL coordinator, the operations staff and a bilingual staff member are present at recruitment fairs to answer questions and encourage application.
- All flyers that we distribute throughout the South Bronx are in English and Spanish. We also advertise our admission lottery in El Diaro and our schools on Facebook, with ready translation into Spanish to encourage applications.
- We also give scholar recruitment presentations to local organizations such as the Mott Haven Community Partnership Program and South Bronx Churches.

The audit is nearly complete and its results and statements will be presented at the meeting on 10/18/16. Moreover, the ED with Ms. Bateman are continuing to define and develop a medium-term financial model which will provide context and a longer term perspective for our fund-raising efforts and other policy decisions.

We have basically opted for a model of balanced growth and focus on keeping our administrative support limited to key functions, perhaps in contrast to Success Academy or a CMO like KIPP. With fewer administrators, there are fewer centralized services that would justify such an organization.

Ms. Kara Berlin's firm has been retained as a consultant to advise on our development efforts. After meetings with the ED, she will make appointments with each of the trustees individually to get a sense of the board and its situation as part of her efforts to take stock of our resources. Recall that the budget we approved in June calls for the board to raise $275,000 this year. These and subsequent goals greatly exceed our existing donor base and we will be required to formalize our approaches to institutional sources of support. Toward this end, there have been ongoing meetings with Ms. Finkel of the Robertson Foundation, for example. To assist and polish these approaches, we have engaged a writer with whom we are already familiar to draft grant proposals.

The timing of the space for expansion continues to be an issue. The construction schedule to completion the building on 167th and Third is very aggressive and we may have to rely on our landlord for supplemental space upstairs from our present location or additional space that he controls across the street if the Certificate of Occupancy is delayed beyond the opening of school next August. At the moment, it is too soon to get an accurate fix on the length of time we may need the swing space, and this obviously has budget implications that may affect the circumstances of opening school IV. Moreover, the rental subsidy of $2,700 per student does have some limitations, although we should be eligible for the subsidy. Despite the possible schedule conflicts, both schools can initially be consolidated in the new structure, amortizing the facility's fixed costs over a larger student population.

The ED and Mr. Maher have met with a trustee of Unity Prep to explore how they are responding to their real estate issues.

Additionally, Mr. Doug Lemov, author of "Teach Like a Champion" and Managing Director of Uncommon Schools, will be visiting on September 28.

B. Curriculum & Instruction

We have hired a Special Education Coordinator at school I and are looking for a part-time Speech Pathologist. We continue to augment our Classicorps program bringing to a total of 34 the number of teachers engaged in becoming certified, often with an additional concentration in Special Ed, which will be undergoing a review.

The "summer slide" amounted to about 0.06 of a year across all 3 schools. The table below compares the proportion of scholars who are at or above grade levels for all three schools to a similar assessment completed in 2015-16.

Percent of Scholars on Grade Level -August				
School	**Grade**	**2015-16**	**2016-17**	**Change**
1	First	65%	63%	-2%
1	Second	41%	57%	16%
1	Third	39%	50%	11%
1	Fourth	66%	98%	32%
1	Fifth	85%	86%	1%
1	Sixth	78%	84%	6%
1	Seventh	50%	71%	21%
2	First	45%	73%	28%
2	Second	43%	51%	8%
2	Third	39%	61%	22%
3	First	12%	85%	73%

Additionally, our Data Analyst, Ms. Forshee, has undertaken a multiple linear regression analysis to establish the correlation between the Fountas & Pinnnell system we use to gauge scholars' progress during the year and their performance on the state assessments during the spring. Part of the difficulty in measuring the correlation and therefore the predictive ability of one assessment with the other is that there may be underlying causes of variance, such as a scholar's ELL status, that could influence 2 or more of the predictor variables.

No assessment was given for Math.

V. Other Business & Calendar of Meetings for SBCCS 2016-2017

In view of the substantive issues we face, in addition to the scheduled board meetings, below, we may want to give consideration to scheduling an off-site meeting for half a day, if only to synthesize and coordinate the various agendas in order to more effectively mesh the increasingly complex demands related to our programs, facilities, our medium term budget requirements, board recruitment, and development. Moreover, we may want to classify and summarize the issues raised at our various capacity interviews.

DAY	DATE	LOCATION
Tuesday	August 30, 2016	3490 Third Avenue
Tuesday	September 13, 2016	1192 Park Avenue
Tuesday	October 18, 2016	333 E. 135th Street
Tuesday	November 15, 2016	1192 Park Avenue
Tuesday	December 13, 2016	977 Fox Street
Tuesday	January 17, 2017	1192 Park Avenue
Tuesday	February 7, 2017	977 Fox Street
Tuesday	March 14, 2017	1192 Park Avenue

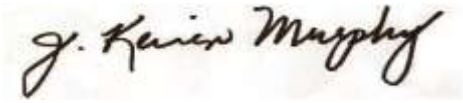
Tuesday	April 25, 2017	333 E. 135th Street
Tuesday	May 16, 2017	1192 Park Avenue
Tuesday	June 13, 2017	333 E. 135th Street

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

There being no further business, the Trustees:

VOTED to adjourn until the next meeting on October 18th at 6:00 pm at School II at 333 East 135th Street.

Respectfully submitted,



J. Kevin Murphy, Secretary

SOUTH BRONX CLASSICAL CHARTER SCHOOL

CLASSICAL CHARTER SCHOOLS

Board Meeting Minutes

October 18, 2016

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

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

Absent: Prof. Kathryn Heleniak, Mr. Larry Hirsch,

Guests: Mr. Lester Long, E.D.

I. Call to Order

There being a quorum about 6:00 p.m., the Chair called the Meeting to order.

II. Review of Minutes

The Trustees

VOTED to approve the minutes from the 9/13/2016 Board Meeting.

III. Report of the Chair

The Chair commented on the capacity meeting with the section responsible for new charter schools for the NYSED. While the approval decision of the application will be subject to further scrutiny by the Board of Regents, he nevertheless felt that the collective responses to the questions posed probably implied a recommendation from the

interlocutors to the Regents. He also wished to thank Mrs. Smaylovsky and Mrs. Bateman for recording the questions posed, so that we may be able to better understand the current thinking of the department in recommending the grant of provisional charters.

IV. Report of the Executive Director

A. Business & Operations

In reviewing the submission of the application for school IV, the ED commented that the original had been "stale" and that we needed to address some questions in our ability to replicate our model. One example of issues that we have been addressing is the enrollment of ELL scholars, which we have been able to augment by 4% by dint of expanded efforts at recruitment, such that our population of ELL scholars is now approaching the proportion of ELL students in District 7. After revision, a much better application was resubmitted to the NYSED New Charter School section to first be scrutinized by the office and, after the capacity interview, be submitted to the Regents for their disposition.

The NYS legislature has approved a cap of 460 provisional charters which may be awarded by the Regents, of which 260 have been granted. There have been 9 capacity interviews so far this year, ours among them, and it is left to the discretion of the Regents whether to grant charters pursuant to all, or indeed, any of the applications. Such a determination should be made by December 15, 2016 by the Regents.

The Regents will also consider material revisions to existing provisional charters and we plan on submitting one to authorize an increase in the number of scholars in school I from 410 to 495 scholars. Actually, a population of 485 scholars, or about 24 scholars per class, would be nearly ideal in terms of balancing their needs with our fiscal and space constraints. While increasing the student body in face of demand can enable more effective use of our resources, it is imperative that we not compromise the academic quality of the learning experience, nor the level of support offered our scholars. Indeed, retaining scholars throughout the whole program engenders stability, continuity, and achievement. There are currently 30 scholars in our 8th grade.

Our development consultant, Ms. Berlin, has met 8 of the 9 board members and has been impressed with the story that CCS has to relate to potential donors. She is recommending that, as a board, we eliminate the "give or get" requirement in favor of material support that would constitute a "meaningful gift". She is also of the opinion that we make clear our purpose in requesting a meeting with a putative donor, allowing them the early option to decide whether CCS is something they want to support, without wasting their time or ours. She also felt that our current slide presentation did not tell the whole story.

The fundraising work is key to sustaining our operations. We have approved a budget that will require about $263,000, more than a five fold increase over what the trustees have traditionally raised. Moreover, this deficit is very sensitive to the assumptions in the medium-term financial model developed by the ED and Mrs. Bateman. Revenue increases above a projected 2% increase by the state, will have be realized by augmenting

the number of scholars, without diminishing the academic program and support, and our ability to do this is constrained by both fiscal and space limitations. Faculty and staff compensation is the largest single expense, accounting for about 2/3 rd's of the total, and has historically increased faster than revenue. While our current liquidity gives our operations some cushion in the near term, we will need to use the time afforded by that liquidity to develop a robust development program capable of sustaining our operations. Toward this end, Ms. Fisch and Mr. Maher have assumed the responsibility of defining what is an acceptable level of liquidity in light of these verities.

The ED is preparing an application to a foundation whose requirements in terms of both defining our need and the rationale for it are very demanding. They, of course, have multiple requests and our application will be evaluated on our ability to deliver effectively on aims that they share with CCS. The 990 tax returns, visits, and organization size are very helpful to them in drilling down to operating needs. Moreover, the decision by the DOE to limit the availability of co-located space in current public school buildings, effectively raising a charter school's break-even point, has exacerbated the cost of expansion. A new school is predicated on $1.5 million in start-up costs, with deficits for 4 years before breaking even. These expenses are only partly mitigated by an on-going rental stipend of $2,700 per scholar.

The Trustees approved of the presentation of the Consolidated Financial Statements as presented in the 9/16/16 statements, including the Budget giving progress for the year to date.

B. Curriculum & Instruction

Attached in a Power Point Presentation is a model developed by our Data Analyst, Ms. Forshee, who has undertaken a multiple linear regression analysis to establish the correlation between the Fountas & Pinnnell system we use to gauge scholars' progress during the year and their performance on the state ELA assessments during the spring. The model was developed using cross-sectional data from all tested grades in the schools. This means that there was no sampling error because, except for absences, the statistics developed were those of the entire student population. The 4 variables posited as being correlated with scholars' performance on the state test were: attendance, change in reading level, CCS internal assesssments, and behavior as measured by the number of reflections a student may have had to write about his behavior. Together, all of the variables evidenced a predictive power (R^2) of between 41% and 64% over the testing grades from 3 through 8. The variable that was the single best predictor of achievement on the ELA was the increase in reading levels in the Fountas & Pinnell program. In fact, these are large milestones because a scholar's reading facility may only increase 3 levels in a year. By implication then, other random influences account for less than half of the variability in the state ELA test scores, depending on the testing year. There may be some underlying multicollinearity in the variables, that is variables that may be closely related such as a scholar's attendance and progress on through the F & P reading levels. Nevertheless, of the scholars who were predicted to be at risk in January, and therefore

received extra support, anywhere between 49% to 80% succeeded in the state ELA exam, indicating the value of the intervention. No comparative model was developed for Math.

Also included in the Power Point presentation are time series data quantifying the proportion of a year's instruction lost during the "summer slide". The series began with the loss of nearly 25% of an academic year, or roughly 12 weeks, in 2009, and in 2014, 2015, and 2016 been estimated at 1%, 10 %, and 6 %, respectively, including the results of those scholars who have attended our Summer Learning Academy. Minimizing these losses has the cumulative effect of availing teachers more time for work on the current curriculum by virtue of having to devote less time to remedial instruction.

Finally, the Power Point presentation also compared the rigor, or Depth of Knowledge, assessment for the State tests as compared to 3 internal assessments for 4th grade Math and ELA, and 7th Grade ELA. In the graphed results, which took the form of an inverted V, the Depth of Knowledge, pretty much parallels the state tests, indicating that the questions being posed to scholars on our internal assessments are as demanding as those on the state assessments. The only significant difference was on our 4th grade Math internal assessments, where the number of level 3 questions, at 18% were greater than the state assessment at 7%..

(By way of background, 4 levels of Depth of Knowledge have been posited:

Level 1 Recall & Reproduction
Level 2 Working with Skills & Concepts
Level 3 Short-Term Strategic Thinking
Level 4 Extended Strategic Thinking)

V. Other Business & Calendar of Meetings for SBCCS 2016-2017

The schedule and venues for up-coming meetings is:

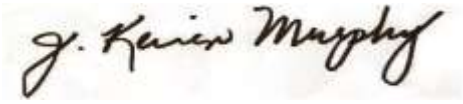
DAY	DATE	LOCATION
Tuesday	August 30, 2016	3490 Third Avenue
Tuesday	September 13, 2016	1192 Park Avenue
Tuesday	October 18, 2016	333 E. 135th Street
Tuesday	November 15, 2016	1192 Park Avenue
Tuesday	December 13, 2016	977 Fox Street
Tuesday	January 17, 2017	1192 Park Avenue
Tuesday	February 7, 2017	977 Fox Street
Tuesday	March 14, 2017	1192 Park Avenue
Tuesday	April 25, 2017	333 E. 135th Street
Tuesday	May 16, 2017	1192 Park Avenue
Tuesday	June 13, 2017	333 E. 135th Street

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

There being no further business, the Trustees:

VOTED to adjourn until the next meeting on November 15th at 6:00 pm at 1192 Park Avenue.

Respectfully submitted,



J. Kevin Murphy, Secretary

CLASSICAL
CHARTER SCHOOLS

Board Meeting Minutes

November 15, 2016

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

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

Absent: Ms. Allison Fisch

Guests: Mr. Lester Long, E.D., and Ms. Takesha Dozier

I. Call to Order

There being a quorum about 6:05 p.m., the Chair called the Meeting to order.

II. Review of Minutes

The Trustees:

VOTED to approve the minutes from the 10/18/2016 Board Meeting.

III. Report of the Chair

The Chair immediately entered into Executive Session to address an unexpected situation pertaining to the board. Prof. Heleniak, Mr. Long, and Ms. Dozier left the room for the brief time required for board action.

Returning from the Executive Session with all present Trustees and guests now in attendance, the Chair reported that our application for an additional school had been approved, one of only 3 to meet the Education Department's more rigorous scrutiny.

IV. Report of the Executive Director

A. Business & Operations

The E.D. continued that the other applications receiving approval were those of the Syracuse Charter School and the Hebrew Language Charter School. Indeed, the recommended applications were grouped together for the Regents' vote, with CCS as the Lead applicant. These three finalists were selected from among nine for which the New Charter School Office had conducted capacity interviews.

i) Resolution to augment enrollment in SBCCS at 977 Fox Street.

In consequence of the medium-term financial modeling that has been developed by the ED with the co-operation with Ms. Bateman, they recommend to the trustees that an application be submitted to the NYSED to increase the number of scholars from 410, the current level, to 470. In so doing, the level of service and effectiveness must be maintained for all scholars, including those with IEP's and scholars learning English as a second language. While the ratio of applications for available seats has been increasing, the model nevertheless reveals a mismatch between revenue and expenses several years out. NYSED projects modest increases in the rate of per pupil re-imbursement for scholars and there are limitations on classroom space available to SBCCS in any event. Consequently, augmenting the number of scholars within these constraints should help cover the anticipated increases in variable costs SBCCS can expect.

The Trustees:

RESOLVED, that the Board of Trustees hereby authorizes the request to NYSED for the increase of the Maximum Enrollment, for South Bronx Classical Charter School, from 410 to 470.

Meanwhile, we are currently planning that school 2 at 333 East 135th Street will also become a K-8, although it currently operates in K-5 space. At this point, we are assessing capacity constraints, legal ramifications, and other considerations. Indeed, nine classrooms were to have been housed a school serving autistic scholars, but it is not clear where this proposal currently stands.

B. Development

We have submitted a grant proposal to a foundation with interests in Charter schools requesting $200,000 as a supplement to our general Operating funds. The information elicited in the grant application was very detailed, including, for example, statistics on Trustee attendance at Board Meetings. The grant will be assigned to one of the foundation's trustees for evaluation and Ms. Bateman will follow-up with a meeting to address the questions and concerns that may arise. This is the first of three foundations we have identified whom we hope to approach for amounts that will vary with the purposes.

The grant requests and their amounts have been defined by the assumptions incorporated into the medium-term financial model. Our development consultant, having met each of the trustees, is formulating a plan that is due by our next meeting. The outline is clear and begins with each trustee making an annual gift that is "personally meaningful". There is also need to increase the scope of our donor base as well as suggested increases in the amounts. This necessarily entails organizing the means to receive gifts of appreciated securities as well as matching gifts that employers may make available to their employees. Where a significant gift may be forthcoming, it may be appropriate for Mr. Long to be involved in its solicitation. Ms. Dozier usefully interjected that indeed every donation is valuable, and may be tied to things like leveled reading books.

C. Curriculum & Instruction

All faculty positions are currently staffed, with the exception of a Speech Pathologist for whom we are currently seeking a replacement. The results of the Multiple Regression Analysis identifying 4 variables that together are able to account for about 45% of the variability of scholars performance in the State ELA exams are being incorporated by means of "trackers". These are essentially spreadsheets that collect scholar-specific data, including behavioral data supplied by the deans of students. The aim is to target effective intervention between January and April for scholars in jeopardy of not succeeding on the state ELA assessment. We will compare performance during the August/ December period with the similar period last year. The model is a tool to direct instructional resources to their most productive application.

We believe our interim assessments are more rigorous than the state assessments, that is we believe our students will encounter and have more practice at questions requiring a greater depth of knowledge than those administered in April. While this may develop confidence in some scholars, it may also contribute to anxiety in other scholars. Ms. Dozier suggested that we might want to raise the issue in the Family Advisory Council and solicit thoughts as to how such anxieties may be allayed.

We are continuing to work on our Character Education program.

D. Real Estate

Construction is underway at 167th & 3rd. We have reviewed the Gantt charts detailing the construction schedule and been able to accelerate the projected completion date from August to July by means of coordinating some work that may be done in parallel, rather than in sequence. Nevertheless, opening date is still touch and go and we are developing a plan for additional space above our current temporary space for school 3 for the period at least through October. Temporary space for school 4 is still an unresolved issue, but will have to be resolved by the time of the lottery.

V. Other Business & Calendar of Meetings for SBCCS 2016-2017

The schedule and venues for up-coming meetings is:

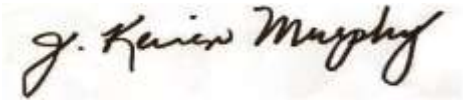
DAY	DATE	LOCATION
Tuesday	August 30, 2016	3490 Third Avenue
Tuesday	September 13, 2016	1192 Park Avenue
Tuesday	October 18, 2016	333 E. 135th Street
Tuesday	November 15, 2016	1192 Park Avenue
Tuesday	December 13, 2016	977 Fox Street
Tuesday	January 17, 2017	1192 Park Avenue
Tuesday	February 7, 2017	977 Fox Street
Tuesday	March 14, 2017	1192 Park Avenue
Tuesday	April 25, 2017	333 E. 135th Street
Tuesday	May 16, 2017	1192 Park Avenue
Tuesday	June 13, 2017	333 E. 135th Street

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

There being no further business, the Trustees:

VOTED to adjourn until the next meeting on December 13th at 6:00 pm at 977 Fox Street, Bronx, N.Y.

Respectfully submitted,



J. Kevin Murphy, Secretary

CLASSICAL
CHARTER SCHOOLS

Board Meeting Minutes
December 13, 2016

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

Trustees Attending: Mr. C. Stephen Baldwin, Ms. Ingrid Bateman, Ms. Louisa Childs, Ms. Allison Fisch, Prof. Kathryn Heleniak, Mr. Larry Hirsch, Mr. James Maher, Mr. J. Kevin Murphy

Absent: Mr. Bill Higgins (Mr. Higgins was unavoidably detained immediately outside the meeting by a minor traffic accident.)

Guests: Mr. Lester Long, E.D., and Ms. Takesha Dozier

I. Call to Order

There being a quorum about 6:10 p.m., the Chair called the Meeting to order.

II. Report of the Chair

The Chair immediately entered into Executive Session about matters of compensation and the guests left the meeting room briefly until business was concluded.

III. Review of Minutes

The Trustees:

VOTED to approve the minutes from the 11/15/2016 Board Meeting.

IV. Report of the Executive Director

As per the list of documents in Exhibit I, the trustees:
VOTED to approve the each of the documents listed.

The trustees:
:
VOTED to approve the consolidation of all four of the authorized Charter Schools into the continuing educational corporation titled Classical Charter Schools, formerly South Bronx Classical Charter School II.

The Trustees:

VOTED to authorize new bank resolutions for its accounts with the Banco Popular with the Chairman, Treasurer, and Executive Director authorized to sign individually up to limited amounts and jointly when payments exceed those authorized amounts, as set out in the school's Financial Policies and Procedures. The effect of this resolution is to consolidate and concentrate the balances and activity in the accounts of the three former entities with Banco Popular into an identical and parallel set of accounts for the consolidated educational corporation, Classical Charter Schools.

A. Business & Operations

The Executive Director reported that, pursuant to their review of our grant application, the Tiger Foundation had authorized a grant of $150,000 to subsidize the operating expenses of the organization and the new school. Recognized both for their significant support as well as the detailed inquiries into the operations of grantees, this gift by the Tiger Foundation represents a major step in funding this year's projected deficit. Considerations in making the grant were: 1) how the improved achievement is accomplished, 2) whether it can be replicated, and 3) the points of stress if it is extensively replicated. The ED explained our aims and operations to the principals of the foundation and will meet with its founder. While this grant is critical, there are 5 more applications pending, including one or two to entities to whom we have successfully applied in the past.

There will be an extensive mail solicitation of a list of potential donors submitted by Mr. Higgins. A draft of the final solicitation letter is in the works and a power point presentation describing the school and its mission has been sent to Trustees for their use. Ms. Berlin's Development strategy will be presented at our January 17, 2017 board meeting at Pzena Investments, 320 Park Avenue. In light of that strategy review and the grants awarded, we will re-evaluate the aims and solicitations of our development program for the new year as well as the business plan. Mr. Maher will join the development committee to help in this regard.

Through a careful review of the building schedule with the developer, we have been able to save a bit of construction time by scheduling some construction activities in parallel rather than in sequence. Nevertheless, the building schedule allows very little margin for such things as weather delays or permitting. Critical decisions about occupancy will have to be made in April, prior to the lottery for new students.

As already noted, our application to the NYSED to open a fourth program has been approved.

C. Curriculum & Instruction

Our interim assessments do not markedly differ from last year's results, although we have more students per class. Recall that January is also when we again take stock of our most vulnerable students whose progress may place them in jeopardy of missing the annual progress targets embodied in the state assessments. Over period until April, we

will target our interventions to these students' needs, paying careful attention to scholars who may have enrolled after the K-2 foundational curriculum.

Latin and Debate are favorite classes for our middle school scholars, though our science instruction, a traditional strength, seems a bit off.

Once we find them we are always loath to lose our most effective teachers, but the urgent and intense demands of the work make this an ongoing issue, despite premium and timely compensation, our best efforts at on-line curriculum planning and minimizing weekend obligations. Turnover thus far looks to be in the high single digits, but includes a music teacher, a dean, and, notably, a putative school director. Much of the turnover is attributable to changes in family circumstances, such as marriage or a very difficult terminal illness.

V. Other Business & Calendar of Meetings for SBCCS 2016-2017

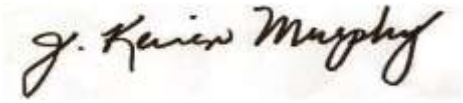
The schedule and venues for up-coming meetings is:

DAY	DATE	LOCATION
Tuesday	August 30, 2016	3490 Third Avenue
Tuesday	September 13, 2016	1192 Park Avenue
Tuesday	October 18, 2016	333 E. 135th Street
Tuesday	November 15, 2016	1192 Park Avenue
Tuesday	December 13, 2016	977 Fox Street
Tuesday	January 17, 2017	320 Park Avenue, 5th Floor
Tuesday	February 7, 2017	977 Fox Street
Tuesday	March 14, 2017	1192 Park Avenue
Tuesday	April 25, 2017	333 E. 135th Street
Tuesday	May 16, 2017	1192 Park Avenue
Tuesday	June 13, 2017	333 E. 135th Street

There being no further business, the Trustees:

VOTED to adjourn until the next meeting on 1/17/2017 at 6:00 pm at 320 Park Ave. 5th Floor.

Respectfully submitted,



J. Kevin Murphy, Secretary

Exhibit I.
List of Documents Approved at Classical Charter Schools Meeting, December 13, 2016

Enrollment Policy
School Application
5-year budget
Fiscal Policy and Procedures
Lease Agreement
Food Services Program Plan
Organizational Chart
Auditor Initial Statement
Board Calendar
List of Board Officers
Final By-Laws
Code of Ethics
Accountant Engagement Letter
FOIL Policy
Complaint Policy
Discipline Code
FERPA Policy
Family Handbook
Complaint Policy
Performance Goals
Health and Safety Plan
Daily Schedule
School Wellness Policy
Transportation Services Plan

The descriptions of these policies and information mirror those in operation in our existing schools and are far too extensive to particularly detail in the minutes, although each policy can be found on the school's intranet and a pdf file is appended for reference.

Board Meeting Minutes
January 17, 2017

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

Trustees Attending: Mr. C. Stephen Baldwin, Ms. Ingrid Bateman, Ms. Louisa Childs, Ms. Allison Fisch, Prof. Kathryn Heleniak, Mr. Bill Higgins, Mr. Larry Hirsch, Mr. James Maher,
Mr. J. Kevin Murphy

Guests: Mr. Lester Long, E.D., and Ms. Kara Berlin

I. Call to Order

There being a quorum about 6:10 p.m., the Chair called the Meeting to order.

II. Review of Minutes

The Trustees:

VOTED to approve the minutes from the 12/13/2016 Board Meeting.

III. Report of the Chair

The Chair began by noting that, despite the recent grant and our personal contributions, we still have a ways to go in making up the funding shortfall in our budget.

IV. Report of the Executive Director

With the recent grant, the E.D. noted that there were still several further foundations and contacts organized along the lines of the our grantor with similar eleemosynary objectives whom we may approach. Further, there is at least one contact with a connection to the board that our application has uncovered, and there may be others. In addition to the grant, we have raised about $70,000 so far, including a gift of appreciated stock that we now have the facility to accept.

A. Business & Operations

There may be a school for autistic students co-located with School1 that will likely occupy about 8 classrooms and be largely self-contained. This may result in shifting

some space among the other schools with which we share the building, but the new program is not likely to take up space that we currently occupy. Meanwhile at School 2, the use of the space for a K-8 is still problematic, especially since the building was intended as a K-5. The space for School 3 has fallen about 4 weeks behind schedule, with the possibility of falling further behind during construction in inclement weather. Locating swing space for schools 3 and 4 has become Plan A, while completing construction and obtaining the occupancy permits for the new building will be completed in due course.

Total enrollment for both schools is likely to be in the neighborhood of 360 scholars and they will be co-located and their faculty and staff overseen by the current head of School 3. We are searching for a School Director to fill the void left by Ms. Pucci's departure. We would like to "incubate" new school directors internally who are familiar with the system and its standards and procedures if at all possible.

B. Financial Statements

The board reviewed the Balance Sheet and Income Statements through 12/31/2016 for Classical Charter Schools and the Budgets vs. Actual amounts for each school. Although School 2 is ahead of budget due to a larger than planned enrollment, delays in CSP grants from the US DoE, and additional faculty and operating expenses have resulted in small losses at Schools 1 and 3, though they are more than offset by the surplus at School 2. Overall, the financial position of the CCS consolidated entity remains liquid and strong.

The trustees

VOTED to accept the Balance Sheet and Profit & Loss Statement at 12/31/2016 as submitted.

C. Development Plan

Ms. Kara Berlin, the consultant whom we have retained to help evaluate and formulate our development strategy, reported her findings. Partly as a result of her 4th quarter consultations with the Board, donations this year have increased to $70,000 from $43,000 last year. Although the school operates on a cash basis for accounting purposes and deductions for IRS purposes are generally accounted for in the calendar year, for development purposes some donations in a subsequent year may be seen as resulting from solicitations in the prior year. We have now devolved the role of Development Associate, which requires about 25-35 hours/week, on a facile writer who has authored our 8th grade curriculum. The most notable success has come through a board member who was able to facilitate a connection with the Tiger Foundation, which application was granted after rigorous and detailed review. Further, it seems there are other points of contact spawned by the Foundation with other donors to whom we may apply. Our successful application to the Tiger Foundation may stand us in good stead to also meet their detailed requirements.

The projected mismatch between the rates of growth over the medium term between our projected revenues and expenses require that we develop outside sources of income. This will become increasingly a priority for the board as we expand because the ED is severely limited and any time he would devote to the effort would be taken away from his duties at the school. Moreover, our current donor base (and database) are also severely limited. There is no full-time staff member dedicated to the task. Such an employee with limited experience would cost about $40,000 per year, while a more experienced employee would require about $65,000 per year. So, the board must be leveraged and board members will have to set goals for their fundraising, which we will track through a fact sheet. The ability to generate donations, as well as the willingness to participate, will have to be one of the qualities we seek in new trustees and the trustees will have to their balance members' overall contributions be they, intellectual, executive, or financial.

Since inception, we have raised about $990,000, 2/3's of which has come from Foundations and the balance from individuals. Building on this, Ms. Berlin has pulled together a list of 51 suggested foundations to be solicited, with about 1/3 each falling into the categories of Probable, Possible, and Remote. It's no surprise that many of these donors with interests in Charter Schools are already well known and heavily solicited. The Development Associate will have to organize a calendar of solicitation, detailing the requirements, sometimes down to the size of the font to be used in the application, and interim deadlines. The focus when soliciting individuals is on securing a gift of $5,000 or more. It's worth investing the time in developing relationships with such individuals with the thought they may become a source of recurring donations, which implies understanding and responding to their motives in donating. While this group may represent the greatest long-term potential, only 15 of our current donors could be so classified. Special events for this class of donors, such as cocktail parties, dinner parties, leadership lunches are great way to reach out to individuals, but the preparation and follow up can be terribly time consuming, so the invitees should have the wherewithal to make a four figure donation. One area we have not yet solicited to date is the "corporate" market, where donors broadly fall into 3 classes: Corporate Foundations, Corporate Community Relations Departments, and Partner Funding. The donations tend to be more "transactional", generally are subsumed in the entities' marketing budgets, and amount to $5,000 to $10,000. This will involve "cold" calling on entities that support organizations similar to CCS where a Corporate Partnership Giving Menu may be introduced. Corporate "brown bag lunches" in which 15-25 people all capable of making a 4 figure gift, generally for senior level people, is a good approach, and while there is no "ask" at the event; the aim is to arrange a subsequent meeting with the individual.

The Trustees agreed that each would meet individually to set goals for their participation for the year by March 31.

VI. Other Business & Calendar of Meetings for SBCCS 2016-2017

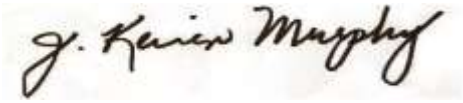
The schedule and venues for up-coming meetings is:

DAY	DATE	LOCATION
Tuesday	February 7, 2017	977 Fox Street
Tuesday	March 14, 2017	1192 Park Avenue
Tuesday	April 25, 2017	333 E. 135th Street
Tuesday	May 16, 2017	1192 Park Avenue
Tuesday	June 20, 2017	333 E. 135th Street

There being no further business, the Trustees:

VOTED to adjourn until the next meeting on 2/7/2017 at 6:00 pm at South Bronx Classical Charter School 977 Fox Ave., Bronx, N.Y.

Respectfully submitted,



J. Kevin Murphy, Secretary

Board Meeting Minutes
February 7, 2017

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

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

By Phone: Mr. James Maher

Absent: Ms. Allison Fisch

Guests: Mr. Lester Long, E.D., and Ms. Takesha Dozier

I. Call to Order

There being a quorum about 6:10 p.m., the Chair called the Meeting to order.

II. Review of Minutes

The Trustees:

VOTED to approve the minutes from the 1/17/2017 Board Meeting as submitted.

III. Report of the Chair

The Chair began by reporting on the follow-up with our previous meetings with Ms. Berlin and the target that we all agreed to meet with her by March 31. Meetings can be in Manhattan.

Besides our periodic meetings at the various schools, we might want to try and attend various community meetings, for example with the Family Advisory Council. The times and venues can frequently be found on the website, and obviously a major special event, such as graduation (6/29/17) is de rigueur. With the onset of test prep beginning in March, tutoring days are ideal for observation, but we are welcome on ordinary days as well.

The Chair mentioned how useful a business card with school contact information had been for him. The contact information, especially for business, needs to be thought through more carefully and, of course, the question of contact through the school by e-mail would require some changes.

IV. Report of the Executive Director

A. Business & Operations

The construction for the School 3 has been lagging somewhat due to inclement weather with completion expect in mid-September and the certificates of occupancy sometime after that. This effectively makes occupancy of the new building "Plan B" for the start of the upcoming school year and the temporary space for Schools 3 and 4 "Plan A".

Simultaneously we are researching a more permanent site for school 4 less than a mile away from school 3's location. When the School 3 building receives its certificates of occupancy, the initial grades of School 4 will take up accommodation with them temporarily while construction proceeds on the new site, effectively bootstrapping the expansion. While the expansion is prioritized by District and we are locations are central to NYSED districts 13, 9, and 7; it is problematic whether an excess of applicants at entry would be able to transfer from one District to another. The SUNY charterer permits such re-allocation, but the NYSED does not.

There will be a meeting in April with the Board of Regents representatives to review the application to increase the student body of School 1 from 410 to 470, an increase necessitated by the financial projection of our medium-term model. Undoubtedly they will be concerned with the effects on student achievement as well as our ability to manage the change.

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B. Advisors

There have been some changes at both our auditors and attorneys with principals we know well changing organizations. Our lead auditor, Mr. Gus Saliba, and his team have moved to PKF O'Connor Davies. Similarly, two of our attorneys, Messrs. Paul O'Neill and Jaime Ferand have moved to Barton Gilman. We have significant experience with both sets of professionals and found their services to be highly competent at a fair cost. Consequently, our business will follow them to their new firms. Building relationships with talented professionals and faculty has always been a prime concern.

C. Development Plan

Besides the upcoming meetings with Ms. Berlin, a half dozen Letters of Intent and Grant Applications have been submitted in the past three weeks. The pool of major foundations supporting charter education is not that large actually and important donors receive many requests for support. Both Mr. Maher and Ms. Bateman have been able to facilitate approaches to such donors, something that should be addressed in our meetings with Ms. Berlin.

D. Overview and Evaluations

The ED informally presented 5 different perspectives on CCS by means of conceptual diagrams and matrices. His intent was to convey his understanding of the relationship of the myriad factors with which he has to contend and how they may relate, one to the other. Because of their physical size and organization, the 5 perspectives are summarized as Exhibits at the end of the minutes.

V. Other Business & Calendar of Meetings for SBCCS 2016-2017

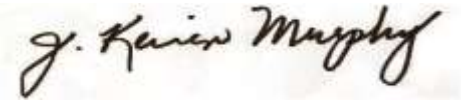
The schedule and venues for up-coming meetings is:

DAY	DATE	LOCATION
Tuesday	March 14, 2017	1192 Park Avenue
Tuesday	April 25, 2017	333 E. 135th Street
Tuesday	May 16, 2017	1192 Park Avenue
Tuesday	June 20, 2017	333 E. 135th Street

There being no further business, the Trustees:

VOTED to adjourn until the next meeting on 3/14/2017 at 6:00 pm at the offices provided by Mr. Higgins at 1192 Park Avenue.

Respectfully submitted,



J. Kevin Murphy, Secretary

Board Meeting Minutes
March 14, 2017

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

Trustees Attending: Mr. C. Stephen Baldwin, Ms. Ingrid Bateman, Ms. Louisa Childs, Ms. Allison Fisch, Mr. Bill Higgins, Mr. James Maher, Mr. J. Kevin Murphy

Absent: Prof. Kathryn Heleniak, Mr. Larry Hirsch,

Guests: Mr. Lester Long, E.D.

I. Call to Order

There being a quorum about 6:10 p.m., the Chair called the Meeting to order.

II. Review of Minutes

The Trustees:

VOTED to approve as submitted the minutes from the 2/7/2017 Board Meeting.

III. Report of the Chair

The Chair opened the meeting and immediately deferred to Mrs. Bateman, who reported on several issues. Mrs. Fisch will join the Finance Committee and apply her skills there. Mrs. Bateman noted several points germane to the responsibilities involved with the governance of institutions serving the public and incumbent on us as board members. The first has to do with an annual meeting to conduct a detailed review of operational policies and, with that, planning for the medium term. In practice, most schools accomplish these in board retreats, but realistically they can be scheduled to as to maximize participation. Too, there is the role of acting as a representative of the school in the larger community as well as sponsoring its programs with a personally meaningful donation. We also bear the responsibility of sharing our observations and recommendations within our particular areas of experience and expertise.

Within our financial oversight duties and not inconsiderable budget, we should be alert to potential conflicts of interest. We should understand and monitor our revenue sources and expenses, especially the salary and benefits structure that is the primary driver of our expenses. With these key elements of the school's cash flows, we should be in a better position to evaluate our medium term decisions. Although there is small

variance in our month-to-month cash flows, Mrs. Bateman questioned whether a quarterly review was adequate if some intervention should be required. While a quarterly review may be satisfactory at the board level, she noted that the Finance Committee would benefit from additional membership and more frequent meetings. With Mrs. Fisch taking up this assignment, the Finance Committee will now include Mr. Higgins, Mrs. Bateman, Mrs. Fisch and Mr. Murphy. One topic for review is our petition to the board of Regents to augment our enrollment from 410 to 470, and the effects of the approval on the schools' run rates. In light of our more active solicitation of foundation grants, we may want to re-examine the accounting for any "restricted funding" donors may provide to make sure the monies are being used in accordance with their requirements.

IV. Report of the Executive Director

A. Business & Operations

The ED spent some time on what annual meeting protocols might be so as to derive the maximum benefit from such a mooted gathering. While the bullet points presented may be equally weighted, more or less discussion will develop on certain points. Obviously, focus should be placed on issues with the greatest import and time should be adequately spent to elicit and evaluate input from various viewpoints, especially concerning problems and decisions. Concerns, worries, and updates are all priorities. Certain goals for the year should be identified, planned, enumerated, and then checked as a means of developing a board report card, to which would later compare our expectations to actual results. Structurewise, we may want to incorporate the head of the Family Advisory Council as a standing member of the Board of Trustees so as to more systematically incorporate parental input into the deliberations. The ED was going to check on this point.

The construction of the building at 167th & Third now seems on track to be completed by mid-October, so "Occupancy Plan A" currently foresees us starting school again in the existing temporary premises with additional, adjacent space added for School 4. No lease on such space has yet been signed and the target date doing so is May 1. When the Temporary Certificate of Occupancy eventually has been awarded by the Buildings Department, the scholars will be removed to the new space.

There were about 6,000 applications in the April lottery for 240 spots, meaning that each prospective scholar stood an a priori chance of admission of about 4%. This means that the vast majority of our applicants who are in search of a quality education for their children are going to be disappointed. Priority is given to children with siblings who have already matriculated at the school.

B. Academics

The NYS ELA test is in 2 weeks and the Math test is scheduled for the first week in May. These assessments increasingly have come to resemble IQ tests, so the outcomes of the expected results will likely be much the similar without too much variability. Our ELA results last year were relatively strong, though those in Math could have been improved. We may have reached something of a plateau with many of the best

pedagogical ideas having already been implemented. Moreover, two key contributors on the staff on whom we have depended heavily have recently left, in one instance due to a parent's terminal illness. The faculty at this point in the year is very, very tired.

The results of our high school placement are in. As a measure of the efficiency of the process, all scholars were placed in Round 1, as against 94% citywide. All scholars were placed in one of their top 5 choices of high schools, as against 86% citywide. More than half of our scholars, 56%, were matched to their first choice high school, as against 46% citywide; or, alternatively, 82% received admission to their top or next choice high school.

From our perspective, the average graduation rate of the high schools to which they were admitted, a proxy for admissibility to college, was 89%, as against 62% for the Bronx and 71% for Manhattan. Manhattan Village Academy, a top, small, screened school offered places to 5 of our 27 graduating scholars. Other scholars have been offered places at Brooklyn Tech, Manhattan Hunter Science, Beacon, University Heights, Collegiate Institute, Cinema, and HS for Environmental Studies.

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C. Development Plan

Our fundraising consultant should have met with all board members to discuss their commitments for the year. With respect to individuals, there are perhaps 16 individuals out of a universe of 20-30 who may contribute $5,000 each. At the foundation level, there are perhaps 18 who have supported charter schools, have donated in the past, or are staffed by individuals with whom we may have contacts. The support of the Tiger Foundation may signal to other foundations that CCS submitted to their scrutiny and been found worthy of their support.

V. Other Business & Calendar of Meetings for SBCCS 2016-2017

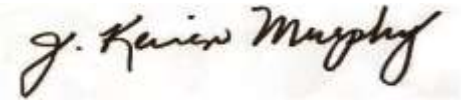
The schedule and venues for up-coming meetings is:

DAY	DATE	LOCATION
Tuesday	April 25, 2017	333 E. 135th Street
Tuesday	May 16, 2017	1192 Park Avenue
Tuesday	June 20, 2017	333 E. 135th Street

There being no further business, the Trustees:

VOTED to adjourn until the next meeting on 4/25/2017 at 6:00 pm at 333 East 135th Street, Bronx, NY.

Respectfully submitted,



J. Kevin Murphy, Secretary

Board Meeting Minutes
April 25, 2017

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

Trustees Attending: Mr. C. Stephen Baldwin, Ms. Louisa Childs, Ms. Allison Fisch, Prof. Kathryn Heleniak, Mr. Bill Higgins, Mr. James Maher,
Mr. J. Kevin Murphy
Video Participation: Ms. Ingrid Bateman,
Absent: Mr. Larry Hirsch,
Guests: Mr. Lester Long, E.D., Mrs. Takesha Dozier

I. Call to Order

There being a quorum about 6:18 p.m., the Chair called the Meeting to order.

II. Review of Minutes

The Trustees:

VOTED to approve as submitted the minutes from the 3/14/2017 Board Meeting.

III. Report of the Chair

A. Development

The Chair began by saying that our Development Consultant, pursuant to her recommendation in December that we hire a Development Associate, has submitted the resume for a candidate who, while relatively inexperienced with fundraising, is considered by the consultant to be an excellent candidate for the position. The consultant had been re-engaged for a three-month period and will help mentor the candidate for the remaining period of her engagement. The ED has prepared a description of responsibilities and objectives for the position, which would entail compensation at a level that would be approximately the equivalent to that of an experienced, though not seasoned, teacher. Given our very thin cadre of donors among individuals, corporations, and foundations, the dearth of current supporters will put immediate pressure on the candidate and the Board to produce additional revenue sufficient to meet not only our projected Development goals, but also the additional overhead. The compensation expense may be partially offset by savings from redirecting work from our part-time grant writer, which the ED estimated would amount to 15 hours of the 40-45 hours of work per week, presuming equivalent compensation. The ED will interview the

candidate on 4/28/17 at 11:00 and members of the Board, with whom she will work, may participate by phone.

IV. Report of the Executive Director

A. Business & Operations

The ED presented the Consolidated Balance Sheet and Income Statement for CCS and the Budget vs. Actual Revenue & Expense for all 4 schools, but the Finance Committee had not had time to review them before presentation to the Board. Consequently, the Trustees:

VOTED to conditionally approve the Financial Statements as presented upon review by the Finance Committee.

Further, the Trustees:

VOTED to adopt the handbook of Financial Policies and Procedures that had been previously circulated for a further period of 1 year.

We have engaged a CPA, John Macapagal, to replace Mr. Wilder in Operations. He has previous experience in non-profit operations and is well acquainted with the bookkeeping functions and the preparation of financial statements.

Real estate issues continue to vex, in this case with School II, which was designed as a K-5 space. We have currently petitioned to expand as a K-8 in the space, which poses problems with our co-location. The alternatives are to move the putative middle school to a separate site, transfer middle school scholars to one of the other facilities and keep the school as a K-5 facility, or downsize the projected number of scholars to fit the space. The collective sense of the Trustees was that the best alternative would be to accept the smaller capacity of the K-8 in the space available. All of the options will affect our financial planning and, importantly, they are all subject to the approval of the State Education Department.

The schedule of construction for School III is now scheduled for completion in mid-November and we anticipate that temporary additional space will be required through December. School IV is scheduled to open on 8/17 grades K and 1 in former daycare space across the street from School III's current space. As best we can, we are trying to effectively consolidate all space.

The trustees went on to discuss our current strategy of expansion by "self-incubation", that is adding co-locating 2 schools in one facility as the additional facility comes on line. It was generally agreed that the organization does not have the capital to own or buy real estate, even though that may be the most economic option over the longer term. Hence, we are committed to a strategy of long-term leases on space for expansion. Fortunately,

the state has approved additional funds to subsidize space for charter schools, which will alleviate some of the pressure resulting from the rising rents in the city.

Separately, we are investigating a site to the west of our current catchment areas that has been proposed by Civic Builders for School IV. Civic Builders specializes in construction for charter schools and has completed or is working on 45-50 structures. The cost per square foot comes in at $37/ sq.ft. Vs. a market of about $31/sq.ft, so there is about a $6/sq.ft. premium for their work. They offer long-term leases, generally with an option to buy the space after 7 year and are very confident in their ability to produce the required space within the time frame we would require.

B. Academics & Operations

The Trustees:

VOTED to appoint Ms. Rebecca Geary as Interim Director of School IV, in addition to her current responsibilities at School III. School IV will be adjacent to School III and this consolidates supervision on the site. Ms. Geary has been with CCS for 8 years and, in addition to her role as Director of School III, has previously served as an Instructional Coach and Director of Special Projects.

With respect to the ELA tests, we are improving our understanding of which standards are likely to receive more emphasis and which less, and so we are improving in our ability to efficiently prepare our scholars. The questions increasingly resemble those on tests of cognitive ability. The Math tests are scheduled for the first week in May.

The placement of this year's graduating class has been both efficient and effective. All scholars were placed in the first round with one of the top 5 choices of secondary schools. The average graduation rate of those high schools in which they were placed was 89% as against a 62% average for the Bronx and a 71% average for Manhattan.

V. Other Business & Calendar of Meetings for SBCCS 2016-2017

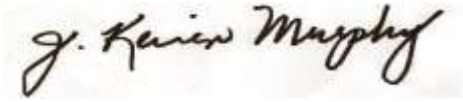
The schedule and venues for up-coming meetings is:

DAY	DATE	LOCATION
Tuesday	May 16, 2017	320 Park Avenue
Tuesday	June 20, 2017	333 E. 135th Street

There being no further business, the Trustees:

VOTED to adjourn until the next meeting on 5/16/2017 at 6:00 pm at the offices of Pzena Investments 320 Park Avenue, NY, NY.

Respectfully submitted,



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J. Kevin Murphy, Secretary

CLASSICAL
CHARTER SCHOOLS

Board Meeting Minutes
May 30, 2017

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

Trustees Attending: Mr. C. Stephen Baldwin, Ms. Ingrid Bateman, Prof. Kathryn Heleniak, Mr. Bill Higgins, Mr. Larry Hirsch, Mr. J. Kevin Murphy
Video Participation: None
Absent: Ms. Louisa Childs, Ms. Allison Fisch, and Mr. James Maher
Guests: Mr. Lester Long, E.D.

I. Call to Order

There being a quorum about 6:00 p.m., the Chair called the Meeting to order.

II. Executive Session

Immediately after convening, the board entered into Executive Session pertaining to the annual review of certain personnel matters. (Minutes from the Executive Session have been recorded separately.)

III. Review of Minutes

The Trustees:

VOTED to approve as submitted the minutes from the 4/25/2017 Board Meeting.

IV. Report of the Chair

A calendar of suggested meeting dates for the upcoming school year will be circulated for the Trustees to review. Please note any potential conflicts and, as much as possible, arrange your schedules so as to be available for the meetings.

The Chair and Vice-Chair reported on a visit to School 1 wherein they visited the upper classes and those in art and music. Students were engaged, the discussion lively, the vocabulary and opinions expressed thoughtful, and the lessons presented informative.

IV. Report of the Executive Director

A. Business & Operations

The ED presented the consolidated budget for 2017-2018 broken down on a school-by-school basis with considerably more detail in the line item expenses than has been customary in the past. With the state's augmentation of its subsidies for occupancy expenses and its authorization to increase the size of the student body in School 1 from 410 to 470 scholars as well as the natural growth by grade extension in Schools 2 and 3, Revenues are projected to increase to from $ 14.1 to $21.1 million. (The fiscal year does not end until June 30, so the current year figures are projected on the basis of the last 11 months through the end of June.) The revenue increases are attributable as follows: School1, an increase of 17.1 % due to the authorized increased in the number of scholars, 2) an increase of 14.7% due the natural addition of an additional grade under existing authorization, 3) school an increase of 66% with the natural extension of an extra grade, and the increased subsidies for private space 4) de novo revenue from the establishment of School 4 and subsidies for space. Tutoring and placement expenses, now fully costed as specific line items, will increase by roughly 13%. (For the complete spreadsheet of the authorized 2017-2018 Budget, please refer to Financials.) The effect of the revenue increases means that, despite increased occupancy expenses for Schools 3 and 4, the projected additional funding that our Development Committee will have to raise next year will be about the same as this year.

The Trustees:

VOTED to approve the 2017-2018 Budget as presented.

We have received a lease for temporary space for SBC IV across the street from SBC III. The space will house SBC IV until it and SBCIII move into the new building around the end of the year.

We have received 2 generous grants, one from the Simon Foundation, which has supported the school in prior years, and an additional grant from a private individual. Together, these grants represent a substantial first step toward filling our Development Goal. Additionally, our new Development officer is now on staff and will start work on building the database for solicitation and on a number of unresolved grant applications, as well as working with trustees on their individual approaches. One donor commented that we should, indeed, "polish our ask".

Our Classicorps participants, who receive tuition subsidies to subvent their professional certification, will increase to 30 this year. This professional training underscores their commitment to teaching as a career, rather than a 2-year commitment before going on to another occupation.

B. Academics & Operations

Class trips will begin shortly with the 8th grade again going to Italy (Pisa, Florence, and Rome, led by our Latin instructor as a culminating experience), the 7th grade to Philadelphia and Lancaster, the 6th grade to Boston, and the 5th grade to Washington, D.C.

The ED met with his opposite numbers at several other prominent charter schools to discuss common interests and challenges. The general view was that there would be little change in the operating environment and, consequently, our emphasis should be on building relationships with parents and the communities that we serve.

V. Other Business & Calendar of Meetings for SBCCS 2016-2017

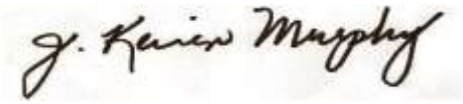
The schedule and venue for up-coming meetings is:

DAY	DATE	LOCATION
Tuesday	June 20, 2017	320 Park Avenue

There being no further business, the Trustees:

VOTED to adjourn until the next meeting on 6/20/2017 at 6:00 pm at the offices of Pzena Investments 320 Park Avenue, NY, NY.

Respectfully submitted,



J. Kevin Murphy, Secretary

Entry 11 Enrollment and Retention of Special Populations

Last updated: 07/23/2017

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2016-2017 toward meeting targets to attract and retain enrollment of students with disabilities, English language 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 2017-2018.

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Efforts Toward Meeting Recruitment Targets 2016-17)	Describe Plans Toward Meeting Recruitment Targets 2017-18)
Economically Disadvantaged	South Bronx Classical Charter School II ("SBCCS II") consistently attracts scholars from its home district (7), with little recruitment effort. SBCCS II consistently enjoys a long student waitlist and has had continued to serve a population that is at least 90% economically disadvantaged.	SBCCS II will continue to serve scholars in its home district and will execute a more aggressive student recruitment plan, if needs arise.
English Language Learners	Beginning in 2016-2017, SBCCS II 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 II began to administer the survey one-on-one to parents, in person. In previous years, parent error in filling out the HLQ has led to underreporting of scholars who don't speak English fluently, or don't speak exclusively English at home, either due to not understanding the form or fear of 'labeling' their child. During new student enrollment in 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 language.	SBCCS II's enrollment of English Language Learners grew from 10% in 2015-2016 to 16% in 2016-2017 so we will continue to implement successful strategies to recruit this population of scholars.

	In addition to this, SBCCS II began administering the NYISTELL assessment to newly registered and eligible Kindergarten students in June 2016. We believe that earlier and better identification of our English Language Learners will improve our work in attracting and retaining this population of students, as well as better serve them during their time in our school.	
Students with Disabilities	To recruit students with disabilities, SBCCS II 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 II 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 II 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, 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 II will continue to implement successful strategies in 2017-2018.

Retention Efforts Toward Meeting Targets

	Describe Efforts Toward Meeting Retention Targets 2016-17)	Describe Plans Toward Meeting Retention Targets 2017-18)
	We know that the retention of our At-Risk population (Economically Disadvantaged,	

Economically Disadvantaged	English Language Learners, and Students with Disabilities) is important. At SBCCS II, we are committed to supporting all of our scholars to meet the high expectations of our rigorous academic program. Over the past two years, we have taken a more targeted approach to support our scholars with language and learning differences. Beginning in Kindergarten, or when a scholar is identified as a student with a disability or an English Language Learner, we establish a close relationship with the family. This includes regular communication home via home-school logs and phone calls, as well as meetings with the team of educators who work with their scholars. During this contact, we communicate their scholar's progress, areas of growth and areas of concern. We regularly evaluate changes in service depending on scholar progress, and service providers maintain at least monthly contact with parents. We frequently send home enrichment activities for scholars in areas we have identified for growth. Parents are provided with staff members' contact information and an open door policy is strongly communicated. When a scholar is struggling, we invite parents in to observe and work as a team to determine how to better support the scholar. We also see it as our role to educate parents about their scholar's needs. For scholars with disabilities, we work with the CSE and the parent to determine the appropriate setting. If we do not have a setting that is identified as appropriate for the scholar, we supplement our current services to ensure the scholar continues to make progress, and we also accompany parents when looking at alternate placements, if they wish to move to a different setting. In our communication with parents, we emphasize a commitment to each scholar's growth through whatever resources we have available. In 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 II will continue to reflect upon its support of its At-Risk population, including their families, and improve upon its practices. Beginning in 2017-2018, SBCCS II will have a Director of Special Services, and an expanded Special Services team, which we believe will better support the needs of our scholars.

	students.	
English Language Learners	See above.	See above.
Students with Disabilities	See above.	See above.

Entry 12 Classroom Teacher and Administrator Attrition

Last updated: 07/03/2017

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the two tables named 2016-2017 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing in 2016-2017. Please provide the full time equivalent (FTE) of staff on June 30, 2016; the FTE for any departed staff from July 1, 2016 through June 30, 2017; the FTE for added staff from July 1, 2016 through June 30, 2017; and the FTE of staff added in newly created positions from July 1, 2016 through June 30, 2017 using the two tables provided.

Classroom Teacher Attrition Table

	FTE Classroom Teachers on June 30, 2016	FTE Classroom Teachers Departed 7/1/16 – 6/30/17	FTE Classroom Teachers Filling Vacant Positions 7/1/16 – 6/30/17	FTE Classroom Teachers Added in New Positions 7/1/16 - 6/30/17	FTE of Classroom Teachers on June 30, 2017
	28	16	16	3	15

Administrator Position Attrition Table

	FTE Administrative Positions on June 30, 2016	FTE Administrators Departed 7/1/16 – 6/30/17	FTE Administrators Filling Vacant Positions 7/1/16 – 6/30/17	FTE Administrators Added in New Positions 7/1/16 - 6/30/17	FTE Administrative Positions on June 30, 2017
	4	0	0	1	5

Thank you

Entry 13 Uncertified Teachers

Last updated: 07/03/2017

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.

Staff Qualifications (June 30, 2017)

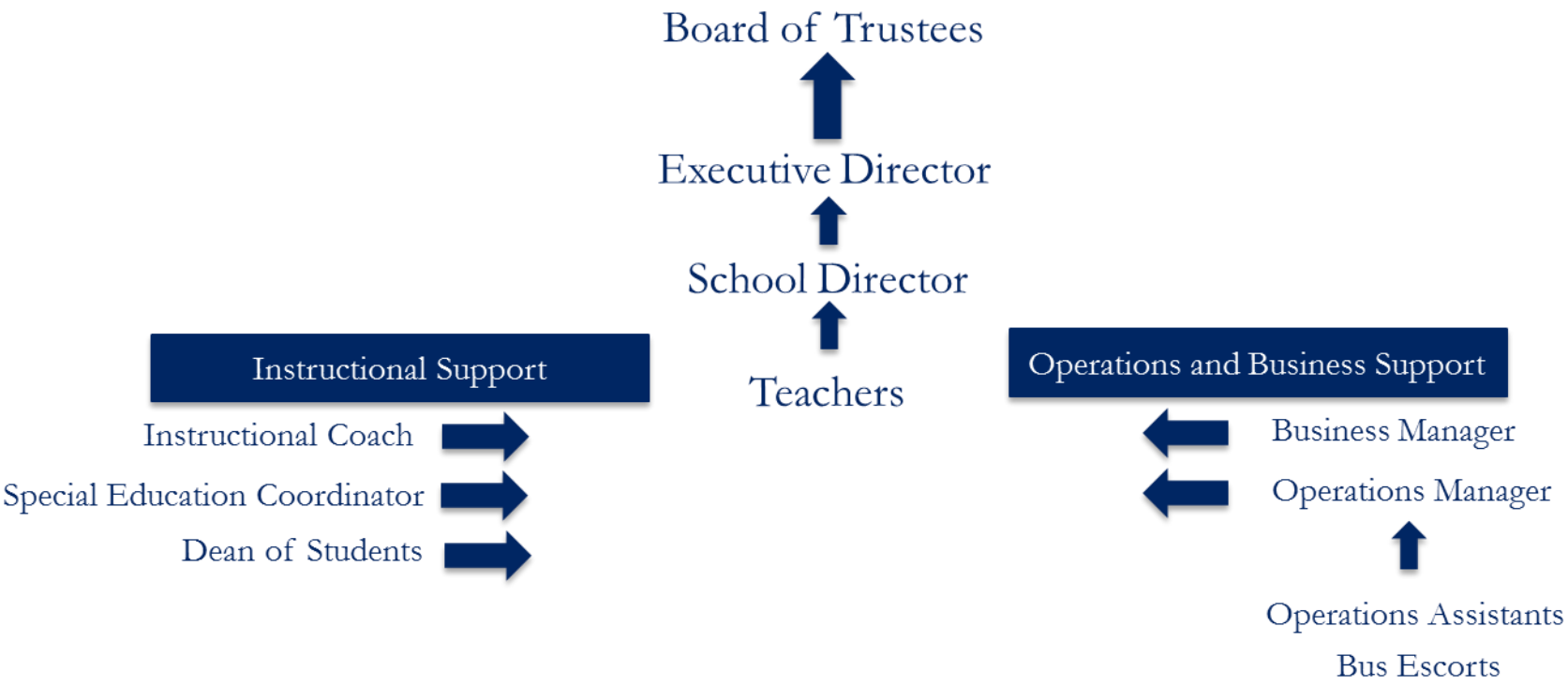
Note: Columns should sum to the FTE count of Teachers on June 30, 2017, and each teacher should be in only one column.

1. Total FTE Count of Uncertified Teachers (6-30-17)	2
2. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (6-30-17)	0
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6-30-17)	0
4. FTE count of uncertified teachers with two years of Teach for America experience (6-30-17)	0
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6-30-17)	0
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6-30-17)	2

Thank you.

CLASSICAL
CHARTER SCHOOLS

Organizational Chart



ANNUAL CALENDAR 2017 – 2018

CLASSICAL
CHARTER SCHOOLS

August 2017

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

September 2017

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

October 2017

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

November 2017

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

December 2017

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

January 2018

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 2018

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

March 2018

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

April 2018

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 2018

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 2018

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 2018

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

There are 194 school days in the 2017 - 2018 academic year. Boxes indicate no school.
Diagonal lines indicate early dismissal days (at 1pm)

HOLIDAYS

August 16	First Day of School	Nov. 23-24	Thanksgiving	May 28	Memorial Day
September 4	Labor Day	Dec. 25 – Jan 1	Winter Recess	June 7	Chancellor's Day
September 21-22	Rosh Hashanah	January 15	MLK Jr. Day	June 15	Eid al-Fitr
October 9	Columbus Day	Feb 16– 23	Mid- Winter Recess	June 26	Last Day of School
November 7	Election Day	Mar 30 – Apr 6	Spring Recess	July 4	Independence Day