



FULL APPLICATION COVER PAGE

Last updated: 01/07/2019

PROPOSED CHARTER SCHOOL NAME: South Bronx Classical Charter School V

1. My applicant group is best described as: 1) *a new operator* applying to establish a new charter school or 2) *an existing BOR-authorized education corporation/management company seeking to replicate or add to a network* of existing charter schools?

Existing BOR Ed Corp/CMO or EMO/Network Seeking to Replicate or Add to Network of Schools

1a. What is the name of the existing education corporation, CMO/EMO or Network? Classical Charter Schools

1b. If applicable, please name the schools being replicated and/or operated by the existing education corp, management organization, or network?

1.	SBCCS
2.	SBCCS II
3.	SBCCS III
4.	SBCCS IV
5.	(No response)
6.	(No response)
7.	(No response)
8.	(No response)
9.	(No response)
10.	(No response)

2. If applicable, what is (are) the name(s) of the proposed Partner Organization(s)? N/A

3. Proposed Board Chair and Public Contact information

	Proposed Board Chair Name	Email Address	Phone Number
	Stephen Baldwin		
	Public Contact Name		
	Lester Long		

4. District/Community School District of Location

	Preferred District/CSD	2nd Choice	3rd Choice
	CSD 8 (Bronx)	CSD 9 (Bronx)	CSD 12 (Bronx)

5. Charter schools authorized by the Board of Regents in June or November 2019 should plan to open for instruction in 2020. If issued a charter, the initial 5 year charter term begins on the first day the school opens for instruction and ends on June 30, 2025 of the 5th year of operation.

Start date of initial term (1st day of school) 07/15/2020

End date of initial charter term

06/30/2025

6. Projected Enrollment Table Over the Charter Term

(Leave unused cells blank)

	Ages	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
K	4-5	60	75	75	75	75
1st	5-6	60	75	75	75	75
2nd	6-7		54	68	68	68
3rd	7-8			49	61	61
4th	8-9				44	55
5th	9-10					40
6th						
7th						
8th						
9th						
10th						
11th						
12th						
Ungraded						
Total		120.0	204.0	267.0	323.0	374.0

7. Mission Statement

A school's mission statement provides the foundation for the entire charter application and for the full term of the school's charter. All elements of the school design should align with and support achievement of the proposed mission. Schools must also determine how they will evaluate and be held accountable for achievement of their mission. Schools must present the goals they intend to use to measure student achievement, the overall educational program, and the key components of the school design in alignment with the mission.

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



CLASSICAL

CHARTER SCHOOLS

FULL APPLICATION SUMMARY																			
Proposed Charter School Name	South Bronx Classical Charter School V (“SBCCS V”)																		
Application History	New school application within existing Education Corporation “Classical Charter Schools” which also houses: SBCCS, founded 2006 SBCCS II, founded 2013 SBCCS III, founded 2015 SBCCS IV, founded 2017																		
Name of Existing Education Corporation	Classical Charter Schools (CCS)																		
Current Board Chair Name	C. Stephen Baldwin																		
Board Chair Email Address	[REDACTED]																		
Board Chair Telephone Number	[REDACTED]																		
Public Contact Name	Lester Long																		
Public Contact Email Address	[REDACTED]																		
Public Contact Telephone Number	[REDACTED]																		
District of Location	Proposed to be in South Bronx (Districts 8, 9, 12, 10)																		
Opening Date	August 19, 2020 (Third Wednesday of August)																		
Proposed Charter Term	Issuance through June 30, 2025 (5 year term)																		
Proposed Management Company or Partner Organizations	Classical Charter Schools																		
Name of Replication Schools	SBCCS, SBCCS II, SBCCS III, SBCCS IV																		
Projected Enrollment and Grade Span For Indicated Years	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Year</th> <th style="text-align: left;">Grade Span</th> <th style="text-align: left;">Enrollment</th> </tr> </thead> <tbody> <tr> <td>2020-2021</td> <td>K-1</td> <td>120</td> </tr> <tr> <td>2021-2022</td> <td>K-2</td> <td>204</td> </tr> <tr> <td>2022-2023</td> <td>K-3</td> <td>267</td> </tr> <tr> <td>2023-2024</td> <td>K-4</td> <td>323</td> </tr> <tr> <td>2024-2025</td> <td>K-5</td> <td>374</td> </tr> </tbody> </table>	Year	Grade Span	Enrollment	2020-2021	K-1	120	2021-2022	K-2	204	2022-2023	K-3	267	2023-2024	K-4	323	2024-2025	K-5	374
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Projected Maximum Enrollment and Grade Span	During Charter Term: 435, K-5 with 0% attrition During Charter Term: 374, K-5 with 10% attrition At Scale: 660, K-8 with 0% attrition At Scale: 499, K-8 with 10% attrition																		
Mission Statement	South Bronx Classical Charter School V prepares K-8 th grade students in the South Bronx to excel in college-preparatory high schools. Through a classical curriculum and highly-structured setting, students become liberated scholars and citizens of impeccable character who achieve proficiency in and advanced mastery of New York State Performance Standards.																		

Brief Summary

SBCCS V will closely resemble the school model of Classical Charter Schools (SBCCS, SBCCS II, SBCCS III, SBCCS IV). In addition to a focus on the fundamentals of reading, writing, and math, the school offers character education to all its scholars, Latin starting in third grade, and Debate starting in fourth grade. Finally, consistent with a liberal arts education, the school seeks to ensure that scholars graduate with a diverse array of skills and appreciation in Art and Music.

The school's objectives seek to offer structure, academic rigor, and "college ready" curricula to ensure college and career readiness through academic and ethical knowledge and skill.

The school's instructional leadership will include the Executive Director, School Director, and the Director of Curriculum and Instruction, and each grade will have a Grade Team Leader, who will be charged with curricular refinement, observing and improving teachers in his or her grade, holding grade team meetings, and reporting to the School Director who reports to the Executive Director. This system provides organizational stability and a leadership pipeline for teachers to become Directors of Curriculum and Instruction, Literacy and Math coaches, or Deans of Students.

The school's target population is the families of the South Bronx, particularly in the Longwood, Hunts Point, Morrisania, and surrounding neighborhoods. These areas are highly diverse, and thus demographic statistics vary greatly. Generally, however, the target population resides in areas in profound need of improved educational outcomes.

SBCCS V, as part of Classical Charter Schools, will receive "network" services such as professional development, bookkeeping, curriculum, and human resources.

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name: South Bronx Classical Charter School V (SBCCS V)

Proposed School Locations (District): 9, 10, 12, or 8

Name of Existing Education Corporation: Classical Charter Schools

I hereby certify that the applicant group/prospective Board of Trustees have all read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. By submitting a charter school application to the Board of Regents, the applicant group/prospective Board of Trustees understands that the Board of Regents is the authorized chartering entity with the authority to approve our application to establish the proposed charter school and enter into a charter agreement setting forth the terms and conditions under which the Board of Trustees will operate the charter school. The applicant group/prospective Board of Trustees also understands that this charter school application serves as the first component of an application for a federal Charter Schools Program (CSP) Planning and Implementation Grant. We understand that if the charter application is approved and a charter is issued by the Board of Regents, the school is qualified to receive a CSP grant, pending available funding and final approval of additional materials – including budget materials - by NYSED and by the New York State Office of the Comptroller. We agree to complete all required budget information and assurances according to forthcoming instructions and a revised timeframe to be issued by NYSED.

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, “the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners.”¹⁵

The applicant group also makes the following assurances pursuant to Section 7221b of the United States Code (USC), which will be incorporated into, and made a part of, the Charter School’s charter, if granted, and be binding on the Charter School itself:

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application;¹⁶
- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted;¹⁷ and
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.¹⁸

- That the school will follow any additional procedures required by NYSED to ensure an orderly closure and dissolution process, including compliance with the applicable requirements of Education Law §52854(2)(t), 219 and 220 and any Closing Procedures specified by NYSED.

I, *Stephen Baldwin*, hereby certify that the information submitted in this Full Application to establish *SBCCS V* is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after issuance of the charter.

Signature of Existing Education Corporation BOT Chair: *C. Stephen Baldwin*

Date: *January 3, 2019*

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I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, AND COMMUNITY

A. Mission Statement, Objectives and Goals

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

The general objectives of South Bronx Classical Charter School V are to

- drastically improve the academic success of its scholars, in comparison to their peers in neighboring and similar schools;
- thoroughly prepare its scholars for rigorous higher education; and
- create respectful, compassionate, and productive citizens.

To meet these objectives, we must ensure that all scholars can

- read, write and compute at or above grade level;
- understand and apply grade-level knowledge and skills in the physical and social sciences; and
- apply ethical principles epitomizing positive behavior and healthy choices.

Therefore, our entire educational program is designed so that our scholars

- demonstrate proficiency in or advanced mastery of Common Core State Standards (as adopted and revised) in English Language Arts and Mathematics and of New York State Standards in Science and Social Studies, by scoring a “3” or higher on administered State assessments;
- outscore, by grade, the average scores of the public schools in its home district, the City, and New York State as a whole on administered New York State assessments; and
- make longitudinal progress in the core academic subjects of English and Math as evidenced by advancing average percentile rankings on New York State Reading and Math assessments

SBCCS V will offer parents and scholars an innovative choice within the public school system that will improve learning, as measured through its objective accountability goals that prioritize scholar achievement. We will place the school in a community with high proportions of scholars who are at-risk of academic failure, specifically as a means of ensuring that each and every scholar has this opportunity. Our innovative curriculum, organizational model, and use of data provide a rich professional experience for all staff.

B. Key Design Elements

SBCCS V will be chartered under Classical Charter Schools (“CCS”) and will duplicate the model of the CCS schools: South Bronx Classical Charter School (“SBCCS”), South Bronx Classical Charter School II (“SBCCS II”), South Bronx Classical Charter School III (“SBCCS III”) and South Bronx Classical Charter School IV (“SBCCS IV”). In addition to a focus on the fundamentals of

reading, writing, and math, the school offers character education to all its scholars, Latin starting in third grade, and Debate starting in fourth grade. Finally, consistent with a liberal arts education, the school seeks to ensure that scholars graduate with a diverse array of skills and appreciation in Art, Music, and Fitness, receiving at least two periods of each during each week.

Similar to the other CCS schools, the school's instructional leadership will include the Executive Director, School Director, and the Director of Curriculum and Instruction. Each grade will have a Grade Team Leader, who will be in charge of curricular refinement, observing and improving teachers in his or her grade, holding grade team meetings, and reporting to the School Director. This system provides organizational stability and a leadership pipeline for teachers to become Directors of Curriculum and Instruction, Instructional Coaches, Deans of Students, and School Directors.

INSTRUCTIONAL METHODS AND PHILOSOPHY/PRINCIPLES OF PRACTICE

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 and skills in the basic subjects of reading, writing, math, science, and history. Subjects are taught directly and sequentially, as clearly elucidated in the Common Core Learning Standards, so scholars can master skills and content each step of the way. Within this classical framework, SBCCS V will provide 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.

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 will be the most important part of an SBCCS V education. Within a framework of classical education that focuses relentlessly on language development – a critical need of our target population – all scholars will 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 45 minutes 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.

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 V will recruit teachers primarily for its ClassiCorps Fellowship, a three year program that recruits, develops, and promotes teachers. Additionally, SBCCS I will recruit teachers from 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 will 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 Expanded Learning Time schools.

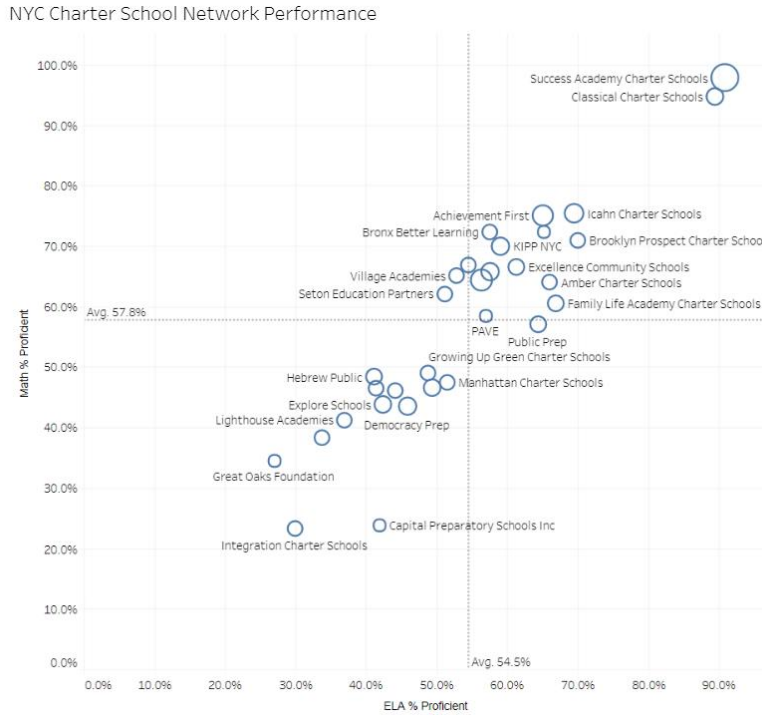
Structured Environment: Within a disciplined environment, teachers can teach, and all scholars can learn. SBCCS V will create positive student behavior through modeling, explicit behavioral instruction, and a transparent set of expectations shared with families at orientations and throughout the year. These rules, detailed in the Code of Conduct, include recognition of the school’s core values and clear consequences for infractions.

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 will have 45 minutes 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.

Family Engagement: For young children to succeed academically, schools and parents must develop positive and communicative relationships. All families will receive regular communication regarding their scholars’ academic and behavioral progress, using grades and test scores as benchmarks for discussion. Importantly, we will have a Family Advisory Council (“FAC”) which will serve as a liaison between our parents and administration.

EVIDENCE OF SUCCESS

SBCCS V will closely resemble the school model of the four other CCS schools which has a demonstrated record of academic achievement and progress. In 2011, SBCCS was the most improved public school based on the New York City Progress Report, with straight As. In 2012, it scored a 100th percentile on the New York City Progress Report. In 2014, it was 93rd percentile. From 2009 to 2018, CCS students have outperformed the home district, city and state as a whole. Ranked by pass rate above its Community School District, the New York City Charter School Center ranks Classical Charter Schools as the second-highest performing charter network in New York City.



The following chart summarizes CCS’s success, including a comparison to the 164 New York City charter schools:

	ELA		MATH	
	2018	2017	2018	2017
Success	91%	84%	98%	95%
Classical	89%	81%	95%	78%
Achievement First	70%	55%	75%	71%
Icahn	69%	62%	75%	69%
Ascend	68%	45%	66%	52%
KIPP	59%	51%	70%	59%
Uncommon	58%	50%	65%	58%
Public Prep	64%	52%	57%	42%
Democracy Prep	47%	37%	46%	36%
Explore	42%	28%	44%	26%

Classical is also among New York State’s most fiscally strong non-CMO charter schools, receiving clean audit letters for nine years.

C. Community and Students to be Served

SBCCS V proposes to serve the student population in the South Bronx, particularly in the Longwood, Mott Haven, Melrose, Hunts Point, Morrisania, and surrounding neighborhoods. Bronx County is the 3rd most densely populated county in the United States (out of 3,300). Of all counties east of Texas, Bronx County has the 2nd highest proportion of Hispanics, 2nd lowest

proportion of non-Hispanic whites, and the highest rate of persons who self-identified as “some other race” or “multiracial”. Bronx County is one of five counties nationwide with over 30% of households headed by single women (three of the remaining four are Indian reservations). Bronx County has the highest poverty, child poverty, murder, rape, and robbery rates in New York State, as well as the highest pediatric asthma rate in New York. Approximately 98% of South Bronx residents are African-American, Caribbean-American, or Hispanic.

We seek to help this community by opening high-performing schools as part of what should be a comprehensive and coordinated effort to assist families in need in the community. South Bronx Classical Charter School opened in the community in 2006, and has gained a very strong reputation within the area; SBCCS V seeks to further this effort.

Congressional District 15: The school is proposed to be located in Congressional District 15, which covers most of the South Bronx and has the nation’s highest poverty rate and the lowest rate of “well off” households (defined as having incomes 500% of the poverty rate).

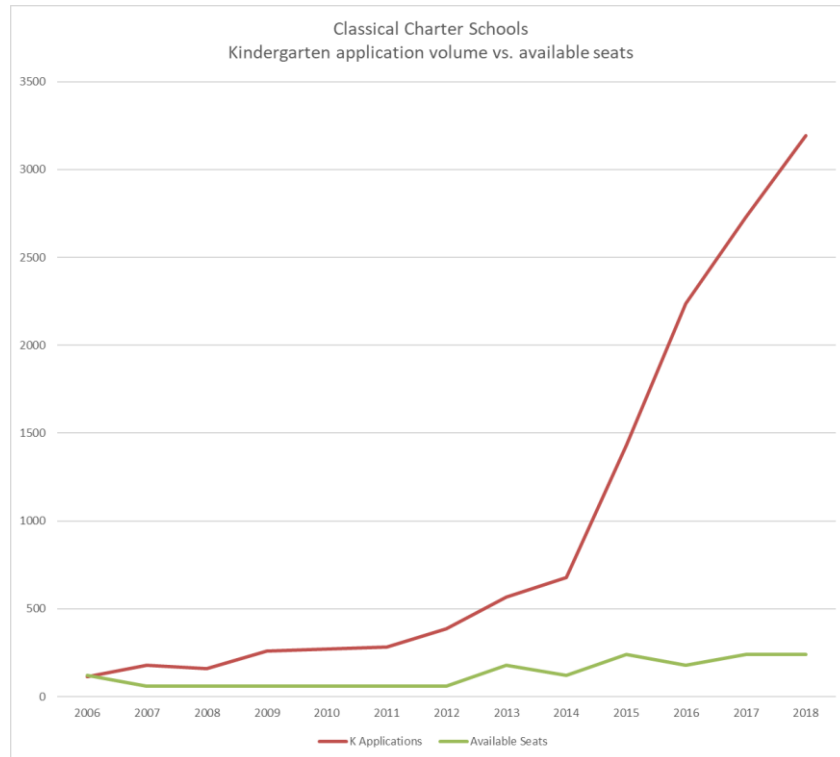
Community School Districts (CSDs): The school is proposed to be housed in Districts 8, 9, 12, or 10, as an order of preference. These four districts have been toward the bottom five of New York City’s 32 districts based on ELA test scores for many years. Approximately 17% of students here are designated as English Language Learners and 16% of the students receive Special Education services.

It is within those two areas (Special Education and Multi-Lingual Learners) that CCS is most excited to serve with the opening of SBCCS V. We believe that most educational theories and best practices initially develop within those two areas, and such advances may be effectively brought into general education settings. With a developed curriculum built from the experience and reflection already in place at CCS, we can continue to make inroads into serving those most at-risk of academic failure. Indeed, one of SBCCS V’s most important features will be its unique At-Risk Program, which applies Response to Intervention concepts specifically to literacy instruction. The school’s inclusive system of maximizing achievement of special education students and English language learners is relatively rare within these communities. We hope that a strong education program, for all scholars, will reduce the incidence of special education and MLL/ELL referrals and the severity of the challenges those scholars face.

The proposed location of SBCCS V was chosen due to the Lead Applicant’s desire to find the highest-need location in New York City, as well as his desire to capitalize on the benefit of the Board’s specific knowledge of and experience with its educational system.

As part of CCS, SBCCS V expands and enhances educational options in the Bronx by providing the same Blue Ribbon Award winning curriculum, teaching methods, and results. Further, few schools in the community offer an embedded Character Education program and multiple Art, Music, and Fitness lessons per week. CCS offers a deep sense of safety, support, and success to not just CCS scholars, but also families. Lastly, we are aware of no school (public, private, or charter) which offers Latin starting in the third grade, or Debate starting in fourth grade.

Family and community support for CCS is evidenced through a deep waitlist of parent applicants, a positive working relationship with currently three co-located public schools, and annual discussions with elected officials. As evidence of strong and growing family support, In 2017, its first year, SBCCS IV alone received 568 Kindergarten applications, while in 2018, its second year, it received 756 Kindergarten applications, a 33% increase. The chart below shows Classical’s overall Kindergarten application volume, versus available seat. In sum, there are about 3,000 families who applied for their Kindergartener to attend a Classical school, and weren’t able to attend.



Community support can also be assessed through the context of strong relationships with the co-located schools for SBCCS I and SBCCS II. In both cases, CCS enjoyed a strong, positive relationship. We are proud to state that at several public hearings, co-located principals were the only attendees and spoke positively about the organization, even when such meetings were about increasing our footprint in the building. CCS continues to work with local elected officials, who have lent support during the past 10 years. The Lead Applicant has relationships with Assemblyman Marcos Crespo, State Senator Ruben Diaz, Sr., Bronx Borough President Ruben Diaz, Jr., and City Council Member Rafael Salamanca. All four elected officials have visited at least one of our schools.

Although we have no formal agreement, schools co-located with CCS are invited to attend our monthly Professional Development sessions.

D. Applicant Group History and Capacity

The Lead Applicant and primary author, Lester Long, organized the founding group by leveraging the direct experience of professionals within CCS. The group interacted on a daily basis to develop this application and the supporting structures required to found a great school.

The proposed roles seen below represents our belief in the best candidates for the position, based on direct experience in their current role, the working relationships with others on the team, and ultimately the belief and loyalty to the proposed school's mission.

Applicant(s)/Founding Group				
Applicant Group Member Name / Phone / Email	Experience/ Skills and Role on Applicant Group	Current Employment	Proposed Position on the Board	Proposed role(s) in School
Lester Long 718.860.4340 llong@southbronxclassical.org	Lead Applicant	Founder & Executive Director, CCS	Not on board	Executive Director, acting SBCCS V School Director
Stephen Baldwi 917.501.6267 csbaldwin@hotmail.com	Founding Group Education/ Legal	Retired & Board Chair, CCS	Executive/ Education/ Finance/Real Estate	Board Chair
Kathryn Heleniak 212.722.6863 kheleniak@aol.com	Founding Group Education/ Community	Professor, Fordham University & Vice Chair, CCS	Executive/ Education	Vice Chair
Kevin Murphy, Secretary 917.502.0765 murphy.jkevin@gmail.com	Founding Group Education	Retired & Secretary, CCS	Executive/ Education/ Finance	Secretary
William Higgins 201.921.4628 bill@billhiggins.net	Founding Group Real Estate	Retired & Treasurer, CCS	Executive/ Finance	Treasurer
Larry Hirsch 917.941.4780 larry_hirsch@hud.gov	Founding Group	Senior Representati	Real Estate	Trustee

	Community / Politics	ve, Dept. of Housing Trustee, CCS		
James R. Maher Jr. 212.810.3938 jamesmaher@gmail.com	Founding Group Real Estate	Principal, Harbor Road Holdings & Trustee, CCS	Real Estate	Trustee
Ben Arabia 212.418.6987 Ben.Arabia@gmail.com	Founding Group Finance / Fundraising	Maverick Capital & Trustee, CCS	Legal	Trustee
Ingrid Bateman 917.499.0756 Ingrid.bateman@mac.com	Founding Group Finance / Fundraising	Domestic Homemaker & Trustee, CCS	Education/ Finance	Trustee

E. Public Outreach

This Charter Application was not developed alone. Instead, the experiences gained from the development of SBCCS I, II, III and IV will ensure that SBCCS V can be even more successful. These experiences are not the Lead Applicant’s alone; instead, they are part of the entire South Bronx Classical community. Therefore, it is critical that this community, including this geographical community, has a legitimate and authentic voice in the development of the new school.

To that end, the Founding Team launched a three-tiered campaign to solicit feedback for this application:

- 1) CCS stakeholders: Since we expect SBCCS V to be very similar in design to our other CCS schools, we wanted to ensure that stakeholders’ opinions, experiences, and suggestions were requested and taken into account in this application.

On January 2, 2019, CCS held a public community meeting to describe proposed future schools and the need it seeks to address. Announcements for this event were displayed throughout the community, in local community-based newspapers, online, and emailed directly to current, waitlisted, and prospective families. All stakeholders and attendees were invited to comment afterward, both at the meeting and in writing, with all information so solicited going directly and personally to the Lead Applicant. The Founding Team will continue to host public meetings for our proposed school monthly, throughout the duration of the application process.

We have included additional documentation in Attachment 2b demonstrating the concerns, comments and suggestions of the public meeting's attendees and the Founding Team's responses to the feedback.

For example, during the public community meeting, one parent voiced a concern about facilities, and how she could help with locating private facilities. We responded by indicating that we expect SBCCS V will co-locate with SBCCS IV for the first two years. This will not only be financially beneficial to SBCCS V, but also SBCCS IV.

During a separate request for comments, another parent suggested more physical activity for students who are diagnosed with ADHD. We responded by indicating that we will incorporate that feedback directly into the design of our core program.

2) Community Members: Acknowledging that SBCCS V will be a different school in many ways, with different staff, parents, and scholars, we have posted several types of public notices on our website, in the SBCCS I, II, III and IV buildings, and around the South Bronx community. Additionally, we hosted informational sessions about CCS in districts 7, 9, and 12. Most recently, we visited various Head Start programs and stood outside of subways to pass out flyers about the opening of SBCCS V to collect feedback from the community. As to date, we have not received any feedback outside the CCS community.

We have included documentation in Attachment 2a demonstrating an authentic effort to incorporate public suggestions regarding our proposed school.

3) Educational Experts: Lastly, we want to ensure that the proposed school is the best school it can be, mostly as defined by scholar achievement. Therefore, we have sought the guidance of various experts in various fields, who have read summaries of our school, and then responded with feedback incorporated into this Charter Application.

We have included documentation in Attachment 2a evidencing that suggestions by experts have been received, considered, and ultimately included in our school design.

In order to continue and foster soliciting public input about the proposed school, the Founding Team has a standing email account (newcharter@southbronxclassical.org) created for continuous and ongoing public comment, which it has advertised on its website, flyers in the community, and ads in newspapers. In addition, we have posted updates to our school model and have communicated with parents regarding our plans. Upon chartering, the proposed school will make its student applications available in person, via email, fax, on its website, and through mail, while also distributing them to Head Start programs, day care centers, and pre-schools.

F. Enrollment, Recruitment, and Retention

Enrollment

To create a strong school culture in a gradual and deliberate manner, SBCCS V will open with 60 scholars in Kindergarten and 60 scholars in first grade (three classes of 20 students each, per grade). If a facility of sufficient size becomes available, in the spirit of educational urgency the school would welcome opening with a second grade as well. SBCCS V will not enroll students after fifth grade, unless fiscal difficulties require. At full grade capacity during the charter term, and assuming no attrition, the school will serve a maximum of 435 students; should the school be re-chartered and expand to grade 8, and again assuming no attrition, the school would serve a maximum of 660 students. The chart below reflects a 0% annual attrition rate.

PROJECTED ENROLLMENT TABLE OVER THE CHARTER TERM						
Year	Ages	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
K	4-5	60	75	75	75	75
1st	5-6	60	75	75	75	75
2nd	6-7		60	75	75	75
3rd	7-8			60	75	75
4th	8-9				60	75
5th	9-10					60
6th	10-11					
7th	11-12					
8th	12-13					
Total:		120	210	285	360	435

Throughout the process of deciding to replicate, we have had numerous discussions with parents at SBCCS I, II, III and IV who have evidenced (including through the Learning Environment Survey) their satisfaction with the Classical Charter Schools education program. In addition, we have consistently communicated with elected officials and community leaders about the school, and our desire to expand. Based on these conversations as well as our current successes, we expect SBCCS V to be very similar in its design to SBCCS I, II, III and IV.

The most important display of need for the proposed school is student application volume at the other schools, SBCCS I, II, III and IV. As demonstrated below, SBCCS V will be able to easily fill its seats from the excess demand at SBCCS I, II, III and IV, with no need for additional marketing.

CLASSICAL CHARTER SCHOOLS LOTTERY HISTORY													
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Total Applications	249	263	275	498	567	514	752	880	2175	3244	4736	6465	7597
K Applications	112	180	160	259	270	284	386	566	677	1430	2237	2728	3192
Available Seats	120	60	60	60	60	60	60	180	120	240	180	240	240
Applications/Seat	2.1	4.4	4.6	8.3	9.5	8.6	12.5	4.9	18.1	13.5	26.3	26.9	31.7
K Applications/Seat	0.9	3.0	2.7	4.3	4.5	4.7	6.4	3.1	5.6	6.0	12.4	11.4	13.3
WAITLIST	-8	120	100	199	210	224	326	386	557	1190	2057	2488	2952

Recruitment

SBCCS V has a marketing and recruitment plan that will ensure equitable widespread access and information to all families, including those with children at-risk for academic failure. The proposed school will comply with all aspects of the Charter School Law of 1998, as amended and specifically including the amendments of 2010, which includes the development of specific strategies to attract Students With Disabilities, English language learners, and students eligible for the free and reduced lunch program (“At-Risk” students).

SBCCS V will set aggressive enrollment targets based on the document published by the Charter Schools Institute of the State University of New York entitled “Preliminary Enrollment Targets”. The following table displays the targeted enrollment goals of SBCCS V, depending on the district the school is eventually housed in:

District	MLL/ELL %	FRLP %	Special Education %
7	17%	90%	18%
8	12%	85%	18%
9	24%	90%	15%
11	11%	78%	17%
12	19%	92%	18%

SBCCS V seeks to match these figures and continues to seek best practices of charter schools to encourage special student populations

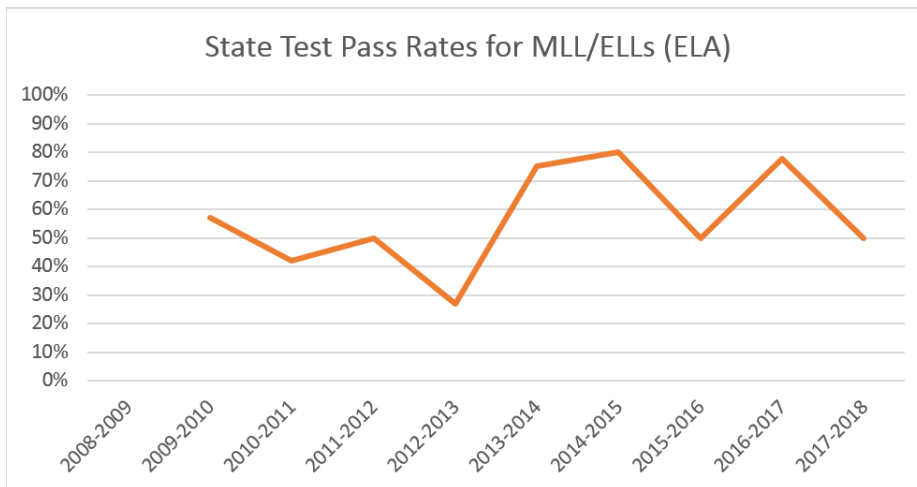
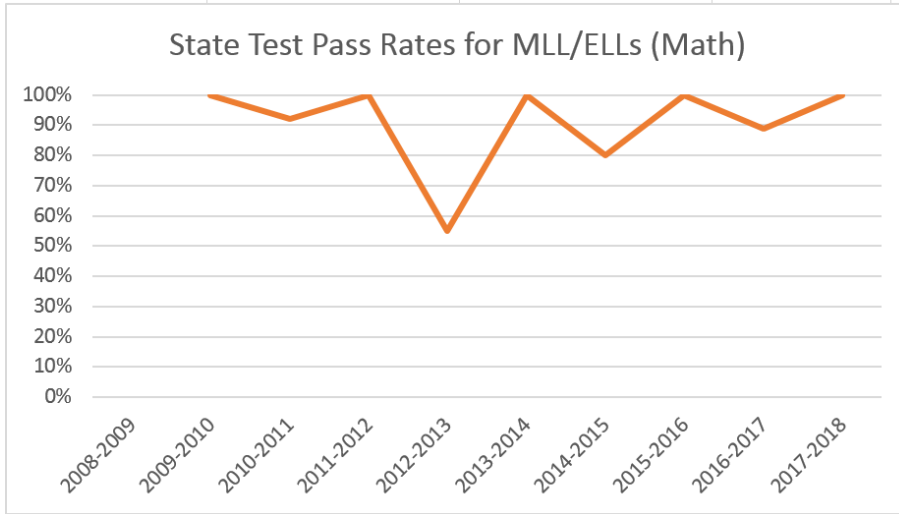
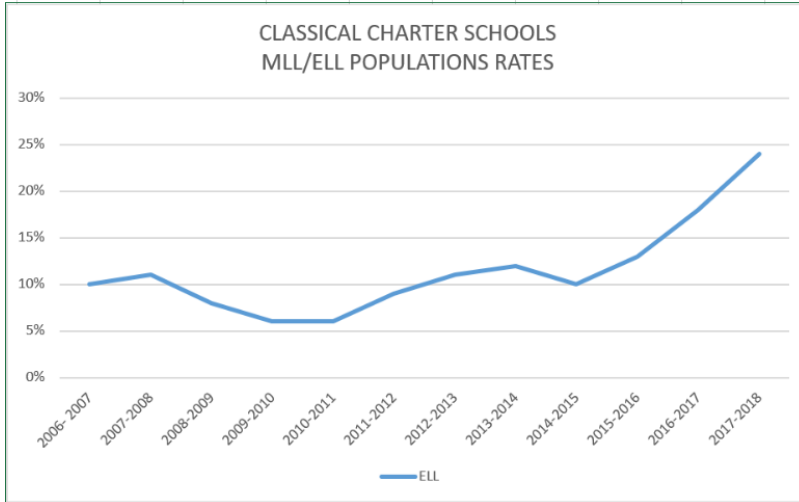
to apply. SBCCS V marketing materials and student applications will include language (in both English and Spanish) encouraging special student populations to apply to the school through the lottery. The school will hold several parent orientations at the school, preschools, Head Start programs, and day-care centers, to provide assistance to families of special student populations. Our Special Education Coordinator and MLL/ELL Coordinator will attend all such parent orientations and answer any questions parents of special student populations may have, at the orientations or at any other time. Just as at SBCCS I, II, III and IV, an employee fluent in Spanish will answer our phones and emails to ensure that interested parents are encouraged to apply. We have outlined several ways in which we have and will recruit this population of students and ensure that information is accessible to them.

1. SBCCS V will mail school information, including information about its instructional program, and strong results (SBCCS I, II, III and IV), special education and MLL/ELL support services, and student applications, to nursery schools, Head Starts, and community organizations. All materials will also be available in Spanish.
2. All school information sessions, including those off-campus at nursery schools and Head Starts, will be held with a Spanish speaking translator. In addition to presenting information about the school’s academic program and behavioral expectations, SBCCS V will present aggregate data on the academic performance of Classical Charter

Schools' Students With Disabilities, English language learners, and students who are eligible for free and reduced price lunches as compared to District and other charter schools, as a way to ensure that families understand our success with educating these populations of students.

3. Operations staff, MLL/ELL Coordinator, and the Special Education Coordinator will attend student recruitment fairs. At these fairs, a bilingual staff member will be present. Information about SBCCS V Special Services, including the supports we offer to Students With Disabilities and English language learners, will also be distributed at the fairs.
4. Flyers about the SBCCS V, and our enrollment process, will be distributed around the South Bronx. All flyers will be in English, Spanish, and other common languages that are spoken in the district.
5. SBCCS V will give presentations to local community organizations that serve MLL/ELL populations, including Mott Haven Community Partnership Program and South Bronx Churches and discuss the specific support we will offer MLL/ELL scholars.
6. We will do outreach and distribute information about SBCCS V, in both English and Spanish, to local NYCHA housing developments to recruit scholars who might be eligible applicants for the free and reduced price lunch program.
7. We will advertise SBCCS V on social media, and have all advertisements translated into Spanish. Using clear and specific language, we will encourage English language learners, Students With Disabilities, and students who are eligible applicants for the free and reduced price lunch program to apply to the school.
8. We will advertise SBCCS V in El Diario, a Spanish newspaper, and, using clear and specific language, encourage English language learners, Students With Disabilities, and students who are eligible applicants for the free and reduced price lunch program to apply to the school.
9. We will participate in the Vanguard mailings and mail information pamphlets, student applications, and information about our special education and MLL/ELL support services to residents of SBCCS V's Community School District.

These efforts have been a network-wide strategic initiative over the last several years, and have paid off immensely. Our MLL/ELL population has doubled in the last four years, and our these scholars have outperformed even the state's general education students. Please see the charts below.



Admissions and Enrollment

The SBCCS V student application will be made available via walk-in, email, mail, and via our website. In addition, we will distribute the applications through various Head Start programs, pre-schools, and day-care organizations throughout the community. We will also use the Online Common Application as organized by the New York City Charter School Center. SBCCS V will hold a public lottery in the sited community in a fair and blind manner, giving preference to siblings and then scholars located in our Home District. More details of our application, admissions, and enrollment processes are described in Attachment 1.

Retention

One of the core challenges facing charter schools is creating a tenacious culture of high expectations while minimizing scholar disenrollment, especially in highly-mobile areas such as the South Bronx. To that end, SBCCS V developed a plan explicitly to reduce attrition. We will meet with prospective parents with a unified, clear, and detailed description of our school, our policies, and our requirements. This will reduce the incidence of parents deciding to enroll their scholar and then choosing to disenroll him/her due to concerns such as length of the day or year, amount of work, or behavioral expectations. Secondly, we will work to ensure that parents who have moved some distance from the school do not disenroll their children. In some instances, at SBCCS I, II, III, and IV we have given MetroCards to parents who can't afford to bring their children to school. We have also worked with the bus company to change stops so that such scholars can continue to attend. These types of efforts have proven successful at SBCCS I, II, III and IV and we will use them, among others, at SBCCS V.

We know that the retention of our At-Risk scholars is equally important. We are committed to supporting all of our scholars to meet the high expectations of our rigorous academic program and we will have a targeted approach to support and retain 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 will 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 will communicate their scholar's progress, areas of growth and areas of concern. We will regularly evaluate changes in service depending on scholar progress, and service providers will maintain at least monthly contact with parents. We will send home enrichment activities for scholars in areas we have identified for growth and parents will be provided with staff members' contact information, and an open door policy will be strongly communicated. At CCS, these methods have reduced our Students With Disabilities attrition rate to 13%, near our total average of 10%.

When a scholar is struggling, we will invite parents to observe their child and we will work as a team to determine how to better support the scholar. In all communication with parents, we will emphasize a commitment to each scholar's growth through whatever resources we have available. It is our hope and expectation that with a high level of parent engagement, communication, and collaboration, SBCCS V will experience strong student retention.

Vacancies

While we do not backfill students after fifth grade, SBCCS V does enroll siblings into all grades. A separate waiting list will be used in case of excess vacancies. SBCCS V documents its attempts at locating families on the waiting list; if we are unable to locate a child's family, then the next child on the list may be offered admission. In addition to the waitlist, at time of enrollment, any older sibling of an incoming Kindergarten scholar will be offered a seat at Classical Charter Schools.

Scholar Withdrawal or Transfer

Families of scholars may withdraw at any time. All withdrawal notifications must be made in writing. We will provide as seamless a transfer or withdrawal as possible. Scholars who have been absent for five consecutive school days without notice and have not contacted the school may be removed from the school's register. Lastly, if SBCCS V is officially notified that a scholar is attending another school, that scholar, after an investigation, may be disenrolled.

G. Programmatic and Fiscal impact

Our proposed opening district is one of the districts in the Bronx. Below are the estimated annual budgets for SBCCS V per year as well as estimated impact:

Year	Number of Enrolled Students	Charter School Basic Per Pupil Tuition Rate	Total Charter School Per Pupil Cost to District	Estimated Additional Costs to District	Total Project Funding from District	Total District General Fund Budget	Projected Impact on District Budget
2020-2021	120	\$ 14,527	\$ 1,743,240	\$ 174,324	\$ 1,917,564	\$ 25,000,000,000	0.008%
2021-2022	204	\$ 14,818	\$ 3,022,778	\$ 302,278	\$ 3,325,056	\$ 25,500,000,000	0.013%
2022-2023	267	\$ 15,114	\$ 4,035,409	\$ 403,541	\$ 4,438,950	\$ 26,010,000,000	0.017%
2023-2024	323	\$ 15,416	\$ 4,979,422	\$ 497,942	\$ 5,477,365	\$ 26,530,200,000	0.021%
2024-2025	374	\$ 15,724	\$ 5,880,960	\$ 588,096	\$ 6,469,056	\$ 27,060,804,000	0.024%

SBCCS V will positively impact the scholars, teachers, local community, and schools within the area by supplying a superior education to an at-risk community. Many neighboring public schools in the South Bronx are generally near- or at-capacity, and local parochial and charter schools are at general over-capacity and/or have waiting lists. Thus, SBCCS V will not divert a significant number of students (or funding) from those schools.

II. EDUCATIONAL PLAN

A. Education Philosophy

Please refer to “Instructional Methods and Philosophy/Principles of Practice” on pages 2-3.

B. Curriculum

SBCCS V intends to use and refine curricula developed by Classical Charter Schools. As the mission and design of SBCCS V will match those of CCS, by extension the curricula will also be consistent. CCS ensures that our curriculum (in all grades and in all subjects) is fully aligned with the New York State standards (inclusive of the Common Core State Standards as adopted and applicable). Our strong results are due, in large part, to this alignment and the quality of our curriculum. In fact, that alignment is expressly described in our mission statement.

CCS’s mission endeavors to prepare its scholars to “achieve proficiency in and advanced mastery of New York State performance standards.” CCS has a rigorous, sequential and modular standards-based curriculum, where the standards are embedded in the unit plans, lesson plans, assessments, and even assessment data. Our curricular philosophy is to create and constantly improve upon standard-based scopes and sequences, cohesive and interrelated unit plans, and detailed and flexible lesson plans, all in an organized format for all subjects and grades. New York State standards dictate what we must teach and what the scholars must master to be promoted to the next grade, and the alignment across the curriculum gives us clear and measurable data from which we can measure scholar achievement.

We are certain that having an organized and rigorous standards-based curriculum is the first step to measuring scholar achievement. In addition, we believe that a teacher’s execution of the curriculum, the assessment of scholars’ understanding of the standards and the subsequent data that come from the assessments, and the culture of analysis that helps inform improvement of the curriculum and teacher execution, ultimately make up our instructional cycle. Our instructional leadership team (including a Director of Curriculum and Instruction and a team of Instructional Coaches) is wholly focused on ensuring that this instructional cycle is executed thoughtfully and faithfully each day.

From its founding, CCS designed a school model that we believe best meets the needs of our target population, and which is embedded within the guiding framework of a classical education. 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. In addition, scholars starting as young as Kindergarten are exposed to higher-level exploratory thinking and discussion throughout the day, but especially during our 45-minute problem-solving block called Number Stories. In all grades, students develop core knowledge in the basic subjects of reading, writing, math, science, and history.

Scholars enjoy approximately 100 minutes a day of math instruction. There are three main math blocks: our daily math lesson, where scholars systematically cover all standards as

outlined by the Common Core; our reteach block, where teachers have the opportunity to thoughtfully fill knowledge gaps by planning instruction in response to data from our unit and interim assessments; and, finally, Number Stories. During Number Stories, scholars have the opportunity to creatively solve a rigorous word problem. As scholars are solving the problem, teachers are actively circulating and conferring to determine which scholars should share during the discourse portion of the block. For the last 20 minutes of the block, scholars are expected to thoughtfully share their strategies and work with their peers to come up with math conjectures. While scholars are sharing their strategies, the teacher is charting the strategies which scholars can then reference in future lessons to solve future problem types. An outside consulting group, the Lavinia Group, supports CCS with the implementation of Number Stories and provides consistent support with both materials and execution.

Scholars spend over three hours a day focusing on ELA. CCS scholars receive instruction in the following blocks: phonics (K-1), grammar (1-8), writing (K-8), read aloud (K-5), reading (6-8), guided reading (K-6), close reading (K-6), and textual analysis (3-8). Phonics, grammar, writing, read aloud/reading, and textual analysis are all scripted lessons taught in whole group settings. Grade teams are responsible for thoughtfully planning (with support from instructional coaches) data-driven guided reading and close reading instruction that is individualized for each small group and meets each scholar's individual learning needs. CCS also works with the Lavinia Group to ensure our close reading instruction is as powerful as possible. The consultants visit each school site to provide teachers and coaches with feedback on lessons and materials. Close reading was first introduced during the 2015-2016 school year and is a block that we feel tremendously impacts a scholar's ability to read and thoughtfully respond to complex text as evidenced by our improved test scores across grades 3-8 on the NYS ELA Assessments.

In addition to our core math and ELA blocks, scholars receive instruction in both science and social studies. Our science curriculum is based on Next Generation Science Standards. Scholars have the opportunity to execute numerous rigorous experiments beginning in early Kindergarten and continuing through 8th grade.

Our social studies curriculum aligns to the New York State K-12 Social Studies framework. We're fortunate to be based in New York and to have access to many important cultural sites, which scholars will visit to deepen their understanding of the topics reviewed in social studies. For example, when studying different parts of the community, scholars in Kindergarten will visit the local library. In 2nd grade, scholars will visit Ellis Island when studying immigration. Our middle school scholars will visit the Museum of Tolerance when revisiting immigration. In the early grades, social studies is taught for half the year and science is taught for the other half. Beginning in 4th grade, scholars have both social studies and science daily.

Additionally, starting in 3rd grade, scholars start taking Latin. Scholars continue their study of Latin through 8th grade. In 4th grade, scholars begin debate, a block that develops both critical thinking and public speaking skills and continues through 8th grade.

Though our internally created curriculum is one of our greatest strengths, we haven't always had this resource in place. Prior to 2010, we used boxed programs such as Open Court Reading, Saxon Math, Core Knowledge History, and FOSS Science. Beginning in 2010, CCS undertook a massive curricular project to provide our scholars with an even more rigorous and standards aligned education. In total, our staff created 374 unit plans and over 20,000 lesson plans. The goal was to create backwards designed, custom, school-specific curricula that addressed all of the Common Core Learning Standards and New York State Performance Standards for each subject area and grade level that also enabled the highest levels of student achievement. Instructional leadership analyzed state-mandated learning standards to create internally developed scopes and sequences, unit plans and lesson plans based on those unit plans.

Teachers were heavily involved in the creation of these lesson plans, which have been refined and revised each year under the supervision of our instructional leadership team. At the end of each instructional year, grade teams come together to create a curricular audit. This audit document outlines suggested changes for the curriculum based on that year's data and newly learned best practices. The Director of Curriculum and Instruction reviews the audits each June to determine which changes will be made and how and when the revisions will be executed. Curricular work is then assigned to teachers to complete throughout the year. On a weekly basis, each lesson is fully vetted by the instructional leadership team before it is executed in front of scholars. The cycle of consistent review ensures our lessons stay relevant and rigorous. Teachers know at the start of the year exactly what lessons they are going to teach each day as each day of instruction has been mapped on an instructional calendar. Our lesson plans range in length from four to twenty pages depending on grade level and subject. These lesson plans are incredibly detailed and outline exactly what objectives will be taught, how they should be taught and the time allotted for each section of the lesson. The plans include great detail on instructional strategies to use, including which questions should be posed in a turn and talk format, when teachers should use techniques such as "whip-arounds," and particular areas to focus on during a writing share, to name a few. Teachers collaborate each day on execution in their daily stand-up meetings and receive instructional support on their execution on an at least weekly basis from their instructional coach. In addition, teams meet weekly with instructional coaches to analyze and discuss data from that week's assessments. The meetings are solutions-oriented, and teachers leave with a clear plan for how to remediate necessary content and how to differentiate for struggling or advanced scholars. This collaboration and support help to ensure that scholars in each classroom are receiving the same excellent education and that ideas are shared immediately across all classrooms at each grade level.

C. Instruction

Teachers at CCS receive an enormous amount of support and training both in August and throughout the year to help ensure that execution, assessment of understanding and data analysis are strong. Each teacher, regardless of tenure, is assigned an instructional coach. Each teacher is observed at least weekly and spends time each week debriefing with the coach about the lesson that was observed. Coaches also execute frequent artifact observations; they analyze scholar work to determine how the curriculum and the teacher's execution is meeting scholar needs. The coach then provides detailed next steps and follows up with the teacher frequently

regarding any proposed adjustments. In addition to support from an Instructional Coach, teachers receive constant support from their Grade Team Leader, a veteran teacher on the team. The Grade Team Leader helps to oversee the grade's curriculum, leads daily and weekly meetings and ensures that lessons are being executed as envisioned through weekly observations and debriefs.

In addition to individualized support, professional development ("PD") is a critical component of our instructional development system. New teachers receive professional development for ten days in August. Our returning staff attends seven days of professional development. In each subsequent month, teachers receive three hours of network-wide professional development. During these sessions, teachers learn instructional and curricular strategies that they can immediately implement in their classrooms. During August PD, teachers attend sessions ranging from strategies to increase math fact fluency, to motivating readers, to planning close reading effectively. Instructional leadership presented 85 sessions over August PD focusing on behavior management, curriculum and instruction. Teachers pick, with support from their Grade Team Leader and Coach, sessions that will most immediately impact scholar achievement.

As noted above, teachers at CCS receive a tremendous amount of support from instructional leadership. Each teacher is focused on approximately three instructional areas at any given point. At the start of each year, we focus heavily on behavior management to ensure that teachers across all classes are able to effectively manage in small group and whole class settings and then can begin to focus on instructional strategies. Typical teacher goals at the start of the year might be: 100%, Strong Voice and Tight Transitions. After several weeks, the teacher would likely begin to focus on Engagement, followed by No Opt Out, Checking for Understanding, Ratio and Differentiation. Teachers and instructional coaches work together to outline a map of instructional goals that are suited to the individual teacher. The goal is to move teachers systematically through increasingly complex instructional goals to ensure teachers regardless of tenure are consistently improving. Special service providers also receive this weekly goal-oriented support.

While the general curriculum remains unified across the schools and is universally used across whole-class instruction, our Special Services Team draws on their specific training and scholar-specific knowledge to adapt the curriculum to reinforce, supplement, or even introduce ("pre-teach") content being taught in the whole class during SETSS instruction. Importantly, it is critical for special populations teachers to meet and communicate thoughtfully with general education teachers, focusing on assessment data, behavioral data, and true mastery of the existing curriculum and standards. These meetings occur on an at least weekly basis. In addition, special service providers are expected to observe their scholars in the general education setting frequently to evaluate carryover. Special service providers also help to develop general educators' knowledge of specific instructional strategies to best instruct scholars with special needs through periodic written feedback and professional development sessions. In addition, all teachers must also know the specific testing accommodations and IEP goals, if any, for all our scholars, and use that information to ensure that all scholars are getting purposeful, appropriately rigorous, and systematically reflective instruction. Special service

providers partner with general education teachers, instructional leadership and parents to guarantee that each scholar's needs are met. Special service providers also receive high quality monthly professional development to ensure their practices stay current and relevant.

The instructional strategies employed at CCS will also serve as a basis for those proposed at SBCCS V. Our instructional strategies are based on best practices learned by experienced educators, information provided by outside consultants and organizations such as Teachers College Reading and Writing Project. In addition, we lean heavily on instructional practices outlined in *Teach Like A Champion 2.0* and *The Skillful Teacher* by Jon Saphier. Coaches rely on *The Art of Coaching*, *Closing the Teaching Gap* and *Coaching Classroom Instruction*. As an organization, we also rely on texts such as *How Children Succeed*, *Visible Learning*, and *Understanding by Design*.

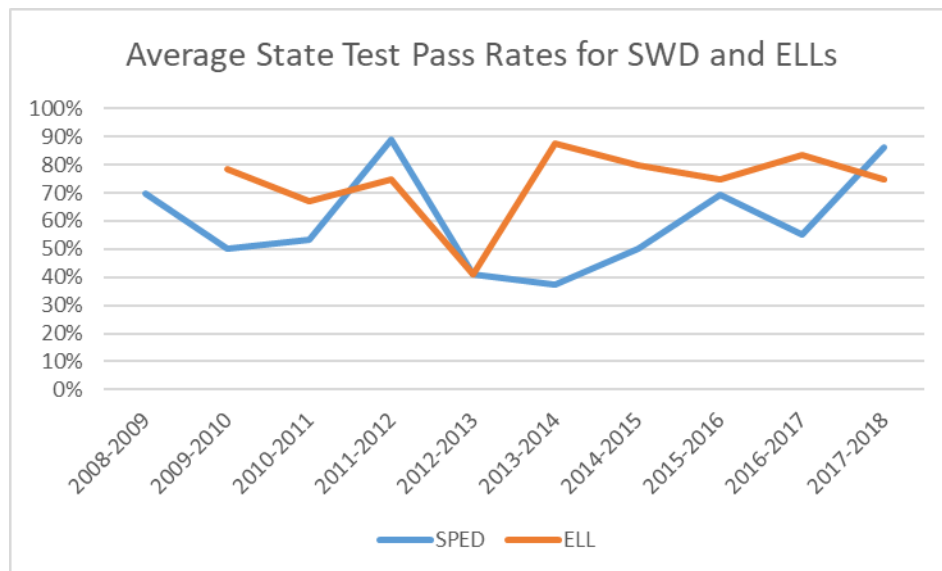
Our instructional strategies evolve as the best practices are refined and adapted by the faculty. Some examples of ways instructional strategies evolved during the 2015-2016 school year include the following: increased focus on calling scholar work, emphasis on structuring partner work effectively to improve small group and whole class discussions, and near daily analysis of scholar work across grade teams to determine specific areas to emphasize in future lessons. Using scholar data, natural variations in teacher style, as well as experimentation help inform next steps in instructional practice.

A core philosophy, particularly with our special student populations (English language learners and Special Education), is that students need to maximize their thinking time around literacy and mathematical concepts. Therefore, students are expected to talk about problems, rather than answering low-level ("thin") questions. Guided reading, close reading and Number Stories are three extended times where scholars are given multiple opportunities for discourse. These blocks are opportunities to scaffold for struggling scholars and to push advanced learners forward, as the particular texts and questions are modified based on scholar need.

In addition, special student populations receive far more small-group instruction. With our At-Risk Program, scholars who are performing below grade level (regardless of designation) receive an additional 45-50 minute Reading Comprehension and Guided Reading block with six or fewer scholars. During that time, a variety of instructional strategies are used, mostly around ensuring that scholars maximize their time reading, or thinking about their reading. In addition, struggling scholars have access to two additional programs: Leveled Literacy Intervention (LLI) and Preventing Academic Failure (PAF); teachers at each school site are trained in these well-respected programs.

CCS established a pre-Kindergarten summer program in 2016, which served primarily MLL/ELL and Special Education scholars. Fully 70% of the 36 scholars who attended the program qualified to take the NYSITELL assessment. Additionally, 25% of the 36 scholars came into the program with IEPs. The program ran for three weeks and provided the special student population with additional support to help to ensure that they would be successful in Kindergarten.

Notably, CCS’s performance on the 2018 New York State 3rd-8th grade State Tests improved in every grade in both ELA and Math. Our average pass rate was 90%, which is significantly higher than the state’s average of 42% and the NYC charter school average of 43%. The consistency of performance across SBCCS I, SBCCS II, and SBCSS III and also across grades 3-8 make us confident that we can continue to exceed achievement indicators towards proficiency and also towards strong high school placement. 100% of our 8th grade scholars were accepted into at least 1 of their top 5 schools this year. Additionally, 100% of 4th graders received a score of 4 on the NYS Science Exam and 100% of 8th graders passed the Living Environment Regents; some passed with honors. A tremendous amount of work went into achieving these results, including private tutoring for scholars struggling in both reading and math, after school state test tutoring for scholars in grades 3-8, additional intervention through our At-Risk program, and parent sessions on how they can support their scholars with their academic work at home.



As mentioned previously, SBCCS V will be a replication of SBCCS I, II, III and IV. The practices described above have already served scholars greatly, earning South Bronx Classical Charter School I the 2014 Blue Ribbon Award. In addition South Bronx Classical Charter School II was nominated for the Blue Ribbon Award in December 2018. About 30 schools won the award in 2014, out of approximately 130,000 public, charter, and private schools across the nation. Notably, the process for determining the Blue Ribbon Award includes progress by special populations.

We believe that we have the human capital, the Core Values, and the Principles of Practice to ensure that SBCCS V will be even more successful than its predecessors. Our focus on student academic performance and character education appears to yield strong results.

D. Special Student Populations and Related Services

The Applicant Group of SBCCS V and CCS believes that all scholars, regardless of demographics, language, or disability, can achieve at high levels through a highly structured, disciplined environment in which expectations are clear and supports are ample. Therefore, we have structured our program to ensure that ELLs, scholars with Individualized Education Plans (IEPs), and scholars who qualify for Free and Reduced Price Lunches (FRPL) will be proficient readers, writers, and speakers of English by the beginning of the third grade.

We believe that developing a strong proficiency in English as soon as possible will enable all ELLs scholars to reach the academic goals established for all scholars. Therefore, we will provide structured immersion to improve a child's English proficiency. Structured immersion is a methodology for teaching MLL/ELL scholars the English language through in-classroom English-only immersion. The classroom teacher provides individualized structured and sequential lessons in English for the ELLs, who remain in the "general" education classroom, being instructed using the general education curriculum with differentiated support. Teachers in structured immersion settings are provided with specific professional development tools to aid in improving the scholars' comprehension and fluency in English, such as clarity of speech training, classroom noise control, use of native language when appropriate, maintaining positive outlook, setting academic goals, use of visual aids, remedial assistance, and planning toward total "mainstreaming" or declassification due to reaching English proficiency.

SBCCS V will ensure that all scholars with disabilities receive a free and appropriate public education in the least restrictive environment possible. Therefore, to the greatest degree possible in accordance with their Individualized Education Plan (IEP), scholars with disabilities will be educated within the regular education classroom. Students With Disabilities will be educated outside their classroom only when the severity of disability prohibits adequate academic progress even with supplementary aids and services. In order to ensure that all Students With Disabilities are able to reach the school's academic goals, we will work with the local school district Committee on Special Education (CSE) to ensure that all required services are provided under federal special education laws.

All of our special populations will be provided with the same services, notices, and access to school sponsored programs and activities as provided to general education students.

Lastly, SBCCS V, like our other school locations, will offer afterschool private tutoring to scholars, including special populations, who are struggling with reading and math.

As previously discussed, special student populations will be educated within the general education classrooms, using the general education curriculum, when appropriate. SBCCS V will be highly data-driven, and will be responsive to the needs of special student populations as required performance data necessities. SBCCS V will ensure that data derived from the NYSITELL and NYSESLAT, as well as internal assessments, informs differentiated instruction for English language learners, such as providing visual supports, intervention targeting reading and vocabulary, and multi-sensory approaches to learning. SBCCS V will ensure that all instructional

staff are working to achieve student IEP goals and are able to adjust curriculum and instruction appropriately and responsively, based on academic and behavioral data, to meet the needs of all learners.

Importantly, if not critically, SBCCS V will strive for frequent, honest, and transparent communication between specialists and teachers to create carryover of strategies from the classroom environment.

MLL/ELL SUPPORT PROGRAM

SBCCS V will comply with all applicable federal, state, and local law. In accordance with federal law, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, CCS is committed to ensuring that all scholars are given the best opportunity to succeed. The SBCCS V language support program consists of five elements:

Identification: The identification process begins with the school's required use of the Home Language Identification Survey (HLIS) to identify all incoming scholars for potential limited English proficiency. If the scholar's home language is not English or the scholar's native language is not English, then staff will conduct an informal interview in the scholar's native language and in English. The HLIS serves to identify scholars in whose homes English is not the spoken language in a manner that is equitable, comprehensive, and not based on assumptions or stereotypes. This method also identifies exposure to other languages and use.

Assessment: If a scholar speaks a language other than English, or speaks little or no English, then the school will administer the New York State Identification Test for English language learners (NYSITELL).

Scholars will be assessed annually, by the MLL/ELL Coordinator, to determine and support the scholar's MLL/ELL classification. All scholars, regardless of language proficiency, will be provided the necessary curriculum and instruction to allow them to achieve the high standards set for all scholars. Scholar progress in the core academic subjects will be evaluated regularly to determine if any changes to the educational program are necessary.

Placement and Services: With the school's structured immersion approach, all ELLs will learn in the same classrooms as English-speaking children. All teachers will receive professional development on educating MLL/ELL scholars. In addition, teachers will be given specific and general training, by the MLL/ELL Coordinator, on identifying scholars who continue to experience difficulty in English-related issues. They will also receive a curriculum that will mesh with general education scholars' work, and will serve as enrichment for the scholars. MLL/ELL scholars may receive "push-in" English training to facilitate improvement of English, and will be frequently paired with English-speaking scholars in the classroom. , and content-rich subject matter will be taught using Specially Designed Academic Instruction Delivered In English (SDAIE) whenever possible.

In the event that scholars are not improving at the rate anticipated through immersion, additional supports may be implemented. These supports include strategic classroom pairings with a scholar who is English proficient or a scholar who speaks the same language, to aid in explaining ideas. Classroom teachers and support staff may assist in providing additional reading, vocabulary, and language instruction. At times the school will hire a tutor, as explained above, to provide further instruction.

In order to maximize our MLL/ELL program's effectiveness, parents will be consulted and empowered to guide their children's placement and service requirements. Each year, after ELLs have been identified as needing MLL/ELL services, by the MLL/ELL Coordinator, parents will be invited to meet with teachers, tutors, and administrators to collectively decide the best course of action to a common goal: all scholars will become proficient readers, writers, and speakers of English by the third grade.

Since the school will enroll scholars in primarily Kindergarten, and will replenish only those seats vacated through attrition after first grade, we believe we have the ability to immerse each child in English using appropriate supports, while still allowing them to remain in a general education setting. All other MLL/ELL educational programming will be parallel to that of non-MLL/ELL scholars. However, in the case of certain State tests, accommodations such as extended time, individual administration, translation of directions, and oral reading of directions in English may be used.

Scholars with limited proficiency in English will have the same access to all curricular and extra-curricular activities as all other scholars. ELLs requiring special education services will receive those services using Sheltered English and/or their home language. No scholar will be placed in Special Education settings solely as a result of their language proficiency.

Transition/Exiting: The school's exit criteria for scholars with limited English proficiency are based on scholar achievement or progress in the English language measured annually by the New York State English as a Second Language Achievement Test ("NYSESLAT") administered by the MLL/ELL Coordinator. Scores on the NYSESLAT indicate the proficiency level (Beginning, Intermediate, or Advanced) the scholar has achieved each year, and whether or not the scholar's level of English is high enough to exit the MLL/ELL program. Our goal is for all scholars to achieve English proficiency by the second grade, so they will be ready to excel on the State exams that begin in third grade. The scholars must be tested by CSE in both languages to determine primary language, with the goal of diagnosing impairment versus language challenges.

Monitoring: SBCCS V will assess MLL/ELL scholars through: The NYSITELL to measure English proficiency; the NYSESLAT (as required); teacher observations, and state tests. Most importantly, SBCCS V will assess, monitor, and evaluate ELLs individually by creating individual plans and goals to assure that scholars exited from the language support program are achieving academic excellence without encountering barriers due to limited English proficiency. Notices and messages going to our families will be translated into their native tongue. No barriers will

exist between the opportunities of English speaking scholars and MLL/ELL scholars. Home visits to scholars' homes to discuss issues in their native tongue will also create a bond between the family and the school.

Least Restrictive Environment and Free and Appropriate Public Education

SBCCS V will ensure that all scholars with disabilities receive a free and appropriate public education in the least restrictive environment possible. Therefore, to the greatest degree possible in accordance with their Individualized Education Plan (IEP), scholars with disabilities will be educated within the regular education classroom. Students With Disabilities will be educated outside their classroom only when the severity of disability prohibits adequate academic progress even with supplementary aids and services. In order to ensure that all Students With Disabilities are able to reach the school's academic goals, we will work with the local school district Committee on Special Education (CSE) to ensure that all required services are provided under federal special education laws. Students With Disabilities will be provided with the same services, notices, and access to school sponsored programs and activities as provided to general education students, including appropriate and timely progress reports.

Special Education Methods and Strategies

In accordance with the requirements of the Individuals with Disabilities Education Act (IDEA) and in compliance with Child Find requirements (34 CFR §300.125) SBCCS V will have processes to identify, locate, and evaluate Students With Disabilities.

Upon enrollment, and with the support of families and sending school districts, we will

- secure all incoming student records, including all Individual Education Plans (IEPs);
- work with the relevant CSE as scholars on pre-existing IEPs transition to SBCCS V;
- work as needed with the CSE to suggest modification to any pre-existing IEPs;
- cooperate with the CSE to ensure that all services identified on the IEP are provided;
- prefer using in-house special education staff to provide specialized instruction, but may contract out other services (i.e. counseling, speech and language therapy, occupational therapy, physical therapy) to the local sending district or a well-qualified third party.

For students enrolling, without an IEP, and whom the school suspects of having a disability, SBCCS V will

- enter into a tiered RTI-like system with parent permission. This will lead to SST providing classroom strategies and support. If progress is limited or at a reduced rate, a CSE referral will follow.
- implement classroom strategies, decided upon by SBCCS V's Special Services Team (Special Education Coordinator, Dean of Students, Speech Pathologist, and School Psychologist) in collaboration with classroom teachers, to address academic difficulties;
 - if strategies are unsuccessful, our Special Education Coordinator will (a) notify the family in writing to consider referring the child to the sending district's CSE and ensure that the family is also provided a copy of the referral

and all safeguard notices as set forth in 34 CFR §300.504; and (b) refer the student to the appropriate district's CSE which then has the responsibility of conducting an initial evaluation and determining, with appropriate school representation, Special Education (SPED) eligibility;

- work with the CSE to help write new IEPs for scholars identified as eligible for SPED services;
- cooperate with the CSE to ensure that all services identified on the IEP are provided
- prefer using in-house staff to provide pull-out and push-in instruction, but may contract out other services (i.e. speech and language therapy, occupational therapy, physical therapy) to the local sending district or a qualified third party.

In support of scholars receiving Special Education services and to ensure that SBCCS V works closely with the CSE, the school ensures that:

- the school's Special Education Coordinator will attend all CSE meetings;
- relevant school staff attend CSE meetings to help develop and amend an IEP; and
- school staff responsible for educating scholars will receive copies of IEPs of scholars in their classrooms and will receive training and support on their responsibility regarding the successful implementation of all classroom accommodations. That training and support will include (a) the referral process and CSE; (b) development of the IEP; (c) review of academic progress towards stated IEP goals, and IEP revisions, when necessary; (d) all reporting requirements; and (e) disciplining of scholars with disabilities.

The CSE will evaluate and develop scholar IEPs, with the assistance of parents and the school. The scholar's teachers (special education and general education) will attend CSE meetings to help develop, review, or revise a scholar's IEP. We believe it is important for staff working with children having disabilities to be involved with the CSE. Accordingly, the school will provide substitute coverage to allow teachers, as necessary, to attend CSE meetings. All professionals that teach or counsel a scholar will be provided with his or her IEP and the necessary support and guidance to implement all required instruction and services.

Special Education Staffing

SBCCS V will hire a qualified and special education certified Special Education Coordinator to coordinate all Special Education services, and who will be responsible for ensuring

- identification of scholars who may require referral to the district's CSE;
- compliance with all scholar IEPs;
- reporting of all certifications;
- conformity with federal and state regulations;
- attendance at all relevant CSE meetings;
- CSE revision or re-evaluation of a scholar's IEP, when we believe there is good cause;
- instruction of all special and regular education staff on best methods and resources for identifying, teaching and supporting special education scholars; and
- the provision, as needed, of individual or group instruction to SPED children outside the regular classroom, and working with them within the regular classroom setting.

The school will ensure that all staff is trained to provide differentiated instruction within the classroom, to make accommodations within the classroom to support learning for individual scholars, and to identify scholars with possible special needs. Should classroom accommodations or evaluation for a disability be appropriate, parents are seen and will be treated as critical partners within that process.

To coordinate the comprehensive levels of service to all our scholars, SBCCS V will have a Special Services Team (SST), consisting of the School Director, Special Education Coordinator, Dean of Students, MLL/ELL Coordinator, and relevant teachers. The SST will meet weekly to discuss specific at-risk scholars, and create individual plans to address their specific needs. The SETSS teacher, school psychologist, speech-language pathologist, occupational therapist, and physical therapist will all be appropriately certified and qualified, just as our other CCS schools.

The screening process that SBCCS V will use for those students suspected of having a disability is explained above. Teachers will be expected to be knowledgeable about student's IEPs, work towards achieving IEP goals, and attend and participate in all IEP meetings, and other CSE meetings, as appropriate and applicable.

The SBCCS V Child Find process is data-driven, urgent, and involves high amounts of parental communication. The process is done every two months. The SST identifies the lowest performing 10% of the scholars in each grade, averaged across all subjects. They meet with teachers and refine the list of students. Once the list is created, the teacher and SST meet with parents to obtain permission for further investigation and instructional alterations. Once parental permission is obtained, members of the SST perform classroom observations and informal screenings. Thereafter the SST provides teachers with specific strategies which are then implemented and analyzed for efficacy. If there is little or no success from this process, the SST meets with parents and begins the process of a CSE referral.

SBCCS V will offer the following programs and supports to assist special education students both inside and outside of the classroom: 1) SETSS (push-in and pull-out support), 2) Speech and Language Therapy, 3) Counseling, 5) Occupational Therapy and Physical Therapy (likely provided by a contracted related service provider).

In addition to these mandated services, SBCCS V will have Learning Specialists, including an At-Risk Learning Specialist who will support the school's most At-Risk students, regardless of disability status. We will also have Learning Specialists at each grade who will support students with literacy and math skills and will be able to acutely target instruction to meet the needs of students through small group instruction. Some of our Learning Specialists will be certified to teach Students With Disabilities.

SBCCS V plans to support the families of special education students and English language learners. Beginning in Kindergarten, or when a scholar is identified as a student with a disability or an English language learner, SBCCS V will establish a close relationship with the family. This

will include regular communication home via home-school newsletters, phone calls home, home visits, and our Jupiter app logs and phone calls, as well as meetings with the team of educators who work with their children. During this contact, SBCCS V will communicate their scholar's progress, areas of growth and areas of concern. SBCCS V will regularly evaluate changes in service depending on scholar progress, and service providers will maintain at least monthly contact with parents. SBCCS V will frequently send home enrichment activities for scholars in areas that are identified for growth. Parents will be provided with staff members' contact information and an open door policy will be strongly communicated.

SBCCS V will collaborate with the Committee for Special Education (CSE) to determine the appropriate setting and services for students. SBCCS V will provide specialized instruction to each student in need of special education services that are consistent with the IEP developed by the CSE. If SBCCS V is unable to provide a specific service, SBCCS V will contract with a related service provider to provide services to students. If SBCCS V does not offer a setting that is identified as appropriate for the student, it will supplement its services, or make accommodations, to ensure the student continues to make progress in the school environment. If a parent is interested in finding a setting that is consistent with the student's IEP, and that the school does not offer, the Special Education Coordinator will accompany parents when looking at alternate placements. SBCCS V will emphasize a commitment to each student's growth, through all resources available.

SBCCS V will offer services comparable to those services provided by other public schools in the district, outside of District 75. We believe this will help in recruitment of Students With Disabilities. In cases where the parents and CSE believe that a scholar should be provided other services or accommodations, SBCCS V will provide them, or hire third-party expertise to ensure that such services are received. As noted below, the Special Education Coordinator will develop a relationship with the CSE to ensure that information flows quickly and transparently. As our other school locations are in different CSEs, it is likely that such relationships already exist. For example, to ensure that we work optimally with the local CSE, we have already met with the Chair of the CSE to begin a dialogue about both increasing the numbers of incoming Students With Disabilities and improving the academic outcomes for those students.

The Special Education Coordinator will be responsible for keeping and maintaining special education records. SBCCS V will provide teachers and relevant instructional staff with a copy of the IEP for each student they instruct. The Special Education Coordinator will keep all IEPs safeguarded in a secure cabinet. The Special Education Coordinator will explain the student's IEP to teachers, highlighting areas that teachers are responsible for implementing, and discuss the importance of confidentiality. Throughout the year, the Special Education Coordinator will ensure that teachers are provided with the most recent copy of the student's IEP.

Teachers will be required to sign a document that acknowledges that they have received the student's IEP, and are aware of their responsibilities to implement parts of the plan and maintain the scholar's confidentiality. SBCCS V will ensure that there is an IEP Access Log in

each scholar’s file in the Special Education Coordinator’s Office, and staff will sign the log each time they access the scholar’s IEP and note why they needed to view it.

Members of the Special Services Team (Special Education Coordinator, MLL/ELL Coordinator, SETSS teachers, School Psychologist, Speech-Language Pathologist, and Deans of Students) will convene weekly, when students are referred to them for support. The teacher(s) of the referred student will be required to attend the meeting and will take away strategies to better support the student. Teachers will be required to attend student IEP and other CSE meetings. In addition to this, all teachers will meet daily, from 7:30am – 7:45am for their daily ‘Stand Up Meeting’ which members of the Special Services Team will rotate through. The Special Education Coordinator will distribute monthly blasts to teachers that include progress towards IEP goals, as reported by special education teachers and related services providers.

SBCCS V will have an active Family Advisory Council, which will support efforts to engage the parent community to further the school’s mission. The Family Advisory Council, in collaboration with the School Director and Dean of Students, will organize a Parent Academy, which is a series of workshops hosted throughout the year to support parents. Similar to SBCCS I, II, III and IV, SBCCS V’s Parent Academy will host speakers and teachers to support parents with topics such as parenting support, financial literacy, special education law and practices, homework help, and other relevant topics to support SBCCS V’s students and mission.

SBCCS V seeks to ensure that it is meeting the needs of all its students, and as such will regularly evaluate the effectiveness of its programs that support special populations of students. SBCCS V plans to evaluate the effectiveness of its programs through progress monitoring, special populations’ achievement data, special education teacher evaluation data, and parent and teacher survey feedback. SBCCS V plans to be urgently responsive to all indicators of programmatic ineffectiveness to best serve all students.

SBCCS V will initially be a blind lottery school and, based on the experience of other CCS schools, we will likely have a relatively large number of applicants per available seat (over 13:1). SBCCS V will use the New York City Common Application, which allows parents to apply online. The incoming student population will therefore likely reflect the demographics of the community in which the school resides. Below is a table of figures provided by the state for the districts SBCCS V is most interested in serving.

District	MLL/ELL %	FRLP %	Special Education %
7	17%	90%	18%
8	12%	85%	18%
9	24%	90%	15%
11	11%	78%	17%
12	19%	92%	18%

In order to ensure that the school draws applicants with the designations above, we hope to

site the school in an area with high numbers of economically disadvantaged students, English language learners, and Students With Disabilities. Just as with SBCCS I, II, III and IV, we will personally provide application to local Head Start programs, daycare centers, local elected officials, and public school district offices.

Critically, however, we believe that we can provide an environment in which many students are not classified as English language learners or Students With Disabilities, or are declassified from such designations.

The table below shows the percentage of students in the South Bronx Community School Districts, in English Language Arts and Math. These are the districts which we propose to locate the school. We have included grades 3 to 8, although the proposed school is planned to be a K to 5 in its first charter term. Also included are the pass rates for SBCCS I and II combined for each grade:

2016-2017 PASS RATES BY DISTRICT AND GRADE, VS. CCS

District:	ELA					MATH				
	7	8	9	12	CCS	7	8	9	12	CCS
Grade 3	26%	28%	22%	18%	84%	24%	27%	23%	15%	78%
Grade 4	24%	31%	24%	17%	90%	23%	30%	23%	16%	100%
Grade 5	14%	24%	18%	14%	72%	16%	23%	17%	14%	77%
Grade 6	15%	20%	16%	13%	87%	13%	22%	16%	14%	95%
Grade 7	14%	24%	17%	17%	71%	10%	18%	14%	16%	71%
Grade 8	20%	27%	24%	19%	86%	8%	13%	13%	12%	76%

The overarching belief that governs SBCCS V is that all students can not only learn, but succeed in graduating high school, and then entering and completing college. This includes Students With Disabilities and English language learners. This result can happen when expectations and attention to detail is high amongst all stakeholders: students, teachers, parents, and other faculty. The goals set forth above are imminently achievable.

As the state tests are now graded with the standard of college completion, we believe they are a reliable predictor of college readiness, and thus our effectiveness as a school. In the academic goals set forth above, we seek to maximize the proportion of our students who are college ready each year.

Importantly, we include Science as an area of focus. We believe that, consistent with a classical education, students should demonstrate mastery of other subjects, including science, which is certainly an area of national need. While we do not have comparative Science pass rate data, over its 9-year history with the fourth grade State Science test, 91% of our scholars have scored 4s and 9% have scored 3s. Out of 463 scholars, only 1 scored a 2.

Our financial viability goals ensure that SBCCS V is able to produce strong educational results for the long-term, by ensuring efficient use of the public funding we receive and appreciate.

SBCCS V has five principles of practice (Curriculum, Data, Structure, Family, and Development). Among them, “data” is critical. Additionally, of our seven core values (Accountability, Innovation, Professionalism, Rigor, Transparency, Tenacity, and Urgency), the most important two are transparency and accountability. Clearly, SBCCS V is passionate about collecting critical data, urgently distributing to stakeholders and decision-makers, developing actionable next steps, and ensuring those steps are taken. That “learning loop” is the school’s cultural Golden Rule, and is applied to academics, behavior management, teacher development, financial oversight, and strategic planning.

As a network, we are consistently gathering data on how our scholars are doing. Beginning in Kindergarten, scholars take unit assessments after each unit to gauge mastery. Additionally, in most units, scholars complete performance tasks, real world tasks, that often include writing, which connect to the unit's main goals. As noted above, if scholars do not demonstrate mastery on the initial assessment, teachers systematically reteach the material to ensure success. Three times a year, scholars take Interim Assessments in reading and math. The same reteach concept applies. Additionally, scholars in K-1 are tested on their reading level using Fountas and Pinnell's Benchmark Assessment System, every 3 weeks. Scholars in 2-8 are tested every 6 weeks until they reach level Z. Scholars in the lower grades also take the Words Their Way Assessment three times a year to determine how their reading and spelling is progressing. As a network, we have a clear sense for how the scholars will do on the State Tests and end-of-year assessments far before the assessments come around and we are able to remediate appropriately due to our consistent cycle of gathering and responding to data.

As a network, CCS has determined that the assessments listed above give us complete and accurate data to evaluate student progress, deficits and strengths. Our internal assessments are extremely rigorous and standards aligned. They match or exceed the level of complexity of the NYS ELA and Math Assessments. Because of the quality and rigor of our internal assessments, scholars in grades 3-8 are familiar with the level of rigor expected on the State Tests and are able to rise to the occasion. Fountas and Pinnell's Benchmark Assessment System is used widely and its efficacy has been studied extensively. We've used the system for 11 years and have found the test to be accurate and reliable. We adopted the Words Their Way assessment in 2015 and were able to glean useful information from its implementation. Specifically, it helps us determine intervention groups for scholars in K-2 for both reading and writing. We will continue to use both internal and external assessments to evaluate student progress fully and accurately.

At CCS, we have a tight turnaround for all data analysis. More specifically, teachers will receive all unit test, interim assessment, and reading level data within 24 hours of administration. Depending on the assessments, either the operations team or the teachers will grade the tests and assessments and will give the resultant data trackers to grade team leaders, coaches, and directors. The Grade Team leader will then call a data meeting, which is typically also attended by an instructional coach, to build out next steps from a curriculum and an instructional standpoint. Separately, the grade team leader and the School Director meet to compare the

data to previous years, other schools, or previous units. Also discussed are the cultural components of the results, and ways to improve the team's culture. Teachers and support staff are aware of benchmark goals as they are communicated both at the beginning of the year and after every internal assessment. Teachers communicate with scholars and families regarding data immediately after each assessment. Teachers meet with scholars to discuss their performance and to come up with clear and actionable goals for future assessments. In addition, teachers communicate with parents regarding all assessments both by sending the assessment home and by having conversations either in person or over the phone about the scholar's performance. As noted above, teachers also host sessions to teach parents strategies to best support their scholars with their academic work at home. Beginning this year, we will also be sending detailed overviews of each unit home to families. These unit overviews allow us to strengthen the home/school connection and provide families with resources and information to deepen their scholar's understanding about each concept covered. Finally, over 80% of parents attend report card conference day. The remainder of the families do not receive their report cards until they come in for an in-person meeting to discuss their scholar's academic and behavioral performance.

The CSO Performance Framework form the 'report card' by which the school measures its success. To monitor the school's progress, toward these goals, the school uses a "dashboard" of the critical indicators that the School Director, Executive Director, and Board of Trustees consider most relevant. The Executive Director, School Director, Director of Curriculum Instruction and Instructional Coach(es) compare results from a variety of assessments and compare them to those of the previous year. Importantly, grade team leaders and teachers are commended not for performing "well" but rather for performing "better." This "growth mindset" spreads across the school via a culture of rewarding improvement over absolute performance levels.

Our academic success is monitored through careful analysis of exit tickets, unit quizzes, unit assessments and interim assessments. We are consistently analyzing the data to ensure progress is being made and communicated. When progress is not occurring at an appropriate rate, instructional leadership and the special services team comes together to create a detailed plan for the scholar(s) and or teacher.

Our focus on attendance, enrollment and retention will be met through a multi-pronged approach. First, deans tenaciously follow up with parents regarding issues of tardiness or excessive absences. In certain cases, families are provided with a mentor family to help support with issues around homework, uniform and attendance. To keep enrollment high, we will continue reaching out to community organizations and local pre-schools to encourage applications. Finally, in an attempt to retain as many scholars as possible, we host 3 mandatory orientations before school begins which outline, in detail, exactly what parents can expect if they enroll their child at CCS. Additionally, deans and school directors will meet with any parent who has expressed concern about an aspect of the school to come up with mutually-agreed upon solutions.

Our focus on fiduciary responsibility is initiated by creating quarterly financial reports that are reviewed by the Board of Trustees at their board meetings. In addition, the Board Treasurer will review monthly bank reconciliations and credit card statements. To make sure we are achieving this goal, we have hired Charter School Business Management (CSBM) to do quarterly and annual reviews of our financial data. The successful completion of this goal is by having our annual audit, by a third-party accounting firm, to test our internal controls and financial statements.

Our focus on school safety and parent communication is achieved through tenaciously maintaining our school code of conduct and creating clear expectations with all staff regarding type of and frequency of communication with parents. Notably, on the NYC School Survey that parents complete each year, in 2017-2018 93% of parents responded to the survey. In most measures, parents opined more positively about Classical than the City-wide average. About 96% of parents opined that the school is safe and 95% of parents responded that there is strong communication. As a replication school, SBCCS V will follow the same systems and structured to ensure safety and communication are on par with the other schools in the network.

At the board level, SBCCS V will be formally assessed on an annual basis whereby the Executive Director reports ultimate progress toward each goal. However, on a monthly basis, the Executive Director reports any relevant information related to the goals in the Accountability Plan.

E. Assessment System

The strategic use of objective data – criterion-referenced, norm-referenced, interim assessments – will best inform ongoing curriculum development, classroom instruction, and student support. Such assessments demonstrate the value-added benefit of our school program to our scholars’ lives. Our scholars will take all State tests as currently required.

Since we begin with the earliest students in Kindergarten, it is critical that we obtain reliable testing data before the onset of these other standardized assessments, and to ensure that students are making strong progress in the most critical component of classical education – reading. Therefore, all K-2 scholars will take Words Their Way spelling inventory – a reliable, validated, research-based assessment, both to measure baseline proficiency (in August), and then to measure longitudinal growth (in January and June). All scholars (including LEP students) will take the Fountas & Pinnell Running Records in August, against which longitudinal growth can be measured by scholars, class, grade, and school.

TEST	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
WTW	K-2					K-2					K-2
State ELA/Math									3-8		
State Science										4, 8	4, 8
Running Record	All	K-2	All	K-2	All	K-2	All	K-2	All	K-2	All
Unit Assessments		K-5		K-5		K-5		K-5		K-5	

NYSITELL										K-8
NYSESLAT								K-8		

SBCCS V believes that assessment systems will play a particularly critical role in its success. The data such systems provide will inform the Board, Executive Director, and School Director on the real efficacy of our educational program. SBCCS V will ensure that its Operations group includes those who will be charged with developing and refining our internal and external assessment requirements, and analyzing the resulting data. The proposed Executive Director has successfully created and operated a number of quantitative analysis tools in his years as Executive Director of CCS and also as an investment banker, and he also created and analyzed various assessment tools (such as regression analyses) for strategic analysis in conjunction with Uncommon Schools, Inc., and Doug Lemov, a well-known educational author and researcher.

CCS follows a consistent structure for administering all internal assessments. Before an internal assessment, all relevant signage is removed from the walls, scholars' desks are separated and the teacher ensures that there is a silent and focused testing environment before administering the assessment. For certain assessments, an additional person, typically a member of the operations or administration team will also proctor the assessment to ensure complete validity of the testing climate. For those assessments, immediately after the test window is closed, the test will be removed from the classroom and graded. All scores are entered into sophisticated data trackers which allow us to track mastery by question, question type and standard. For other assessments, teachers grade and input their own data into the grade wide excel trackers which are fastidiously maintained for accuracy and relevancy throughout the year. By analyzing these trackers, everyone at CCS has complete access to the progress each scholar and cohort is doing, in addition to have a clear sense for how CCS is doing as a whole. The trackers are uploaded to our internal cloud so they are accessible to all both on and off our campuses.

Baseline Data

The first internal assessment in reading, writing and mathematics is given upon enrollment. With this information, teachers will inform their curriculum development and lesson planning for the class, as well as the tutoring requirements for individual students. At the end of each year, scholars will be assessed with the same internal tool to measure growth and progress throughout that year.

Typically, the first external assessment in reading happens in August of Kindergarten using our internal assessments and running records. Baseline scores will allow us to measure a student’s progress through the year. These data will also allow the Executive Director and School Director to demonstrate to all stakeholders that scholars are making progress both in comparison to their own and other comparable groups’ baseline scores.

Ongoing Data

During the year, teachers and administrators will use data generated through internal assessments to drive general weekly team meetings, and professional development meetings. These meetings must occur frequently in order to deliver the best and timeliest instructional

changes in response to those data. On a weekly basis, teachers will meet to discuss each scholar's progress against state standards. The school as a whole will perform unit-wide assessments every six weeks. Thereafter, preferably within two school days, all teachers will meet with the Director of Curriculum and Instruction or an Instructional Coach for a professional development session to discuss the results of each individual scholar and of the school as a whole. Individual scholar scores will give teachers a better understanding of each scholar's improvement toward the goal of high achievement on the State exams in June, as well as identify specific needs for prompt remediation. School-wide scores will give an overall picture of the school's success at teaching State standard content in its pursuit of school-wide accountability, as well as identify specific needs to adjust curriculum and/or instructional practices.

More difficult to track and assess is our scholars' progress toward our objective of creating respectful, compassionate, and productive citizens. However, we believe that data can be obtained in this goal, and such data can be profitably analyzed to allow us to refine our practice to achieve this goal. Our Dean of Students will be charged with collecting data on all behavioral infractions, including scholar, teacher, grade, day, time, Character Pillar not followed, and consequence. Such data can be used to assess our progress toward this objective. This monthly data has been collected from our schools since August 2006.

Once all assessment information and data are collected, it can be "thin-sliced" into various cohorts and levels of granularity that aid all stakeholders in their ability to identify next steps. These levels of granularity include scholar, classroom, teacher, grade, IEP status, MLL/ELL status, gender, etc. Teachers have access to the full data set so they have all the information they need to work in concert with instructional leadership to make decisions regarding curricular and instructional next steps. For a more general overview of the school, such data can be "rolled up" for general dissemination. As noted above, specific information regarding scholar performance on all assessments is immediately distributed to parents. The Executive Director also updates the board of trustees monthly.

F. Performance, Promotion, and Graduation Standards

Consistent with its mission, SBCCS V acknowledges the great challenges our scholars face upon entering school, but also the requirement that they must demonstrate proficiency in core subjects to move successfully from grade to grade. Our educational program includes a number of daily and weekly supports throughout the year to ensure all scholars have a full opportunity to master the material: daily after-school homework help, daily small-group "reteach" blocks and, Summer Learning Academy. Our assessment system ensures that scholars' deficiencies and strengths are evidenced quickly, so proposer remediation can occur.

For promotion, scholars must:

- pass all core subjects as evidenced by a 70% year-end average in each subject;
- in Kindergarten to 2nd grade, pass our Common Core-aligned Internal Assessment;
- in 3rd to 8th grade, achieve a '3' or a '4' on the relevant Common Core aligned New York State ELA and Math tests, and the relevant New York State Science tests;

- pass the related end of year Fountas & Pinnell Reading Level Assessment;
- have no more than 15 days unexcused absences during the school year; and
- demonstrate growth in consistently displaying the character pillars

If a scholar fails a core subject, or does not demonstrate proficiency or mastery on required State exams, the scholar must attend Summer Learning Academy for the opportunity to be promoted to the next grade level. Teachers are included in all conversations regarding retention to ensure validity of all decisions. Families receive immediate phone calls and letters for all scholar absences, and a meeting with parents will be arranged when the scholar is within three absences of the promotion limit.

The CCS educational program, curriculum, and assessments are Common Core-aligned, and therefore all academic promotion standards relate directly to the Common Core Learning Standards as adopted by New York State.

Summer Learning Academy

The last opportunity for support and demonstration of academic achievement is during the summer. Scholars who fail a core subject or a required State exam will attend a 3-week summer program from 8:30am – 1:00pm from Monday to Friday starting on the next Monday after the end of the regular school year. Scholars must pass a subject-specific minimum competency test (or go up one reading level) at the conclusion of summer school to be promoted. If the scholar does not, he/she will be retained. Again, teachers are involved in all promotion conversations.

In addition, as a service to parents, we offer After Summer Learning Academy from 1pm to 5pm to allow parents to bring their children to SLA without affecting their work schedules. This has proven to be highly appreciated by our parents.

G. School Culture and Climate

SBCCS V must provide a safe and secure environment where all scholars can focus on their schoolwork and character development. Perhaps more than anything else, we must promise parents that their children are in safe and capable hands throughout the extended day and year that children attend the school. Safety is of such great concern that our Accountability Plan holds us fully accountable for parents' assessment of the school's safety level. Critically, we define safety to include not just physical safety but also emotional and mental safety as well.

To this end, SBCCS V has set forth policies that support our mission, ensure a culture of safety and achievement, and are consistent with the spirit and requirements of due process and federal laws and regulations.

Our Code of Conduct was created to

- ensure that our school is a respectful learning space where all stakeholders feel safe;
- allow all teachers and scholars to focus on learning; and
- build "liberated scholars and citizens of impeccable character," per our mission.

Before enrolling their children, parents review and agree to the Code of Conduct during one of the multiple orientation sessions in the spring. The Code of Conduct describes behaviors that SBCCS V considers behavioral infractions and the consequences of those behaviors.

Scholars who do not meet the school community's clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others. Without a firm and consistent discipline policy, none of what we envision for the school can happen. This is the basis of our Code of Conduct. It is important to note that since SBCCS V will provide a "highly structured setting" (again, stated in our mission), in which expectations are clearly explained and consistently modeled, such infractions as are described below will be rare. As stated in our Discipline policies included in Attachment 4, SBCCS V will comply with all Federal and state laws (including the Dignity for All Students Act) regarding the long-term suspension and expulsion of Students With Disabilities.

To encourage family involvement and collaboration around common messaging about learning and character, the school will feature the following:

- **Parent Academy** provides mission-driven educational opportunities in English and Spanish for families of SBCCS V scholars. Managed by the Family Advisory Council, Parent Academy will be held monthly and will provide seminars by guest speakers.
- **Open House and Report Card Night** are opportunities for parents and guardians to visit the school, meet with teachers, learn the expectations in each classroom and school-wide, and discuss their child's academic and behavioral progress.
- **Community Gatherings** are public celebrations which showcase the achievement of SBCCS V scholars. During community gatherings, our school, families, and community come together to celebrate our mission.

The school's discipline policy will be implemented through our Deans of Students. Teachers will refer scholars to the Dean upon infractions noted in the Code of Conduct, and in turn the Deans will work with scholars to understand the infraction and more importantly the reasoning behind it. This process could result in a range of consequences from going to a buddy classroom (in the same grade) to out-of-school suspension, and perhaps to expulsion. (In its 10-year history, no child has been expelled, or has even had the process initiated, at CCS.)

All parents will receive the Code of Conduct after they enroll their children into SBCCS V, but before the first day of school. Parents sign off that they received the Code of Conduct, and are also notified that it exists on our website.

To assess whether the school is safe, that communication is strong, and that parents are involved with the process of building a fair discipline policy, school leaders will closely review results from the Learning Environment Survey; in this context, especially questions about safety and communication. In addition, family concerns and questions are actively sought by our Deans and School Directors. Lastly, leaders from all CCS schools visit each other frequently as

“learning tours” to ensure a strong network-wide collaboration and assessment.

Lastly, CCS has promoted one of its teachers to become a Dean of Academic Engagement. Starting this year, this Dean will hold weekly meetings with parents of each grade, to provide parents with tools to assure that they can collaborate with the school to ensure their child’s academic success. Please see Attachment 4 for more detail about the school’s Discipline Policy.

H. School Schedule and Calendar

Our calendar (see attached calendar) reflects our deep belief that more time learning in the core subjects is critical for scholar success, particularly in the communities we hope to serve. Therefore, SBCCS V scholars will enjoy an extended school day and extended school year, providing more core instructional time over the course of the year than traditional public schools.

Student's Day and Year

Students arrive at CCS schools between 7:20 and 7:50 am. They are greeted by the Dean of Students and then directed to the cafeteria for breakfast. At 7:50 am, the students are escorted upstairs, by their teachers, to start their day of instruction.

As a planned K-8, all scholars receive the same curriculum, with no electives. Core classes include Reading, Writing, Math, Guided Reading, Science, and Social Studies. Non-Core Classes might include Fitness, Art, and Music; However, a Classical Education sees all these subjects as worthy and deserving of “Core” status. Our daily schedule (see excerpt from First Grade) shows evidence of our commitment to provide over 180 minutes of daily literacy instruction and over 100 minutes of daily math instruction.

Also from our experience, after-school supports are an important part of the life of the school – to support struggling scholars, challenge advanced scholars, modify behavior for some scholars, and provide additional engaging activities for those who wish to be involved in activities such as soccer, karate, or dance. Therefore, the first dismissal for students will be at 4:30 pm and for those who are either required or choose to stay, a number of structured supports remain in place until 5:30 pm.

Finally, each month ends with a Community Gathering, during which we honor scholar successes, from displays of virtuous character to high achievement on assessments. All SBCCS V stakeholders are always welcome and invited to these rituals and enjoy these Friday celebrations of school life and success.

Teacher's Day and Year

Teachers’ days typically begin with Stand Up meetings. In each grade, Grade Team Leaders will hold Stand Up meetings at 7:30am. These 15 minutes provide teams with time to discuss operational anomalies such as absences, changed schedules, or testing, but also more lesson-specific discussions such as anticipated scholar difficulties, groupings, and last-minute tips and advice. Coaches and deans circulate among the grades during this time.

Classroom teachers pick up their scholars at about 7:50am, and instruction begins at 8am. Generally teachers teach from 8am to 4:30pm. During that time, teachers receive a 30-minute lunch break, and 2 50-minute preparation periods. Often, however, teachers will pull a small group of their scholars for part of a preparation period. Teachers dismiss their scholars at about 4:15pm, and are able to either leave at 4:30pm, or return into the building to work. On average, our teachers will report to work at 7:15am and leave the building at 4:45pm.

The CCS School Year begins with new staff reporting for Professional Development on the first Wednesday in August. For three days, new staff receive general discussion about the school's history, results, professional expectations, core values, and principles of practice. Starting on the second Monday in August, all staff (new and returning) attend seven days of Professional Development, as discussed above. Scholars report to school on the third Wednesday in August.

During the year, CCS uses a trimester system, with Trimester 1 spanning from mid-August to early December, Trimester 2 spanning from early December to early March, and Trimester 3 spanning from early March to the end of June. All students are dismissed at 1pm on the first Friday of the month. After Trimesters 1 and 2, Report Card Conferences are held during the half days in December and in March. At the end of the year, report cards are mailed home. In the other months, from 1pm to 4:30pm, all staff receive Professional Development as discussed above.

As mentioned above, CCS offers a Summer Learning Academy, which begins on the first Monday in July and lasts for 3 weeks. SLA is either recommended or required for scholars. SLA lasts from 8am to 1pm. New to Classical is an After Summer Learning Academy program, which offers scholars other activities from 1pm to 4:30, as a service to parents who would have difficulty picking up their children after SLA.

III. ORGANIZATIONAL AND FISCAL PLAN

A. Organizational Structure

SBCCS V is led by the CCS Board of Trustees, comprised of 8-13 members, which governs the school and is responsible for ensuring that the school fulfills its mission, is faithful to its charter, and remains financially viable. The Executive Director (ED), supervised and supported by the Board of Trustees, will be ultimately responsible for implementation of the school's mission. The ED will report at least monthly to the Board of Trustees on the state of the school, progress toward each element of the mission statement, and progress toward each goal in the Accountability Plan. The Board of Trustees will evaluate the ED annually, provide detailed and critical feedback regarding his/her performance, and set his/her compensation.

Organizationally, Grade Team Leaders will report to the School Director. Teachers report to their Grade Team Leader. However, the Director of Curriculum and Instruction will observe and provide feedback to Grade Team Leaders and to their teams. This "matrix structure" is well-developed in other industries.

The goal of the Grade Team Leadership program is to provide the school with a more disbursed, collaborative, and ultimately effective means of improving scholar achievement. By providing a select cadre of experienced, mission-aligned teachers with additional leadership opportunities, SBCCS V will develop its faculty and eventually create a "hire from within" culture that reduces the risk associated with administrative turnover. Grade Team Leaders take responsibility for team management and culture-setting; teacher observations; curriculum developing and vetting; meetings with the School Director; and implementation of special school-wide projects. This model is often called the Matrix Organizational Model. It is used in many organizations that execute multiple projects, such as architectural or engineering firms. More relevant is their use in firms where management expertise requirements differ greatly from technical (in our case, pedagogical) expertise, such as hospitals, investment banks, etc.

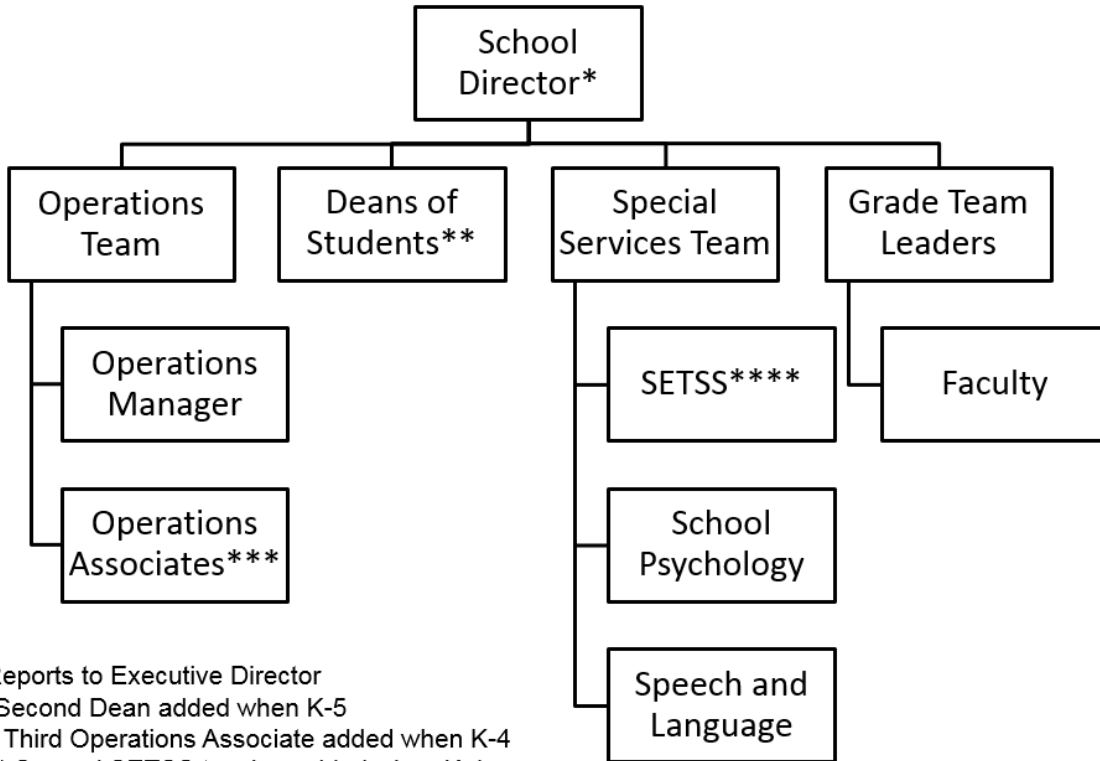
The managerial organizational structure of SBCCS V is similar to most schools and organizations. Teachers report to their Grade Team Leaders who report to the School Leader. This structure optimizes coordination of tasks and operational efficiencies, and is how most businesses and schools are run.

The technical organizational structure of SBCCS V provides experts in several areas of education (Director of Curriculum and Instruction, Instructional Coaches, Mentors, Grade Team Leaders, Outside Consultants, Special Education Coordinators, Speech Pathologists, etc.) to assist teachers in ways that a typical principal is rarely able to navigate. Grade Team Leaders, the Director of Business, Director of Curriculum and Instruction, and Special Education Coordinator will report directly to the School Director.

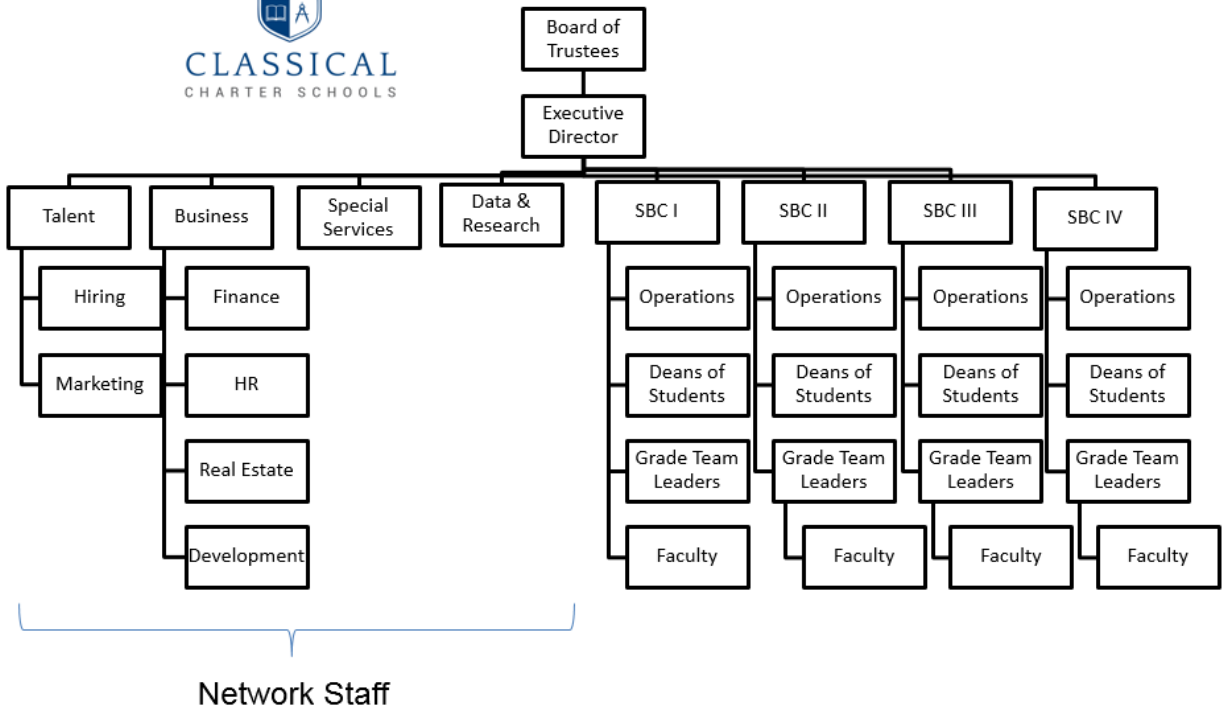
The overall organizational structure allows managers to develop their team and pedagogical experts to focus on delivering the highest level of specific feedback to teachers and staff. While

it is well-known that it is somewhat difficult to graphically depict this type of organizational chart, we believe the charts below most accurately represent this type of model:

South Bronx Classical Charter School V Organizational Structure



- * Reports to Executive Director
- ** Second Dean added when K-5
- *** Third Operations Associate added when K-4
- **** Second SETSS teacher added when K-4



B. Board of Trustees and Governance

Upon receipt of its charter from the Board of Regents, the entity overseeing educational enterprises and activities in the State of New York, confers upon the CCS Board of Trustees the privilege to open SBCCS V. The Board of Trustees will abide by and implement the Oversight Plan.

As mentioned above, SBCCS V will be governed by the CCS Board of Trustees and will be comprised of between 8 and 13 members. The Board will be responsible for delivering the school’s mission, setting school policy and garnering sufficient resources to maintain a viable organization. The Board will include a Chair, Vice Chair, Secretary, and Treasurer. Board members will serve fully renewable, staggered terms of two years to ensure smooth transition of responsibility. The Board will have Executive, Finance/Facilities, Education, and Development Committees. The Board will govern the school and recruit, hire, and evaluate the Executive Director (ED) who will be responsible for managing daily school operations and hiring all staff.

Fully half of the CCS Board of Trustees comprises founding trustees of SBCCS I. The CCS Board of Trustees considers its teaching experience vital to understanding community and educational needs in the South Bronx. Since all are trustees of an existing charter school in the South Bronx, they are uniquely poised to govern the school.

The CCS Board of Trustees has direct teaching experience, with several of its members having taught in the South Bronx. These trustees support the classical education model because they have seen various elements of the model work in their past teaching and educational experiences. As a result, the Trustees have been able to actively participate in the planning and development of CCS and the opening of SBCCS V.

The Board of Trustees was formed with the primary purpose of securing the expertise necessary to design, open, and govern a successful public charter school. Its members have substantial experience in education, law, organizational management and governance, fundraising, finance, real estate, and community advocacy. All members of the Board have demonstrable ties to the South Bronx, to inner-city education, and to academic success for all New York City students.

The Board of Trustees will help support the Executive Director with recruiting professionals that have a demonstrated track record of measurable success with urban students, and a dedication to improving student achievement. We will offer a competitive compensation package and cast a wide net to ensure that we attract the strongest candidates. Recruitment efforts will include outreach through Teach For America, New Leaders for New Schools, local graduate schools of education, career fairs, headhunters, and strategic networking within New York City.

The Board of Trustees is responsible for ensuring that the school fulfills its mission, is faithful to its charter, and remains financially viable. The Board of Trustees hires the Executive Director (ED), who will manage the network's day-to-day operations. The ED, supervised and supported by the Board of Trustees, will be ultimately responsible for implementation of the school's mission. The ED will report at least monthly to the Board of Trustees on the state of the school, progress toward each element of the mission statement, and progress toward the school's objectives. The Board of Trustees will evaluate the ED annually, provide detailed and critical feedback regarding his/her performance, and set his/her compensation.

The ED will hire all staff, in collaboration with the School Director and Director of Talent. The Dean of Students, Instructional Coaches, Operations Manager, and Grade Team Leaders report to the School Director.

The Board of Trustees will also be responsible for setting school policy and garnering sufficient resources to maintain a viable organization. The Board will meet on a monthly basis (typically, the second Tuesday of each month), and will hold all meetings subject to the New York Open Meetings laws. The Board Secretary will draft Board minutes prior to each meeting, which will be at least two hours long and held at rotating locations. The Board will have the following Committees:

Executive: The Executive Committee will be charged with Board member nomination and overall governance. The Committee will have between 4 and 5 members from the Board of Trustees. The Board Chair will chair the Executive Committee. Stephen Baldwin, Kathryn

Heleniak, Ingrid Bateman, and Kevin Murphy are proposed to compose the Executive Committee.

Finance/Facilities: The Finance/Facilities Committee coordinates the board’s financial oversight responsibilities by recommending policy to the board, interpreting it for the staff, and monitoring its implementation. The committee also provides board oversight of the annual budget and the organization’s financial audit. This Committee will oversee facilities acquisition and financing. The committee will have 3 or 4 members from the Board of Trustees. William Higgins, Ingrid Bateman, and Kevin Murphy, are proposed to compose this Committee.

Education: The Education Committee will oversee the educational program and outcomes at the schools in conjunction with the ED, and will analyze the educational outcomes of the school and share these results with the full board on a regular basis. This committee will have between 3 and 4 members from the Board of Trustees. Stephen Baldwin, Kevin Murphy, Kathryn Heleniak, and Ingrid Bateman are proposed to compose this Committee.

Development: The Development Committee leads the board’s participation in resource development and fundraising. The Committee works with the staff to develop and implement the SBCCS Development Plan. The Committee will have between 3 and 4 members from the Board of Trustees. Currently, Ingrid Bateman, William Higgins, Kathryn Heleniak, and James Maher are proposed to compose this Committee.

Proposed Founding Board of Trustees			
Trustee Name	Voting (Y/N?)	Position on the Board	Term Length (yrs)
C. Stephen Baldwin	Y	Chair	2
Kathryn Heleniak	Y	Vice-Chair	2
J. Kevin Murphy	Y	Secretary	2
Ingrid Bateman	Y	Treasurer	2
Larry Hirsch	Y	Trustee	2
Ben Arabia	Y	Trustee	2
James R. Maher, Jr.	Y	Trustee	2
William Higgins	Y	Trustee	2

The trustees have initially decided to maintain the same Executive Committee for the proposed school:

Stephen Baldwin, proposed Board Chair

Mr. Baldwin is a Founding Trustee who has been the Board Chair of CCS since 2006, and has extensive experience in management, law, organizational leadership, and education. Mr. Baldwin served as Executive Director of the Learning Disabilities Association of New York, and has served as Chief of the Population Branch at the United Nations and Assistant Representative with the Ford Foundation. He taught at a South Bronx elementary school for three years.

Kathryn Heleniak, proposed Vice Chair

Ms. Heleniak has been the Vice Chair of SBCCS/CCS since 2008, and has been a professor of Art History at Fordham University since 1987. Ms. Heleniak received her PhD. in Art History from New York University in 1978.

J. Kevin Murphy, proposed Secretary

Mr. Murphy is a Founding Trustee and has been Board Secretary of SBCCS/CCS since 2006. Mr. Murphy has 32 years of experience in financial management (investments, insurance, treasury) and has taught for the past 11 years in a public elementary school in East Harlem.

Bill Higgins, proposed Treasurer

Mr. Higgins is a Founding Trustee of SBCCS/CCS and has been Board Treasurer of SBCCS/CCS since 2015. Mr. Higgins brings a diverse group of skills and experience, including success in real estate development and the creation of strategic partnerships. Mr. Higgins is a highly successful real estate developer, a 20-year veteran of the Navy (served in Operation Desert Storm), a former FBI agent, and a former teacher in the South Bronx.

Larry Hirsch, proposed Trustee

Mr. Hirsch is a Founding Trustee of SBCCS/CCS who contributes a strong background in community engagement and political advocacy to the Board. He presently serves as a Senior CPD Representative at the U.S. Department of Housing and Urban Development and has over ten years' experience in government support for the disadvantaged.

Ben Arabia, proposed Trustee

Mr. Arabia has been a Trustee of SBCCS/CCS since 2016. A graduate of Harvard College, Mr. Arabia is a Managing Director at Maverick Capital.

James Maher, Jr., proposed Trustee

Mr. Maher has been a Trustee of SBCCS/CCS since 2011. Mr. Maher is a Vice President at BlackRock, Inc., where he focuses on Real Estate Acquisition and Finance. Mr. Maher holds a Bachelor's Degree from Brown University and a Master's Degree from NYU in Real Estate Finance and Investment.

Ingrid Bateman, proposed Trustee

Ms. Bateman has been a Trustee of SBCCS/CCS since 2013. A graduate of Dartmouth College and INSEAD, Ms. Bateman has over 10 years of experience in organizational management, venture capital and finance.

The Executive Committee will be responsible for the Board's further professional development. The Board will continue to take advantage of development seminars offered by the New York City Charter School Center. This training will provide an overview of the Board's mandated role and responsibilities, to include governance, self-assessment, and the Board's relationship with management. The Executive Committee will also provide Board members with information on

live, online and videotape seminars addressing Board development and related issues. Board members will be required to attend/observe one such recommended seminar on a continuing bimonthly basis.

The CCS Board is actively seeking to add members to the Board of Trustees who have experience in community development in the South Bronx. The qualities sought in these new members will include (1) substantial experience with successful volunteer groups in the South Bronx, (2) experience with community organizations, (3) commitment to the school mission and energy, (4) fluency in Spanish, and (5) leadership skills. Parents with these qualities will be given preference among potential candidates for Board service. To recruit such Board members, we will continue to work with such community resources as Fordham University, Hostos Community College, and the South Bronx Overall Economic Development Corporation. We will also use the New York City Charter School Center and BoardNetUSA, among others. It should also be noted that the Family Advisory Council, consisting of concerned parents of SBCCS V scholars, will also have monthly interaction with the Board of Trustees, through the Dean of Students acting as liaison.

See Attachment 5b for proposed by-laws and also Attachment 5c for proposed Code of Ethics.

C. Management and Staffing

SBCCS V is led by the CCS Board of Trustees, comprised of 8-13 members, which governs the school and is responsible for ensuring that the school fulfills its mission, is faithful to its charter, and remains financially viable. The Executive Director (ED), supervised and supported by the Board of Trustees, will be ultimately responsible for implementation of the school's mission. The ED will report at least monthly to the Board of Trustees on the state of the school, progress toward each element of the mission statement, and progress toward each goal in the Accountability Plan. The Board of Trustees will evaluate the ED annually, provide detailed and critical feedback regarding his/her performance, and set his/her compensation.

The School Director will begin hiring staff for SBCCS V in January of 2020. Staff will be hired through a mix of teachers and leadership from other CCS locations and from outside hiring, which will commence in March 2020 and is expected to be finalized in May 2020.

Organizationally, Grade Team Leaders will report to the School Director. Teachers report to their Grade Team Leader. However, the Director of Curriculum and Instruction will observe and provide feedback to Grade Team Leaders and to their teams. This "matrix structure" is well-developed in other industries.

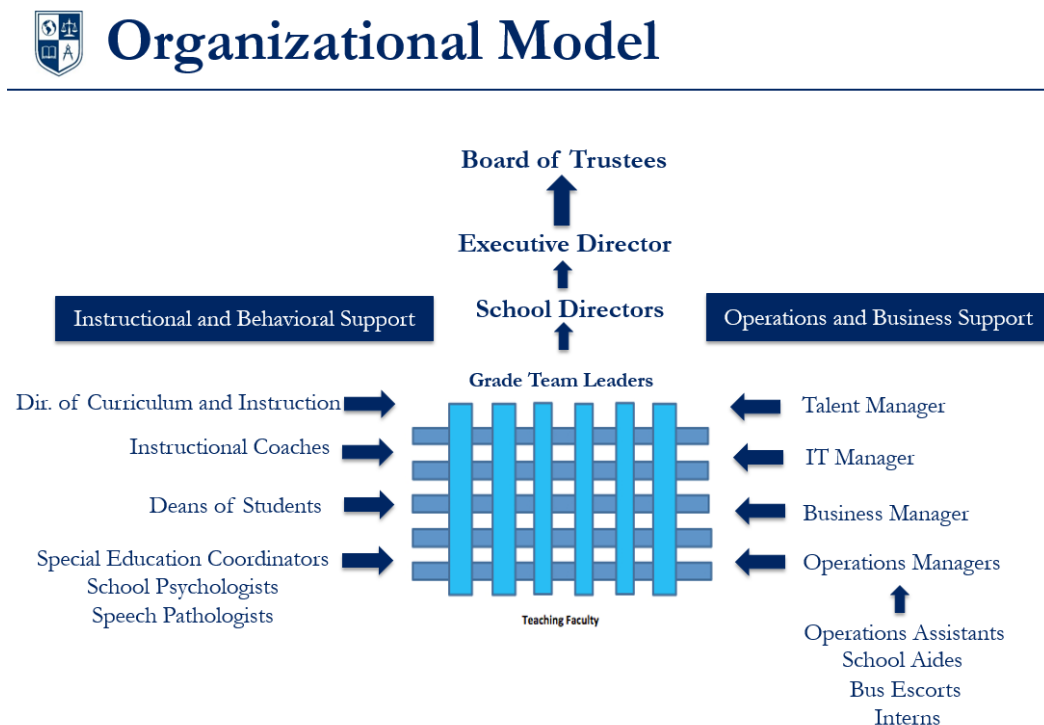
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vetting; meetings with the School Director; and implementation of special school-wide projects. This model is often called the Matrix Organizational Model. It is used in many organizations that execute multiple projects, such as architectural or engineering firms. More relevant is their use in firms where management expertise requirements differ greatly from technical (in our case, pedagogical) expertise, such as hospitals, investment banks, etc.

The managerial organizational structure of SBCCS V is similar to most schools and organizations. Teachers report to their Grade Team Leaders who report to the School Leader. This structure optimizes coordination of tasks and operational efficiencies, and is how most businesses and schools are run.

The technical organizational structure of SBCCS V provides experts in several areas of education (Director of Curriculum and Instruction, Instructional Coaches, Mentors, Grade Team Leaders, Outside Consultants, Special Education Coordinators, Speech Pathologists, etc.) to assist teachers in ways that a typical principal is rarely able to navigate. Grade Team Leaders, the Director of Business, Director of Curriculum and Instruction, and Special Education Coordinator will report directly to the School Director.

The overall organizational structure allows managers to develop their team and pedagogical experts to focus on delivering the highest level of specific feedback to teachers and staff. While it is well-known that it is somewhat difficult to graphically depict this type of organizational chart, we believe the chart below most accurately represents this type of model:



Other Senior Administrative Roles and Responsibilities

The **School Director** will report to the Executive Director and will be the highest level full-time administrator at the school. The Dean of Students, Operations Manager, and Grade Team Leaders report to the School Director. The School Director's responsibilities involve the general oversight and operations of the individual school site.

The **Director of Curriculum and Instruction** is charged with curricular development and implementation and professional developing all teaching staff. This includes curricular management, teacher observations, and professional development of teaching staff.

The **Dean of Students** focuses on four core aspects of the school: enforcing our Code of Conduct, meeting with and supporting the Family Advisory Council, teaching Character Education, and managing our Community Gatherings.

The **Director of Business** manages all non-pedagogical aspects of SBCCS V. This includes the financial management, human resources, and legal compliance.

The **Director of Talent** manages all recruitment and staff retention aspects of SBCCS V. This includes the hiring, retaining, and strategic planning of staff growth.

The **Operations Manager** manages all day-to-day operations of the school.

The **Special Education and MLL/ELL Coordinators** are charged with coordinating and monitoring the related services for scholars with IEPs and MLL/ELL scholars. This includes daily small group instruction, write and implement standards-driven IEPs, and service on the school-based Scholar Support Team.

The **Director of Special Services** is charged with managing the Special Services Team at Classical Charter Schools. This includes lead development, implementation, and evaluation of all special services across network; supervising special education teachers, coordinators, psychologists, and speech & language pathologist; and facilitating the Special Service Team meetings and referral process.

Staffing Plan

If chartered, SBCCS V will approximately triple in size when it achieves full enrollment. This growth will put an inevitable strain on hiring requirements; Therefore, we have developed a staffing plan that outlines our staffing needs with respect to our educational program. In the past, we have worked directly with Teach For America for most of our teacher placements. Over the past 10 years, we have witnessed a decline in applicants from Teach For America, so CCS transitioned from Teach For America and created our own teaching fellowship program in 2014-15, ClassiCorps. Under this fellowship, new teachers make the starting salary as a DOE teacher and CCS pays for their graduate program, certification fees, and other related cost. The goal of this program is to bring in mission-aligned people and develop them into our high performing teachers and leaders. Since 2014-15, this program has grown from 4 to 60 fellows and majority of all future hires will be under this program.

To recruit staff for this program, the Talent Department post on college job boards across the country, visit key job fairs, and partner with placement agency to increase the number of applicants for the fellowship.

The Special Services Team (SST) at Classical Charter Schools consists of a Special Education Coordinator, MLL/ELL Coordinator, SETSS teacher, School Psychologist, and Speech/Language Pathologist. In addition, starting in 2016, approximately 25% of our classroom teachers study to receive Special Education certification as part of the ClassiCorps program. Occupational Therapy and Physical Therapy will be provided by third party providers.

In its annual budget, CCS has reaffirmed its commitment to maximizing the learning potential of its special education students and English language learners. While the budget conservatively estimates that CCS will receive approximately \$10,000 per special education student, historically CCS has spent significantly more than that in salaries, compensation, and materials. To address the potential difficulties for English language learners, the CCS instructional model prioritizes the lowest-performing scholars in each grade. Often this group has a proportionally higher number of English language learners and special education students. Our at-risk program uses a methodology similar to RTI to provide support to scholars across all grades. Our At-Risk Learning Specialists are trained in working with English language learners, students with dyslexia, and students with learning disabilities.

The Talent team at Classical Charter Schools currently consists of a Director of Talent, a Talent Manager, and three Talent Associates. All Talent Associates spend several hours per week in classrooms. In our opinion, this is critical to ensure that we hire teachers who are most qualified and who best fit our culture. At our historical staff attrition rate (approximately 25%-30%), at the end of our charter term we will need to hire approximately 10-12 teachers per year. As we reach our terminal grade, we will need to hire 15-18 teachers per year. As our ClassiCorps program continues to grow in popularity (from 4 ClassiCorps in 2014 to 47 in 2018; now a 4% acceptance rate), it will continue to get easier to find excellent new staff. In addition, our current staff has hired as many as 50 new staff in a single year, so we are confident that we can sustainably hire great staff.

From our marketing to hiring to promotion or termination, CCS uses student assessment data (in the form of State tests, interim assessments, unit tests, running records, and performance tasks) to drive all decisions. Our results are often used in our marketing campaigns to assure that potential applicants understand the primary priority we place on student learning. Teachers, grade team leaders, instructional coaches, and school directors are assessed using these same data. We have trackers that allocate each student to each of these staff members, and use both average and “on grade level” calculation to assess the performance of each adult. These trackers are given to grade team leaders, coaches, and school directors within 24 hours of the completion of any assessment. Given the number of assessments, staff receive student data approximately weekly. While we understand that senior teachers may perform better than newer teachers, rather than accepting this, we provide the newer teachers with more coaching.

Compensation Plan

The core guiding principle guiding compensation at SBCCS V shall be *meritorious performance of duties*. Merit shall be defined as the collective professional judgments of administration based on data-based measures of teaching effectiveness and professional contribution to the school. Regular and rigorous evaluations of merit shall be the primary determinant of the allocation of salaries.

In order to remain competitive, salary and general compensation levels must remain competitive with those of peer institutions of comparable standards. Because the school is in a non-union organization in an industry that is heavily-unionized, we will endeavor to pay staff, particularly teachers, significantly more than they would be paid if they were employed in a traditional public school and were party to a Collective Bargaining Agreement. The average teacher at CCS is 27 years old and has a salary of \$64,000.

SBCCS V seeks to improve scholar achievement beyond that of traditional public schools. As a mission-driven organization, teachers are held to higher standards and expectations.

Consequently, we will pay our teachers a salary significantly higher than its analogue in the public schools. However, teacher pay is ultimately based on merit. First year teachers are not paid significantly more than first year teachers at public schools; however, high-performing teachers are given significant raises that over time aggregate to a far larger salary than their public school peers.

To set salaries, the School Director ultimately decides on the level based on the range provided by the Executive Director. We believe that this range will be above the average in the charter school industry but allows for significant growth based on merit. The School Director, DCI, Instructional Coaches, and Executive Director discuss and set the salaries based on performance and the salaries of other staff members with comparable job descriptions and responsibilities.

The Board of Trustees determines the salary for the Executive Director. Any such decisions will be captured in the Board meeting minutes. Any changes to a staff member's salary will be approved by the Executive Director in writing or electronically and documented via a new contract. A copy of the new contract will be maintained in the employee file.

See below for our proposed staffing chart.

Proposed Staffing Chart						
Positions	Avg. Starting Salary	FTE				
		Year 1	Year 2	Year 3	Year 4	Year 5
School Director	\$105,000	1	1	1	1	1
Dean of Students	\$80,000	1	1	1	1	1
Instructional Coach	\$85,000	1	1	1	1	2
Operations Manager	\$75,000	1	1	1	1	1
Operations Assistant	\$50,000	1	1	2	2	2

Special Education Coordinator	\$75,000	1	1	1	1	1
SETSS Teacher	\$55,000	1	1	1	2	2
At-Risk Learning Specialist	\$65,000	1	1	1	1	1
Classroom Teachers	\$54,000	10	14	18	22	25
Specials Teachers	\$54,000	3	3	3	3	3
Speech and Language Pathologist	\$70,000	1	1	1	1	1
School Psychologist	\$75,000	1	1	1	1	1

C1. Charter Management Organization/Networked Schools

We **do not intend to contract** with a charter management organization in the near future. However, if the process were to occur, the school would request that the authorizer amend the charter to incorporate such a plan.

C2. Partner Organization

SBCCS V will partner with CCS and all related schools and therefore will receive benefits from CCS to further all schools’ missions. Such affiliation will be to allow both schools to benefit from certain economies of scale and collective benefits. For example, it is envisioned that certain tasks and projects can be centralized, such as professional development of staff, data collection, bookkeeping, and curriculum.

This partnership will exist as long as SBCCS V operates. At the beginning of each year, an allocation will be determined, based on scholars, to be used to bill any shared salaries or expense from CCS to SBCCS V.

With the partnership of CCS, this will ensure SBCCS V a successful future as it grows.

D. Staff Supervision and Development

Since organizational capacity is a critical component of our school design, support of teachers upon entry into the school and throughout their tenure while at the school is key to our scholars’ success. It is our hope that through our professional development, our teachers become grade team leaders, coaches, and administrators. We believe that the professional development outlined below is state of the art and will foster a level of professionalism throughout the school that will keep teacher attrition rates to a reasonable level.

As a growing school, setting professional development priorities in year one is of critical importance. During the first and second years of operation, setting a school-wide culture of success will be a top priority. As aligned with our educational philosophy and the core elements of our school design, our first-year professional development goals to ensure

- the growth of a disciplined, achievement-oriented school culture; and
- that all staff successfully implement a clear and sequential high-level direct instruction, including the implementation of structured immersion to effectively teach language acquisition for MLL/ELL scholars.

Frequency

Professional development will be a very large and very important investment at SBCCS V. Four types of Professional Development will be provided for its teaching staff: annual orientation, weekly grade meetings, monthly school-wide meetings, and ongoing individual observations. In aggregate, SBCCS V teachers will receive over 100 hours of Professional Development per year.

Annual Orientation

SBCCS V will conduct three weeks of summer professional development seminars for its teachers. The subjects of these seminars are outlined below:

Week 1	Week 2	Week 3
Mission/vision –How we can achieve our mission	English language learner instruction	Accountability and outcomes
School culture – Rules, routines, practices, and procedures	Special Education instruction	Discipline policies
Classroom Environment – Rules, configuration, and procedures	High-level direct-instruction	Curriculum
School-wide policies	Data and Assessments	“Dress Rehearsal”

Weekly Grade Team Meetings

It is critical that teachers regularly share scholars’ academic progress, as well as contribute to further curriculum development and maintain consistent approaches to building school culture and scholar discipline. Each week, grade teams will meet for a one-hour professional development session to ensure that team members formally review scholar progress and school life. These meetings are run by the grade team leaders, with other administrators typically present. Examples of meeting topics include: behavior management, assessments, progress reports, report cards, unit planning, lesson planning, mutual observation, meeting with the grade higher or grade lower, etc. Occasionally, disciplinary seminars may be conducted during these weekly meetings. Annually, at least two grade team meetings will be with grade teams immediately below and above their grade. For example, in September and in June, third grade teachers might meet with second grade teachers. Topics will include discussions of curriculum mastery and most effective individual scholar modes of instruction and management.

Monthly School-wide Meetings

It is critical that the entire school staff meet regularly to ensure a cohesive school culture and strong academic program throughout the building. Monthly meetings will be dedicated to a specific topic. Each meeting will take place on the first Friday of the month from 1:15 to 4:30. On these days, scholars will be dismissed early. Topics to be covered include the following:

Session	Topic	Date
1	Developing your Classroom Culture	September 4, 2020
2	English language learners	October 2, 2020
3	School Visits	November 6, 2020
4	Progress Reports/Report Cards	December 4, 2020
5	Curriculum Development/Standards	January 8, 2021
6	Engagement	February 5, 2021
7	Assessment/Standards	March 5, 2021
8	Scholar Work	April 9, 2021
9	Curricular Reflection	May 7, 2021

Since much of our school design is based on the best practices in a number of schools, it is critical that as we grow our staff we remain focused on continuing our learning as the school develops. Please note, therefore, that all SBCCS V staff will visit high-performing urban charter schools at least two times during the course of the school year, always with the goal of improving our own practice and thus raising the quality of the education we provide and the consequent success of our scholars.

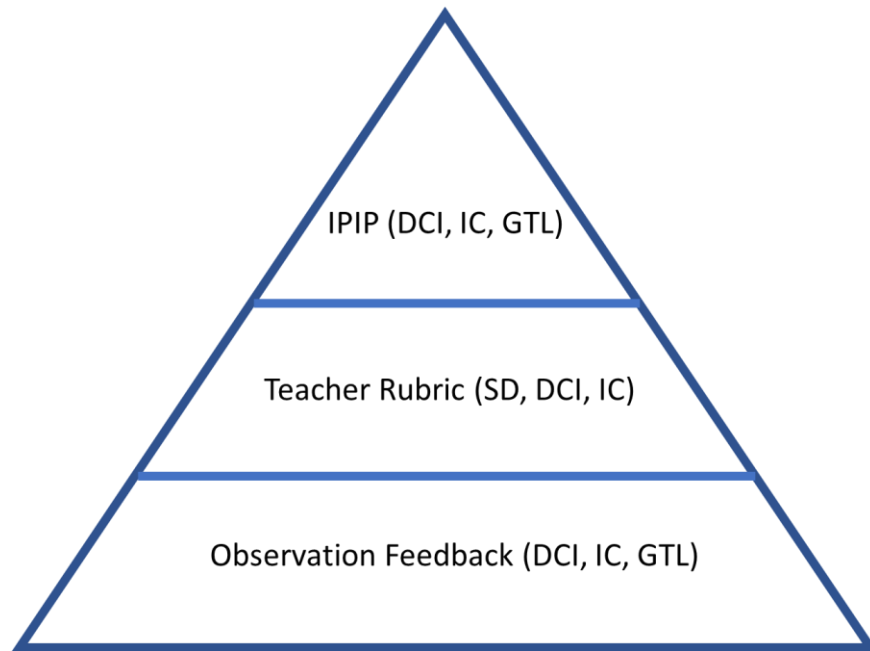
Individual Sessions

One of the strongest elements of authentic professional development is the critical and ongoing feedback teachers receive on their instructional practice. The Director of Curriculum and Instruction or Instructional Coach will observe classrooms and provide both informal and formal feedback and support to teachers on a daily basis. Professional development will be reinforced by providing ongoing informal feedback as well as regularly scheduled formal feedback.

Teachers will also have individual sessions to review scholar performance on internal assessments, to ensure that all resources are in place for scholars as cohort groups and as individuals. Lastly, teachers will be required to establish their own professional development goals and to review those goals periodically with the School Director and/or the Director of Curriculum and Instruction, who may then institute formal plans to address issues raised through a variety of means, including peer coaching, lesson observation, and mentoring.

Tiers

Consistent with its mission to create “liberated scholars of impeccable character who achieve proficiency in and advanced mastery of New York State Performance Standards,” South Bronx Classical provides three tiers of teacher feedback: Observation Feedback, the Teacher Rubric, and the Individual Professional Improvement Plan (IPIP).



I. Observation Feedback

Observation feedback is given to all teachers by the Instructional Coaches and Grade Team Leaders on a weekly basis. Grade Team Leaders are given observational coaching by the Director of Curriculum and Instruction and any outside consultants at least monthly.

II. Teacher Rubric Grading Rationale

The Teacher Rubric is a professional development tool to assess teacher performance across a range of specific required responsibilities and characteristics, using substantive feedback from the Director of Curriculum and Instruction and Grade Team Leaders, used to target specific growth areas, rather than a direct indicator of a teacher’s professional abilities. This rubric will be utilized twice a year, in early December (roughly day 65) and late April (roughly day 140). To ensure statistical validity, the Teacher Rubric requires a minimum of five (5) written forms of teacher feedback.

Score and Rubric Score Descriptors	
4	Mastery; fully internalizes the skill. Can provide high-quality professional development
3	Proficient; if all teachers exhibited that level of ability, the school would just achieve its mission
2	Needs Improvement; the characteristic should be addressed
1	Urgent Need of Immediate Improvement Required

Rubric Categories

Modeled heavily after Kim Marshall’s rubric, our Teacher Rubric has five (5) categories with between 3 and 11 sub-categories each. Please note, however, that the rubric continues to evolve as we connect results from such rubrics to actual scholar achievement.

Professional Responsibilities	Curriculum	Classroom Management	Execution	Culture of Analysis
<ul style="list-style-type: none"> • Attendance • Language • Reliability • Dress • Professionalism • Collaborative Leadership • Growth • Parental Expectations • Homework • Responsive Outreach • Urgency 	<ul style="list-style-type: none"> • Lessons • Materials • Assessments 	<ul style="list-style-type: none"> • Expectations • Culture • Routines • Efficiency • Prevention • Incentive • Environment 	<ul style="list-style-type: none"> • Expectations • Connections • Clarity • Tactics • Engagement • Differentiation • Checking for Understanding • Application 	<ul style="list-style-type: none"> • Scholar Feedback • Tracker Design and Data Entry • Data Analysis • Accountability • Curricular Reflection

III. Individual Professional Improvement Plans (IPIP)

Regardless of their score on the Teacher Rubric, all teachers will produce mission-aligned and historically consistent IPIPs with SMART goals as the key component, which are developed after a meeting with the Director of Curriculum and Instruction and Grade Team Leader regarding the Teacher Rubric. Constant improvement requires meticulous data-driven analysis, laser focus on our mission, brutal hard work, and a deep internal reflection on one’s performance.

Rubric and IPIP Timeline

Teachers receive their rubric in December and in April. By the end of March, the Instructional Coaches and the Director of Curriculum and Instruction will collaborate to complete all rubrics. In early April, the Director of Curriculum and Instruction meets with the respective Grade Team Leaders for additional input in certain categories. Shortly thereafter, the Director of Curriculum and Instruction and respective Grade Team Leaders will meet with the members of their teams.

Assessment of Professional Development

SBCCS V will seek to continually improve the professional development of all its staff. To achieve this, we will distribute surveys after each session, seeking feedback and constructive criticism. Additionally, a school-wide survey is given to all staff twice-annually, which includes a section on professional development. This is similar to the process used to great effect by other CCS schools.

E. Evaluation

Evaluation of Governance

In order to most effectively communicate the Board’s expectation of the Executive Director’s goals and ultimately assess the achievement of those goals, a formal Job Description and annual

Work Plan was collaboratively established by which the Executive Director will be evaluated during the Annual Meeting with the Board of Trustees.

The annual Work Plan provides monthly goals of execution of tasks throughout the year. These goals comprise all aspects of the school, including scholar achievement, fiscal accountability and audit, hiring and human capital, communication, and community events.

At each Board of Trustees meeting, held monthly, the Executive Director will report progress and achievement of these goals. In addition, at each monthly Board of Trustees meeting, the Executive Director will report any new initiatives that the school is considering, and issues that the school has encountered. This process has proven to work well at CCS schools and reflects a useful balance of governance and management.

In addition to the board meetings, trustees are selected for various committees as noted above. In these committees, deeper analyses of the school can occur. Typically, these meetings will focus on a single topic; for example, the Education Committee and Executive Director might analyze the correlation between reading levels and practice state test results; or the Finance Committee might review the school's balance sheet to those of other schools to compare fiscal strength. As another example, the Executive Committee may want an in-depth look into the Executive Director's proposed Strategic Initiatives for the next year, with a closer analysis of how such initiatives promote leadership development within the school. These reviews of the Executive Director impact the Board's evaluation of both the Executive Director and the school generally.

The Board of Trustees will be evaluated by the Executive Committee, which meets formally each year in a special session. Here the Executive Committee meets to review each trustee, using data such as attendance, financial contributions, involvement in the school, frequency of in-session school visits, and subjective discussions about cultural fit and urgency. The Board Chair will from time to time request input from the Executive Director regarding each trustee.

As part of the role, the Board Chair is expected to also visit the school at least monthly, to survey the school's operations and to meet informally with the Executive Director, to evaluate the school, the Executive Director, and to discuss communications between the trustees and the school.

Importantly, prior to all hiring, all staff at SBCCS V will be provided with both related policies and specific job descriptions, to ensure that all staff know both the 'why' of each task and the 'how' of each policy.

Evaluation of Administration

On a weekly basis, the School Director will meet with the Director of Business, Operations Manager, Director of Curriculum and Instruction, Instructional Coaches, and Dean of Students where the status of approved strategic initiatives is reported by the respective project leader.

After the Strategic portion of the meeting, a discussion about the week ensues, with a review of task completion, events, concerns, and schedules. This process should take a total of 30 minutes.

During this process, the School Director is able to observe and evaluate the execution and quality of work of the Director of Curriculum and Instruction, the Director of Business, the Operations Manager, and the Dean of Students.

Grade Team Leaders

All grade teams hold daily Stand Up meetings and weekly data meetings. The Grade Team Leader runs these meetings; however, the ED, SD, DCI, ICs, and other interested parties may attend. The Grade Team Leader is charged with agenda development. Typically, the agendas are divided into the following areas:

- Review of Previous Meeting
- Curriculum and Execution
- Data and Assessments
- Behavior
- Weekly Task List and Brainstorming.

The grade team, School Director, Director of Curriculum and Instruction, and Instructional Coaches receive copies of all agenda items (and related data) prior to each data meeting. The scope of data meetings is to evaluate scholar performance to inform instructional and curricular decisions and to evaluate the efficacy of teacher instruction. The School Director and DCI use the distributed data to decide the level of intervention and oversight over each grade team.

Teacher Evaluation

Evaluating teachers is a complex process, involving many variables. While the Founding Team of SBCCS V prides itself on the sophistication of its data analytics, it does not believe any one universal formula will fully encapsulate all the variables and factors that go into teacher evaluation. Instead, SBCCS V will evaluate teachers based on many of factors, including:

- Scholar achievement
 - Based on scholar growth in standardized test scores
 - Importantly, scholar growth is based on both average growth and proportion of scholars at or above grade level
 - Reading Levels and reading growth
- Teacher Rubric score (as described below)
- Special contributions
 - Curricular planning
 - Special expertise

Use of Family and Scholar Satisfaction Data to Evaluate the School

Each year, families of SBCCS V scholars receive a confidential Learning Environment Survey from the New York City Department of Education. In this process, families and teachers (and

scholars in 6th grade or higher) can voice their opinions about the school, from satisfaction with the school's safety record to trust in the school's leadership. These data are publicized by the Department of Education, on their website, and inform the city's Quality Report that it publicizes and rates the school from a Poor to an Excellent.

Operational Effectiveness and Fiscal Soundness

Studies repeatedly find that charter schools fail most often because, and school leaders most worry about, operational disorganization and financial mismanagement. SBCCS V will pride itself on describing its business and operations as the bedrock of the educational program.

SBCCS V is ultimately a business, and strong operational and financial management will ensure that the school can deliver on its objectives for many years to come. The proposed Executive Director, School Director, and Director of Business have over 50 years of experience in finance, school leadership, and school operations.

The Operations of SBCCS V will be managed by the Operations Manager. The Operations Manager and Operations Assistants will be high-performing and mission-aligned positions that will ensure that the school's general choreography is seamless. The Executive Director and School Director will set specific operational goals each year. The Operations Manager and Operations Assistant will be evaluated based on the achievement towards those goals.

The Business (accounting, finance, development and human resources) aspects of SBCCS V will be managed by the Director of Business. Because the school will not have many employees, or a significant amount of bookkeeping, the Director of Business will do much of those tasks. SBCCS V will use Charter School Business Management (CSBM) for its bookkeeping and accounting oversight, doing monthly bank reconciliations. The Executive Director and School Director will set specific goals for the business aspects of the school. Metrics will be used to assess achievement toward those goals.

F. Facilities

SBCCS V is expected to be sited in the South Bronx and, should a charter be granted, will be educating scholars starting in August 2020. As with the vast majority of charter schools, we expect to occupy in private space. We will be subject to NYC zoning, land use, and building regulations for non-public schools. We are allowed by zoning to occupy a facility in a residential area subject to certain restrictions. We would like to have an "all-purpose room" that would serve as a gymnasium, cafeteria, and auditorium.

CCS is currently constructing the permanent space for SBCCS IV, and SBCCS V will incubate in that space in 2020-2021 and 2021-2022, during which time CCS will build a permanent space for SBCCS V to open in either 2021 or 2022 depending on construction speed.

Because of the steep ramp-up of students (about 300% in three years), to minimize paying for unused space, we will be using SBCCS IV permanent facility as an incubation space for the first 2 years. We expect to spend 30% of our total budget on facilities cost. Ideally, we would own a

building, but as with most schools, we expect to enter into a long-term lease agreement. SBCCS V will apply for rental assistance from the New York State Education Department.

Private Transaction

Most surveys show space in the hub of the South Bronx costing \$21 a square foot in 2010; however, we estimate that we should expect to pay \$35-40 per square foot. We are, however, looking into purchasing a building as a strategic real estate investment to ensure a stable, long-term commitment to the community. In addition, we are examining ways in which the Federal, State, and City governments may offer financial incentives for investment in the area. Two of our board members are real estate developers and are currently analyzing these possibilities.

As noted above, we have researched several private options and are developing a portfolio of potential buildings that are of both the location and design that are appropriate for SBCCS V’s mission.

Cost Estimates

Using an assumption of 85 total square feet per enrolled student, SBCCS V will require about 10,000 square feet our first year. Upon full enrollment, SBCCS V will need about 40,000 square feet in total. See table below.

The school anticipates enrolling 124 students in its first year and 186 in its second. The number of floors will depend on the specific building arrangement, but ideally each floor would hold 2 or 3 grades. Average class size will range from approximately 23-25 students in Kindergarten to 18-22 students in fifth grade. The table below summarizes our enrollment and facility’s needs. Please note that we will also be building an “all-purpose room” that can serve as a gymnasium, cafeteria, and auditorium. We expect our classrooms to be approximately 700 to 900 square feet.

Year	Academic Year	Grades	Total Enrollment	Total Classrooms*	Total Facilities**	Facilities Cost (\$)^^
1	2020-2021	K - 1	120	8	10,200	306,000
2	2021-2022	K - 2	210	12	15,045	451,350
3	2022-2023	K - 3	285	15	19,635	589,050
4	2023-2024	K - 4	360	18	23,970	719,100
5	2024-2025	K - 5	435	20	28,050	841,500
6	2025-2026	K - 6	510	22	31,960	958,800
7	2026-2027	K - 7	585	24	34,850	1,045,500
8	2027-2028	K - 8^	660	26	38,420	1,152,600

* Including 3 non-core classrooms for Science, History, and tutoring.

** In square feet, assuming 85 square feet per student.

^ Full Enrollment.

^^ Assuming \$30 per square foot.

See below for our minimum facilities requirement:

	Year 1	Year 2	Year 3	Year 4	Year 5
General Education Classrooms	8 (750 sqft)	12	15	18	20
Special Education Classrooms	2 (120 sqft)	2	2	2	2
Counseling/Guidance Offices	1 (120 sqft)	1	1	1	1
Administrative Offices	7 (120 sqft)	7	7	7	7
Cafeteria	1 (3400 sqft)	1	1	1	1
Gymnasium	1 (5000 sqft)	1	1	1	1
Auditorium	N/A	N/A	N/A	N/A	N/A
Conference Rooms	2 (200 sqft)	2	2	2	2
Copy Rooms	3 (100 sqft)	3	3	3	3
Medical Suite	1 (350 sqft)	1	1	1	1
Storage	8 (80 sqft)	8	8	8	8

G. Insurance

CCS has partnered with Austin & Co. to provide the various insurance policies that our schools need each year. Before the start of each year, CCS with the assistance of CSBM, our auditors, and Austin and Company reviews the current policy coverages and makes the decision for any increases. Before the policies are renewed, the Board of Trustee review and approve the proposed policies. When SBCCS V is chartered, this school location will be added to CCS's policy and have access to the following insurance coverage:

Coverage Type	Coverage
Property Insurance	\$1,700,000
Business Income	2,250,000
Crime	300,000
Automobile	1,000,000
Excess Crime	1,500,000
Directors & Officers	1,000,000
General Liability	1,000,000
Umbrella Liability	30,000,000
Excess Educators Liability	30,000,000
Excess Fiduciary Liability	3,000,000
Student Accident	50,000
Catastrophic Accident	1,000,000
Workman's Compensation	Unlimited

The cost of insurance is budgeted in our proposed budget and is based on the historical insurance cost that SBCCS III occurred while operating in private space. Since CCS has a network policy, SBCCS V's portion of the insurance is based on the size of their student population. This combined network coverage helps provide a higher coverage and lower cost to the school.

H. Non-Academic Operations

a. Health Programs

SBCCS V will comply with all health services requirements applicable to public schools, including Education Law §§ 901-914 and §136.2(d)(2) of the Commissioner's Regulations. To the extent possible, SBCCS V will provide on-site health care services similar to those services available to children attending all New York City public schools in the related district, including a part-time nurse, who is funded in the budget to supplement the level of health services mandated to be provided in accordance with §2853(4)(a) and §912 of the Education Law.

School staff will work with the Department of Health, the host district, and other appropriate authorities to provide these services. Health services will include

- physical examinations upon enrollment;
- annual vision screening testing for all new scholars. Per §905 of New York Education Law, the components of vision testing shall include distance acuity, color perception, and near vision;
- annual scoliosis (spinal) screening test for all scholars ages 8 through 16;
- maintenance of cumulative health records;
- emergency care of ill or injured scholars;
- compliance with and enforcement of mandatory immunization requirements; and
- on site automated external defibrillator (AED) equipment to ensure ready and appropriate access for use during emergencies and SBCCS V shall ensure that at least two (2) staff members are trained in the operation and use of such equipment for use in the school and at any school-sponsored events at other locations.

Maintenance and Storage of Cumulative Health Records

SBCCS V will store all health records for enrolled scholars. Cumulative scholar health records shall be held until the scholar is 27 years old. Immunization records will be held 10 years after the immunizations were administered.

Immunization Requirements

New York State law currently requires that each student entering its public schools have a Certificate of Immunization at the time of registration or not later than the first day of school. A review of student immunizations requirements and the proper supporting documents shall be completed for all new scholars. New York State immunization requirements include

- Diphtheria [Toxoid Containing Vaccine (DTP, DtaP) 3 doses];
- Polio [(IPV)(OPV3 OPV or 4 IPV];
- Measles/Mumps/Rubella [(MMR) 2 doses of measles containing vaccine and 1 dose each of mumps and rubella (preferably as MMR)];
- Hepatitis B;
- Varicella – 1 dose.

Before a child can be permitted to attend school, the family must present documentation that their child has received all required doses of vaccines or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Parents may waive immunization in accordance with Public Health Law and exceptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the

student's parent or guardian holds genuine and sincere beliefs, which may include religious beliefs, contrary to such immunization [see § 2164 (8) and (9) of the Public Health Law].

Medications

If a scholar requires medication during school hours, the distribution of the medications will be supervised by the Operations Manager or Nurse under the following guidelines:

- Prescription medications must be supplied in the original pharmacy container.
- The container must be identified with the following information: Name, Name of Medication, Doctor's Name and Phone Number, Pharmacy and Phone Number.
- Parents/guardians must sign the appropriate administration forms.
- Non-prescription medications must also be supplied in the original container and must be accompanied by written instructions from a physician and consent from parent/guardian

The Operations Manager will be the primary person designated person and authorized to administer medication in the absence of the school nurse. The Dean of Students will be the back-up person(s) to the Operations Manager. All medication must be placed in a locked box in the Main Office. In order to administer any prescribed medication to a scholar, there must be a doctor's note on file, allowing the scholar to self-medicate. All over the counter medications require a note signed by the parent with directions. Furthermore, a log will be kept on file that indicates the following: Name, Name of Medication, Date, Time, and Who Dispensed Medication.

Scholars are responsible for going to the Nurse's Office or Main Office to receive their medications at the appropriate time. Scholars are not allowed to have medications in their possession or in their lockers. This includes any over-the-counter medications.

b. Food Services

SBCCS V will offer breakfast, lunches, and snacks in compliance with all requirements of the National School Lunch Program served in a manner consistent with State and Federal guidelines.

About 85% students in schools in the South Bronx are eligible for Free or Reduced Lunch, as administered by the United States Department of Agriculture. Thus, under the Provision II program of the National School Lunch and Breakfast Program, SBCCS V plans to provide free meals to all scholars, regardless of the ability to pay. To comply with the program, the school will retain all records and create a database with scholar data, meal nutritional compliance, and all meal pricing.

While the school intends to have its own cafeteria, if the building does not have such facilities, the school will arrange for all food to be prepared off-site and delivered to scholars in the classroom. SBCCS V may hire an independent food service provider or the New York City Department of Education to prepare the food and deliver it appropriately.

c. Transportation Services

Scholars at SBCCS V will be offered transportation services as required under §2853 (4) (b) and §3635 of the Education Law. All transportation services will be received through the Office of Pupil Transportation division of the New York City Department of Education. Parents of scholars ineligible for transportation by their school district are responsible for transporting their children and will be notified of such.

For those times where SBCCS V would require transportation services when the surrounding district does not require them, SBCCS V may seek to purchase those services from the New York City Department of Education pursuant to §2853(4)(b) of the Education Law. Were we unable to make such arrangements, we would pursue other Bronx-based third-party transportation companies such as Pioneer Transportation to ensure that we will be able to provide transportation services.

SBCCS V will provide special transportation and accommodations that are included in a student's IEP or 504 plan.

d. Other Non-Academic Operations

SBCCS V's Operations Manager will be charged with ensuring the maintenance and cleanliness of the school's facility through selecting and contracting with a custodial agency, coordinating with the building's owner for minor repairs, and through securing third-party contractors for more significant building needs.

The Operations Manager, and his/her team will be responsible for all student information, record-keeping, operational compliance and reporting, and will utilize Jupiter (our student information system) and SharePoint (our cloud-based file storage system) for records management. The Information Technology Manager will be charged with supporting the facility with all technology needs, including entry and exit security and will contract with an external Information Technology firm to support our technology infrastructure needs.

I. Family and Community Involvement

Family Involvement

SBCCS V believes family involvement is critical. The experiences of CCS schools have demonstrated that getting parents on board with the school's mission creates a uniform and aligned message that reinforce our academic goals. To that end, the school will establish a Family Advisory Council ("FAC"), as noted above, which will create a formal connection between the school administration, teachers, and families. The FAC hosts many events directly critical to scholar achievement. For example, when a scholar repeatedly fails to do his homework, the FAC invites the parent to the FAC Homework Help event to discuss ways to create a positive work environment at home and to reinforce the importance of homework completion.

Community Involvement

SBCCS V is designed to serve Bronx families who face great academic challenges, as evidenced by low test scores. Working together, the school and community can accelerate learning and increase educational success for its citizens. We have already developed relationships and support from a number of key political, business and community leaders.

Just like other CCS schools, SBCCS V will cultivate community support from political, business and educational professionals, as well as from families and other local stakeholders. For instance, the school has already contacted local religious leaders, Head Start programs, and preschools to aid in recruitment.

The Founding Board fully recognizes the importance of community support to its success. Our efforts for community outreach have included dozens of meetings and discussions with parents, religious leaders, politicians, community activists and educational institutions. Overall, unlike many charter schools' experience, the community response has been extremely positive. Many of the elected officials we have listed above, in addition to writing letters of support, have offered their assistance once a charter is granted. They articulated the need for high-performing schools such as SBCCS V and especially welcomed the plan to enroll children in the very first years of schooling. Lastly, we have developed close ties with Fordham University, through our Board of Trustees, which has indicated willingness to be actively involved in SBCCS V once it has a charter.

CCS has always enjoyed and appreciated (and admired) the selfless work of the local elected officials and community leaders. They are much more interested in improving their communities than garnering political favor. For example, former long-time Councilmember Maria del Carmen Arroyo has been our lottery picker, generous grantor of funds, and overall adviser since our beginning.

Building on this type of support, if chartered we intend to engage all established community contacts listed in this application, meeting with supporting elected officials, religious leaders, churches, and local community groups to deepen community ties and foster parental interest and knowledge of our school model.

In order to keep community stakeholders fully apprised of our progress, we will also revise our marketing and informational materials, already published and circulated in English and Spanish, that were used to gain support for the school. The materials will be regularly updated (including on our website) to highlight our model, goals, and the requirements and expectations of parents. We broadly distribute these pamphlets in the community where the school will be located as well as the surrounding area, including at community centers, churches and homeless shelters throughout the community and in shopping areas such as Third Avenue, Southern Boulevard, Hunts Point Market, Bruckner Boulevard, and Fordham Road. One of our primary goals is to ensure that as many local families as possible are aware of this opportunity and choice for their child(ren), and to attract and enroll students from the entire community.

Although SBCCS V does not have a formal institutional partner, its immersion in the community and its affairs will enable it to build meaningful partnerships with the institutions set forth above. The existence of a strong Family Advisory Council, populated by parents with roots and present ties to the South Bronx, will enhance its ability in this respect.

J. Financial Management

The CCS Board of Trustees has over 100 years of experience in finance. The team has created a conservative financial plan, featuring a comprehensive cash flow and accounting model, to analyze its financial health from the planning year through the fifth year of operation and beyond.

The model demonstrates that SBCCS V could operate successfully and deliver its core academic program with no external fundraising. Federal, State, and City per pupil funding and entitlement grants will provide sufficient funding to achieve the school's mission. During year one, we anticipate receipt of a \$750,000 CSP grant, funding of which is spread over three years. To be conservative, our budget assumes receipt of no additional resources through fundraising; however, there will be a Development Subcommittee on the Board responsible for launching our fundraising efforts. Our budgetary strength will be bolstered by Board contributions/fundraising, a potential capital campaign, and competitive grant applications. Each Board member is expected individually to raise at least \$2,500 annually. The Board contributions will ensure that budgetary needs are satisfied if it does not receive, or experiences delays in receiving, expected Federal or State grants. Our development plan is informed by the Board's high level of experience in fundraising and building strong financial and "in-kind" relationships with businesses, foundations, individuals, and Federal/State grantors.

Consistent with its explicit goal of demonstrating fiduciary responsibility in managing public and private resources, CCS has created detailed policies and procedures to administer the school's daily fiscal and accounting functions. While the Board of Trustees will provide fiscal oversight, the Director of Business will perform all internal functions relating to the accounting, bookkeeping, and general financial and regulatory obligations of the school. As further assurance, the proposed Executive Director has seven years of investment banking experience and 13 years' experience running a charter school, and the Director of Business has over fifteen years of accounting, finance, and management experience.

CCS has partnered with Charter School Business Management ("CSBM") to review the work of the Director of Business quarterly and to assist with the yearly internal and fiscal audits. CCS has partnered with a certified public accounting firm to conduct independent fiscal audits in scope to those required of other public schools and to also verify that our records are maintained in accordance with generally accepted accounting principles (GAAP) on an annual basis.

The Director of Business will develop monthly and annual budgets, to be approved by the Board of Trustees. All assumptions shall be set forth in the budgets. The school will be using Intacct as its accounting software to manage all CCS school locations.

The Operations Manager will manage student records and the Director of Business will manage financial records. All records are secured in file cabinets and/over password protected server with limited access only to the responsible parties. The Executive Director, Operations Manager, and Director of Business will be responsible for the protection of these records.

As required by the Department of Food Services, and furthermore New York State, SBCCS V will ensure that a staff member personally tracks scholar meal consumption and properly enters such data into our spreadsheets and then the MIEs, as required. In fact, to streamline this process the Founding Team is working with software developers to create a program for a tablet or iPad so more of this process can be done electronically.

K. Budget and Cash Flow

The proposed SBCCS V budget was developed by the proposed Executive Director and trustees, and strategically reviewed by the entire Founding Team. Both the proposed Executive Director and the Director of Business have significant financial and budgeting experience through their investment banking careers, and of course through their respective roles at CCS.

The budget incorporates the actual experience of other CCS schools during its first five years as a base; however, several changes in assumptions have been made due to inflation or due to changes in the industry.

With regard to the scholars, we assume we are receiving approximately 60 scholars per year (K and 1 our first year), refilling any attrition in the first grade, a 10% attrition rate, (conservatively) 10% of our scholars being in special education (which equates to six special education scholars in each grade). These figures are based on actual statistics found in other charter schools, as well as in the Bronx.

The budget (numbered) assumes the following revenues: initial per pupil District funding of \$14,827 (based on 2018-19 rates), the CSP grant of \$750,000 spread over the planning year and the first two years of operation, and the leasing assistance of \$4,448.10 per scholar. Importantly, we assume little receipt of funds through development. The federal breakfast and lunch program assumptions are from the USDA website, and based on SBCCS’s historical free and reduced lunch figures. However, we expect not to charge for any meals at the school, as the aggregate amounts paid by the students will total less than \$30,000 annually.

As expected, the largest expense in our budget is payroll, comprising between 65% and 80% of our annual budget in every year.

School Director	\$105,000
Instructional Coach	\$85,000
Operations Manager	\$50,000
Teachers	\$54,000 plus \$5k per year experience
Special Education Coordinator	\$75,000

Business Manager (divided by 4 schools)	\$30,000
Dean of Students	\$80,000
Other Staff (Aides & Associates):	\$45,000

SBCCS V be covered under the insurance policy of CCS. The cost for the insurance is budgeted in the proposed budget and CCS will allocate SBCCS V's portion of the insurance based on their student population.

We believe scholars who encounter difficulty in classwork should receive specific and small group attention as remediation. Therefore, such scholars will receive additional tutoring. Tutors will be a mix of both our teachers and professional experts (Master's or PhDs in either ELA or math instruction as appropriate) who are accepted as tutors and trained in Classical's systems and processes. We expect that approximately -3-4% of our student body will be receiving tutoring services. This equates to five scholars in our first year, and 18 scholars at full enrollment. Our experience demonstrates that effective tutoring can occur only with a maximum of six scholars per tutor. Thus, we assume that we will need one tutor during our first year and three at full enrollment. In both of these cases, we will have enough teachers to cover our tutoring program, particularly when including non-classroom teachers.

In addition, however, we will attempt to create internship programs with local colleges and universities, such as Fordham University, Hostos Community College, Columbia University, and New York University. These tutors receive training in best practices in small groups tutoring and will work with experienced teachers as time permits. This internship is an excellent introduction for Education majors to gain exposure to urban education.

Lastly, as required by law to protect the school from unexpected contingencies, we have assumed a \$75,000 Dissolution Fund for expenses.

L. Pre-Opening Plan

The CCS has developed a Pre-Opening Plan based on the plans of other CCS schools and have modified it to reflect the experiences of previous Classicalschool's opening and more recent requirements based on the current landscape. The task list below includes the responsible person for task execution. Subsequent to approval of this Charter Application, daily tactical meetings will be held to discuss, develop, and modify the detailed Plan.

TASK SUMMARY FROM APPROVAL TO INITIAL OPENING		
Task	Date	Responsibility
Revise interim budget	Nov-19	DB
Start Recruitment	Nov-19	DT
Create a comprehensive list and schedule of purchases	Jan-20	OM
Setup SBC V in Powerschool	Jan-20	OM
Provide OPT with scholar name and addresses	Jan-20	OM

Hire school professionals	Jan-20	DT
Set up computer network system	Mar-20	DB
Install and connect infrastructure (lights, phones computer)	Mar-20	OM
Purchase Labor Law posters	Mar-20	DB
Setup SBC V in Intacct	Mar-20	DB
Open bank account for Escrow	Mar-20	DB
Hire pro bono attorney	Apr-20	ED
Complete all purchasing	Apr-20	OM
Finalize location	Apr-20	ED/DB
Board passes all policies, by-laws, handbooks, annual budget	Apr-20	ED
Contact insurance broker for benefits, D&O, Workers Comp	Apr-20	DB
Conduct lottery	Apr-20	OM
Identify Scholars with IEPs	May-20	SD
Purchase classroom equipment and furniture	May-20	OM
Setup Employees in ADP	May-20	DB
Hold Board of Trustees Annual Meeting	May-20	ED
Design forms: check request, expense report, reimbursement	May-20	DB
Hold inaugural Family Advisory Council meeting	May-20	OM
Apply for parking permits	May-20	OM
Schedule vision screenings	May-20	OM
Enter transit check program	May-20	DB
Submit BEDS Data	May-20	DB
Meet with Office of School Food	May-20	OM
Collect all required scholar forms, including HLQ	Jun-20	OM
Set up phone systems and answering service	Jun-20	OM
Ensure staff have CPR, First Aid, and AED training and supplies	Jun-20	OM
Complete Project SAVE plan and submit to SED	Jun-20	SD
Purchase or lease one copier	Jun-20	OM
Ensure building has School Nurse	Jun-20	SD
Family orientations	Jun-20	OM
Obtain all student records (including immunization forms)	Jun-20	OM
Hire Related Service Providers	Jun-20	SD
File per pupil invoice with NYSED and DOE	Jun-20	DB
Submit IRS SS-4, W-9 Registration, NYS Exemption Certificate	Jun-20	DB
Hire an auditor	Jun-20	ED
Receive all scholar IEPs	Jul-20	SD
WELCOME SCHOLARS!	Aug-20	ALL
Submit Consolidated Application for Title Funding	Aug-20	DB
Hold staff professional development	Aug-20	ED, DCI
Hire three interns	Aug-20	SD

Request BEDS number from Office of New Schools	Aug-20	OM
Enter student information in ATS	Sep-20	OM
Collect free/reduced lunch forms	Sep-20	OM
Mail memo to parents with bus stops and schedule	Sep-20	OM
Complete Transportation Request Form for OPT	Sep-20	OM
KEY:		
ED = Executive Director		
DCI = Director of Curriculum and Instruction		
SD = School Director		
DT = Director of Talent		
OM = Operations Manager		
DB = Director of Business		

M. Dissolution Plan

a. Public Meetings

As school closure is a highly disruptive event for the parents, scholars, staff and local community, the decision to close would be taken with extreme care. SBCCS V commits to providing a smooth exit for the benefit of its scholars, parents, staff, and local community. Prior to any decision, and in accordance with the New York Open Meetings Law, the Board of Trustees will post notification of its meetings to the community, and any known issues or concerns will be addressed at those points.

As required by §2851 (2) (t) of the New York Charter Schools Act and Education Law §§ 219 and 220, SBCCS V has set forth procedures in the event that SBCCS V dissolves or chooses to close. Within five days of the decision to close, a Trustee will be appointed by the board to manage the dissolution of the school, and will distribute an official public notice explaining the dissolution, and its impact on all parties. By the 10th business day after the date of dissolution, the Trustee will coordinate public Board Meetings to provide all parties, especially parents, with an official statement and a timeline of the planned steps leading to a seamless dissolution, as well as updates on the transition.

b. Transfer Student Records

The Trustee will provide the district with files of all scholars currently enrolled at SBCCS V. Copies of such files will be given to parents or guardians at the school's expense.

c. Scholar Transfer Logistics

The Trustee will also work with the home District to transfer all current scholars to local schools as per typical regulations. SBCCS V will work with the district to ensure that all students are transferred to the applicable public or non-public school.

If possible, SBCCS V will transfer its students to another Classical School.

d. Transfer School's Assets

Consistent with the timeline, the Trustee will begin locating possible buyers or renters of SBCCS V non-financial assets, including fixed assets. All remaining assets will be liquidated and all debt obligations will be fully repaid, as much as possible. After satisfaction of outstanding debts and pursuant to Education §220, all remaining assets shall be transferred to another charter school within the NYC district or directly to the NYC school district. Lastly, the school will create an escrow account with a minimum balance of \$75,000 to cover dissolution expenses.

Attachment 1 - Admissions Policies and Procedures

A child who is legally qualified for admission into any New York City public school is also qualified for admission, without charge, to SBCCS V. Admission will not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion or ancestry. Admission is based on a lottery basis, except with regard to siblings of currently enrolled scholars and the scholar's home district, as per the Charter School Law of 1998 (as amended in 2007 and 2010). If the school at any time has a scholar enrollment that is 10% over or under its enrollment plan, it will notify its authorizer.

In school year 2020-2021, SBCCS V will enroll scholars in Kindergarten and First Grade. Thereafter, it will admit most of its scholars for Kindergarten and will back-fill as it is able from first to fifth grade. Children must turn 5 years old by December 31 to be eligible for Kindergarten, just as in the New York City public schools. On December 15, 2019, applications are made available via mail, pick-up at the main office, fax, our website, and email. By April 1 (as per an amendment to the Charter School Law), all applications must be received. The table below outlines the key dates for admissions in the 2020-2021 academic year.

South Bronx Classical Charter School V	
Admission Policy and Calendar	
Date (2020)	Event
January 1	Application is available via website, fax, office, mail, and email.
February 11	Visit Head Start Program #1
February 14	Information Session #1 (morning)
February 26	Information Session #2 (afternoon)
March 9	Visit Head Start Program #2
March 23	Information Session #3 (evening)
March 26	Final date for Application Receipt
March 27	Determination of Application Eligibility
April 1	Public Lottery
April 5	Applicants receive enrollment documentation or wait list status and rank
April 20	Deadline for contract return
April 28	Request student records from District

SBCCS V will distribute flyers and pamphlets throughout the local community advertising for admission. As mentioned above, information sessions will be held in the

community to inform families and community members about the school and the admissions process. Information sessions will be held during January and February preceding the academic year. While these information sessions will not be mandatory they will be strongly encouraged. The purpose of the sessions is to allow parents to make an informed choice for their child. All information sessions will feature a Spanish translator and accommodations for the disabled to attend. Each of the sessions will be similar, so there will be no need for parents to attend more than one.

If the number of applications is greater than the number of available seats, then a public lottery will be held. For School Year 2020-2021, the lottery will be held the first week of April 2020. The lottery will always be held on or after April 1 of each upcoming academic year per the Charter School Law, as amended.

Admission will be based on the following preferences in strict order. After the first year, first priority will be for returning scholars. Once those slots have been filled, siblings of returning students or siblings of students who have also been accepted in this lottery are accepted. Third priority will be those students living in the home district of SBCCS V. Thereafter, applicants from outside the home district will be drawn. All names will be pulled and put onto a list in the order in which they were selected.

Within three days of the lottery, SBCCS V will send letters of notification to parents, stating either their acceptance to SBCCS V or their waitlist status and number. Scholars who have been accepted will receive an enrollment form and will be asked to sign the Classical Covenant, a tri-partite list of rights and responsibilities for the school, parents, and the soon-to-be scholar.

Families will have approximately 14 days to sign and return the Enrollment Forms via mail or drop off. Though signing the covenant will not be a requirement for enrollment, we will encourage parents to indicate their support of the program. If not received by the deadline, the applicant loses his/her seat and we will contact the next name on the waitlist.

If the number of applications is less than the number of available seats, then, rather than through a lottery process, all scholars will be admitted, and a second round of information sessions will be held to fill any remaining seats. If a second lottery process is necessary, the Public Lottery will be held 30 days after the first lottery held (for example, April 30, 2020 if the first lottery is held on April 1).

All scholars who are accepted for enrollment or re-enrollment must complete all required enrollment forms on time to enroll at SBCCS V. If these forms are not completed and returned on time, the relevant scholar loses his/her spot on the waiting list. These forms include proof of the child's successful completion of the previous

grade, if entering after Kindergarten. Families will also receive the SBCCS V Family Handbook, which will include the Discipline Code, and the Classical Covenant.

Table 2: Public Outreach Information

Date(s) of Outreach (mm/dd/yy)	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
12/21/18 and ongoing	General public in the South Bronx	Posted flyers and notices in the South Bronx Community, highlighting our proposal to open a new school and solicit direct feedback from community members. First public meeting was on 01/02/19. Meetings will be held monthly.	Local nursery schools, Head Start programs, community-based afterschool programs, current, prospective, and waitlisted families	Need for more Physical Activity in the school to support different learning styles	Addressed by planning to have all Kindergarten - 3 rd grade scholars have Fitness each day.	6 attendees at first meeting
12/21/18 and ongoing	General public in the South Bronx	Posted flyers and notices in the South Bronx Community, highlighting our proposal to open a new school and solicit direct feedback from community members. First public meeting was on 01/02/19. Meetings will be held monthly.	Placed notices for public meetings in El Diario (Bronx-based Spanish newspaper),	N/A	N/A	5 attendees at first meeting
12/21/18 and ongoing	General public in the South Bronx	Posted flyers and notices in the South Bronx Community, highlighting our proposal to open a new school and solicit direct feedback from community members. First public meeting was on 01/02/19. Meetings will be held monthly.	Ran banner advertisements on News 12 online notifying public in the community of the scheduled public meetings	N/A	N/A	5 attendees at first meeting
1/02/2019 and 1/8/2019	General public in the South Bronx	Requested comment on school proposal from South Bronx public and current families.	Field teams sought comment by surveying residents of the community and asking them to provide comment on the proposed school. Emailed all current,	Distance from the home to school is significant and difficult to get younger kids there due to early	Proposed new school will allow greater opportunities for parents to live near a	Over 50 comments, see attachment 2b.

Table 2: Public Outreach Information

			prospective (those who applied for the 2019-2020 SY, thus far), and waitlisted families (from 2018-2019).	wake up.	Classical school, potentially allowing commute time to be shorter.	
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Leena Gyftopoulos

From: Joshua Weld-Wallis
Sent: Monday, January 07, 2019 11:26 AM
To: Leena Gyftopoulos
Subject: FW: Classical Charter Schools Information Session - Today at 5pm
Attachments: Classical Charter Schools - Looking Ahead to Future Growth and Development Plans.docx

Joshua Weld-Wallis
Operations Manager & SLA Director
South Bronx Classical Charter School II



From: Joshua Weld-Wallis
Sent: Wednesday, January 2, 2019 11:22 AM
Subject: Classical Charter Schools Information Session - Today at 5pm

Hello,

Classical Charter Schools, a high-performing network of schools in the South Bronx, is holding an information session today regarding our plans to open up more schools in the near future. We invite you to attend this session at our 1st location on 977 Fox. St, Bronx, NY 10459 at 5pm. You'll get a chance to hear from and speak to our Executive Director and Development Team. We're looking forward to getting input from the community, so we hope to see you there! A flyer with more information is attached.

Thank you,

Joshua Weld-Wallis
Operations Manager & SLA Director
South Bronx Classical Charter School II





CLASSICAL
CHARTER SCHOOLS

Looking Ahead to Future Growth Plan

Classical Charter Schools, a high-performing, National Blue-Ribbon award-winning charter school network serving the South Bronx, announces that it will be holding monthly informational meetings to keep the community informed of future growth plans and academic opportunities in your neighborhood. Classical Charter Schools operates K-8 schools that has been serving the children of the South Bronx for the past 13 years. We will be hosting interactive monthly sessions to introduce plans for expanding the school network and providing future educational opportunities. Meetings will be held monthly beginning the first week in January and will continue throughout the rest of the school year, until June 2019.

- Where:** 977 Fox Street (4th Floor)
When: Jan 2nd from 5 to 6pm (and every first Wednesday of the month through June)
Who: School Founder, Lester Long, and School Directors will discuss growing the school network and other community development plans and will respond to any questions and comments.

If you cannot attend any of our meetings, we will be more than happy to respond directly to you. Please email us at newcharter@southbronxclassical.org and someone from our team will reach out to you to keep you involved and informed.



impremedia

Hispanic Engagement Solutions

Digital Solutions

Classical Charter School_Classical Charter School_300x250

The screenshot shows the homepage of El Diario. At the top, there is a navigation bar with the site's name "EL DIARIO" and a menu. Below the navigation bar, there are several news articles and advertisements. The main article is titled "Sondeo: uno de cada tres latinos apoya a Donald Trump" with a sub-headline "NOTICIAS - 27 DICIEMBRE 2018". The article features a photo of a woman holding a sign that says "LATINOS FOR TRUMP!!!". To the right of the main article, there is a sidebar with several advertisements. The first is for "CLASIFICADOS" (Classifieds) with the text "Publica un aviso Ver todos los avisos". The second is for "LastPass" with the text "It's easy to forget things. So we remember passwords for you. LastPass...! Get it free by LogMeIn". The third is for "GUÍA DE COMPRAS" (Shopping Guide) with the text "5 fajas para esconder la barriga con cualquier tipo de ropa que te pongas para despedir el año". Below the main article, there is another advertisement for Mazda CX-5 2019 with the text "DESCUBRE UN NUEVO TIPO DE ALEGRÍA EN LAS FIESTAS" and "DESCUBRE MÁS". At the bottom of the sidebar, there is a "CONTENIDO PATROCINADO" (Sponsored Content) section with the text "Descubre las características de este 5 puertas clasificado 'Top Safety Pick'".

CLASIFICADOS | EMPLEOS | LOTERÍA | HORÓSCOPO

INGRESAR | SUSCRIBETE

El Mundo en 2 minutos

Subway NYC | Adamari Lopez | ICE | Donald Trump

Nueva York | AMLO | Juicio a "El Chapo"

MARCO ANTONIO SOLÍS

SÁBADO, 17 DE AGOSTO
MADISON SQUARE GARDEN
COMPRAR TUS BOLETOS

NOTICIAS

Sondeo: uno de cada tres latinos apoya a Donald Trump
NOTICIAS - 27 DICIEMBRE 2018

A Trump no le gustará nada lo que opinan estadounidenses del cierre de gobierno
NOTICIAS - 27 DICIEMBRE 2018

CLASIFICADOS
Publica un aviso
Ver todos los avisos

It's easy to forget things.
So we remember passwords for you.
LastPass...!
Get it free by LogMeIn

GUÍA DE COMPRAS
5 fajas para esconder la barriga con cualquier tipo de ropa que te pongas para despedir el año

TEMPORADA DE INSCRIPCIÓN
DESCUBRE UN NUEVO TIPO DE ALEGRÍA EN LAS FIESTAS
DESCUBRE MÁS
Mazdaespanol.com

MAZDA CX-5 2019
Feel Alive

CONTENIDO PATROCINADO
Descubre las características de este 5 puertas clasificado "Top Safety Pick"

Classical Charter School_Charter School_300x600

The screenshot shows the EL DIARIO website interface. At the top, there is a navigation bar with the site name and a search bar. Below this, a sidebar contains several advertisements: '¡TE PODEMOS AYUDAR!' for wagefirm.com, '¡Hemos Recuperado 75 Millones de Dólares a Favor de Nuestros Clientes Hispanos!', 'Clienti & Cooper, PLLC' for legal services, and 'Remitly' for money transfers. The main content area features a news article titled 'Emma Coronel no es la esposa de "El Chapo", asegura la hija del capo mexicano' with a sub-headline '¿Qué pasó con la ley que propuso Ted Cruz que involucra a "El Chapo" y el muro fronterizo?'. The article is dated 27 DE DICIEMBRE 2018. Below the article, there is another advertisement for 'Mejor Tipo De Cambio. Menor Comisión.' and a 'CONTENIDO PATROCINADO' section with an image of a car. The bottom of the page features a large blue banner for 'CLASSICAL CHARTER SCHOOLS' with the headline 'De Cara al Futuro al Plan de Crecimiento Futuro' and details about a meeting on January 5th at 6pm at 977 Fox Street, 4th Floor. The footer includes social media icons and a 'SUSCRIBETE' button.

Classical Charter School_Classical Charter School_728x90

[CLASIFICADOS](#) | [EMPLEOS](#) | [LOTERÍA](#) | [HORÓSCOPO](#)

EL DIARIO

[Ingresar](#) | [SUSCRIBETE](#)

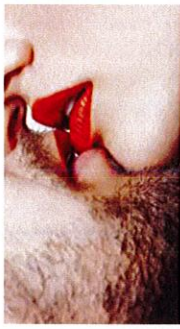
El Mundo en 2 minutos



CUANDO 2 de enero de 5 a 6pm
(y cada primer miércoles del mes hasta junio)
DÓNDE 977 Fox Street, 4º Piso

Para más información
HAZ CLICK AQUÍ

ESTILO DE VIDA



Sueños sexuales: Dime qué soñaste y te diré qué quiere decir
ESTILO DE VIDA - 27 DICIEMBRE 2018



Focusmate: por qué permito que extraños me espíen por webcam cuando estoy en casa
ESTILO DE VIDA - 27 DICIEMBRE 2018

Every 8 minutes, we respond to a disaster.



Descubre las características de este 5 puertas clasificado "Top Safety Pick"
POR MAZDA LATINO - 07 JULIO 2018

WISHES
 LINCOLN SALES EVENT
PRECIO INMEDIATO | FINANCIAMIENTO | CONTINGENTE | LIMPIEZA
DESCUBRE MAS

CLASIFICADOS
 Publica un aviso
 Ver todos los avisos

NYU SCHOOL OF PROFESSIONAL STUDIES
 American Language Institute
 Courses include:
 Effective Business Communication
 Mastering Pronunciation
 Speaking With Confidence and Fluency
 Business Writing, and More
ENROLL TODAY FOR SPRING

GUÍA DE COMPRAS

5 fajas para esconder la barriga con cualquier tipo de ropa que te pongas para despedir el año

Classical Charter School_Classical Charter School_320x50

≡ EL DIARIO [INGRESAR](#) [SUSCRIBETE](#)

ESTILO DE VIDA



Sueños sexuales: Dime qué soñaste y te diré qué quiere decir

ESTILO DE VIDA - 27
DICIEMBRE 2018



Focusmate: por qué permito que extraños me espíen por webcam cuando estoy en casa

ESTILO DE VIDA - 27
DICIEMBRE 2018

CUÁNDO 2 de enero de 5 a 6pm
(y cada primer miércoles del mes hasta junio)



CONTENIDO PATROCINADO
Nueva York, diseñado para inspirar. Turbocargado, para ir más allá: el nuevo mazda6 del 2018 [↗](#)

POR MAZDA LATINO - 04 JULIO 2018



Las razones por las que Google y Apple quieren ayudarte a saber cuánto tiempo pasas con tu celular [✕](#)



Anuncio
BEST LA YOGA TEACHER TRAINING [↗](#)
SOURCE OF YOGA [Sign Up](#)

Classical Charter School_Classical Charter School_320x100

CLASIFICADOS | EMPLEOS | LOTERÍA |

Por tiempo limitado: ¡Publica tu aviso por \$39.99!

EL DIARIO INGRESAR SUSCRIBETE



DERECHO LABORAL PARA LOS EMPLEADOS

Salarios y horas extra no pagado. Discriminación. Acoso. Divorcio rápido.

De Cara al Futuro al Plan de Crecimiento Futuro

ESTILO DE VIDA



Sueños sexuales: Dime qué soñaste y te diré qué quiere decir

ESTILO DE VIDA - 27
DICIEMBRE 2018



Focusmate: por qué permito que extraños me espíen por

Classical Charter School_Charter School_300x250

≡ **EL DIARIO** [INGRESAR](#) [SUSCRIBETE](#)

NOTICIAS - 27 DICIEMBRE 2018

Liberan en México a segundo policía acusado de fuga de "El Chapo"

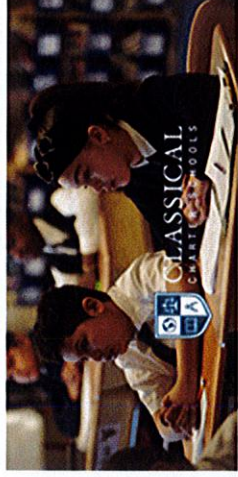


NOTICIAS - 27 DICIEMBRE 2018

Gobierno de AMLO presume reducción en el robo de combustible, cesa a funcionarios



NOTICIAS - 27 DICIEMBRE 2018



Classical Charter Schools, anuncia que llevará a cabo reuniones informales mensualmente para mantener a la comunidad informada de los planes de crecimiento futuros y las oportunidades académicas en su vecindario.

Volcán Popocatepetl regis x

ZZQUIL PURE ZZQS [LEARN MORE](#)

Classical Charter School_Classical Charter School_300x250_Rev_12.28

The screenshot displays the El Diario website interface. At the top, there is a navigation bar with the site's name "EL DIARIO" and various menu items: "CLASIFICADOS", "EMPLEOS", "LOTERIA", "HOROSCOPO", "Nueva York", "AMLO", "Juicio a 'El Chapo'", "Donald Trump", "ICE", "Adamari López", "Subway NYC", "Ingresar", and "SUSCRIBETE". Social media icons for Facebook, Twitter, and Instagram are also present.

The main content area features several news articles under the "NOTICIAS" section:

- MARCO ANTONIO SOLÍS**: A featured article with a portrait of Marco Antonio Solís and a "COMPRAR TUS BOLETOS" button.
- SABADO, 17 DE AGOSTO MADISON SQUARE GARDEN**: A promotional banner for a performance at Madison Square Garden.
- Cena navideña terminó a puñaladas entre suegra y yerno**: A news article dated 28 DE DICIEMBRE 2018, accompanied by a photo of a crime scene with yellow police tape.
- Chris Burrous, periodista de KTLA, muere después de una posible sobredosis**: A news article dated 28 DE DICIEMBRE 2018, accompanied by a portrait of Chris Burrous.

Below the news articles, there are several advertisements:

- monday.com**: An advertisement for Monday.com with the text "Project management is now visual" and a "Try for Free" button.
- Mejora tus viajes diarios: nos encantan las innovaciones del Mazda3**: An advertisement for the Mazda3, featuring a photo of the car's interior.
- CLASIFICADOS**: A section for classifieds with the text "Publica un aviso" and "Ver todos los avisos", accompanied by a magnifying glass icon.
- CUANDO**: A section with the text "2 de enero de 5 a 6pm (y cada primer miércoles del mes hasta junio)".
- Fitness Gold FITNESS INSTRUCTOR INSURANCE**: An advertisement for fitness instructor insurance, featuring a photo of a woman in a gym and a "CLICK HERE" button.
- GUIA DE COMPRAS**: A shopping guide advertisement with the text "Rituales de fin de año para cancelar las malas energías en el 2019" and a photo of a woman in a red dress.

Classical Charter School_Classical Charter School_300x600_Rev_12.28

CLASIFICADOS | EMPLEOS | LOTERIA | HORÓSCOPO

EL DIARIO


Ingresar **SUSCRIBETE**
El Mundo en 2 minutos

Nueva York | AMLO | Juicio a "El Chapo" | Donald Trump | ICE | Adamari López | Subway NYC


Facebook | Twitter | Instagram

NOTICIAS


Cena navideña terminó a puñaladas entre suegra y yerno
NOTICIAS - 28 DICIEMBRE 2018



Chris Burrous, periodista de KTLA, muere después de una posible sobredosis
NOTICIAS - 28 DICIEMBRE 2018



Mejora tus viajes diarios: nos encantan las innovaciones en el nuevo sedán Mazda3



CONTENIDO PATROCINADO

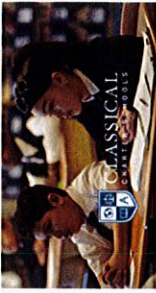
MARCO ANTONIO SOLÍS

SÁBADO, 17 DE AGOSTO
MADISON SQUARE GARDEN
COMPRÁ TUS BOLETOS


De Cara al Futuro al Plan de Crecimiento Futuro

CLASSICAL CHARTER SCHOOLS

Classical Charter Schools, anuncia que llevará a cabo reuniones informales mensualmente para mantener a la comunidad informada de los planes de crecimiento futuros y las oportunidades académicas en su vecindario.



CLASIFICADOS
Publica un aviso
Ver todos los avisos



Simple Project Management Tool

Anuncio X

Classical Charter School Classical Charter School_728x90_Rev_12.28

CLASIFICADOS | EMPLEOS | LOTERÍA | HORÓSCOPO

EL DIARIO

Ingresar **SUSCRIBETE**


f t @

Nueva York AMLO

Julio a "El Chapo"

Donald Trump ICE

Adamari Lopez Subway NYC



Simple Project Management Tool

Stuck





Create Free Account

CLASIFICADOS


Publica un aviso

Ver todos los avisos

GUÍA DE COMPRAS

- 1  Rituales de fin de año para cancelar las malas energías en el 2019
- 2  12 amuletos de la buena suerte según tu signo zodiacal para comenzar el 2019
- 3  Los perfumes más populares y que más se vendieron en el 2018
- 4  5 flejas para esconder la barriga con cualquier tipo de ropa que te pongas para despedir


ENTRETENIMIENTO



Dos hermanas gemelas quieren casarse con el mismo hombre en Australia

ENTRETENIMIENTO - 28 DICIEMBRE 2018


ENTRETENIMIENTO



Gal Gadot celebra el fin de rodaje de Mujer Maravilla 2

ENTRETENIMIENTO - 28 DICIEMBRE 2018

CONTENIDO PATROCINADO




MARCO ANTONIO SOLÍS

SÁBADO 17 DE AGOSTO
MADISON SQUARE GARDEN

COMPRA TUS BOLETOS

Este auto de 5 puertas no tiene nada de ordinario [Ver actualizaciones]

POR MAZDA LATINO - 07 JULIO 2018



Classical Charter School_Classical Charter School_320x50_Rev_12.28

CLASIFICADOS | EMPLEOS | LOTERÍA |

Por tiempo limitado: ¡Publica tu aviso por \$39.99!

EL DIARIO INGRESAR SUSCRIBETE



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FITNESS INSTRUCTOR INSURANCE
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fitnessgold.co.uk

Se llevarán a cabo reuniones informales mensualmente para mantener a la comunidad informada

SALUD



Por qué no buscar la felicidad puede ser la mejor manera de encontrarla

SALUD - 28 DICIEMBRE 2018



Dieta de enero: 5 consejos para bajar de peso fácilmente

SALUD - 28 DICIEMBRE 2018

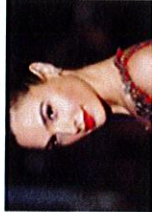
≡ **EL DIARIO** [INGRESAR](#) [SUSCRIBETE](#)

ENTRETENIMIENTO



Dos hermanas gemelas quieren casarse con el mismo hombre en Australia

ENTRETENIMIENTO - 28
DICIEMBRE 2018



Gal Gadot celebra el fin de rodaje de *Mujer Maravilla 2*

ENTRETENIMIENTO - 28
DICIEMBRE 2018

CUÁNDO 2 de enero de 5 a 6pm
(y cada primer miércoles del mes hasta junio)
DÓNDE 977 Fox Street, 4° Piso



La mejor forma de experimentar la emoción: comienza con este auto [🔗](#)

POR MAZDA LATINO - 04 JULIO 2018



Exponen en Instagram a Miss Venezuela, finalista de Miss Universe 2018, antes de operarse la nariz

ENTRETENIMIENTO - 28
DICIEMBRE 2018

Classical Charter School_Classical Charter School_300x250_Rev_12.28

EL DIARIO [INGRESAR](#) [SUSCRIBETE](#)

Patty López de la Cerda de Azteca Deportes superó la filtración de sus fotos íntimas y así lo demuestra
DEPORTES - 26 DICIEMBRE 2018



Revelan detalles sobre supuesta relación de Mourinho con una amante
DEPORTES - 26 DICIEMBRE 2018



Los peores contratos de la NBA, temporada 2018-19
DEPORTES - 26 DICIEMBRE 2018



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De Cara al Futuro al Plan de Crecimiento Futuro

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#Narcotráfico

¿Quién está pagando el alto costo de la defensa de 'El Chapo' Guzmán?

Jesús García
 ✉jesus.garcia@eldiariorny.com

La gran duda sigue en el aire, ¿de dónde salen los alrededor de \$5 millones que cuesta la defensa del Joaquín "El Chapo" Guzmán Loera?

En agosto de este año, el juez Brian Cogan permitió que Jeffrey Lichtman se sumara al equipo de defensa del presunto líder del Cártel de Sinaloa, luego de una batalla de la familia para demostrar de dónde obtendría el dinero lícito para cubrir los gastos.

"Finalmente se ha resuelto", dijo Lichtman cuando se dio a conocer su integración al equipo liderado entonces por ne a Eduardo Balarezo y

William Purpura. El defensor de capos --que logró liberar a John "Junior" Gotti-- dijo que la familia de Guzmán Loera iba a cubrir su salario. "Tuvi- mos que asegurarnos de que se hiciera correctamente, con respecto a las limitaciones del gobierno". ¿Quién en particular pagará? Es un secreto.

Emma Coronel, la esposa de "El Chapo", afirmó nerviosa en una entrevista en Telemundo que tiene negocios que le permiten vivir, pero no habló del pago de la defensa de su marido.

"¿Tu pregunta es que si tengo dinero legal... negocios legales?", fue la respuesta a Rebeka Smyth, cuando la cuestionó de qué vivía.

La esposa del líder del Cártel de Sinaloa pensó un instante su respuesta mientras arrastró una frase "Este... tenemos negocios". Luego afirmó que no podía ahondar en el tema. "Negocios de los que... no te puedo hablar de ellos".

El diario El País, que ha seguido el juicio desde el comienzo, se hace la misma pregunta, al tiempo que destaca que los bienes de Guzmán Loera están embargados.

"Cómo paga 'El Chapo' a sus abogados es una incógnita. Se calcula que financiar la defensa de un caso de este calibre puede costar cinco millones de dólares... y los bienes del acusado, de



La defensa del capo

La defensa del Chapo la dirige el abogado de origen ecuatoriano Eduardo Balarezo, custodiado por el experto en interrogatorios William Purpura y el neoyorquino Jeffrey Lichtman, un caro equipo que debe pagar 'El Chapo'.



Ni la familia de "El Chapo" ni sus abogados revelan quién paga los gastos.

61 años, han sido embargados", indica el diario.

Balarezo ha defendido a otros personajes polémicos relacionados con la delincuencia -incluido a Alfredo Beltrán Leyva, uno de los líderes y fundadores del cartel que lleva su apellido- es un abogado conocido, lo mismo que Lichtman y Purpura, quien ha liderado los cuestionamientos a los testigos. Sus salarios no son bajos.

"El equipo lo completan un letrado que trabaja con Lichtman y dos asistentes. Hay un par más de ayudantes que operan desde fuera del tribunal de Brooklyn", indica el diario.

Balarezo ha sido cuestionado sobre el equipo de defensa. "Es lo que ves", afirma al señalar al equipo. Es pequeño en comparación contra los fiscales de EEUU, con gente de Nueva York,

Bienes embargados

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Florida y el Departamento de Justicia.

"Los tres abogados tienen bufetes independientes. Pero existe mucha relación entre Balarezo y Purpura desde 2004", indica El País que cuestiona posible conflicto de interés, debido a que Balarezo ha defendido gente mencionada en el "juicio del siglo" que se desarrolla en Brooklyn.

Los tres defensores saben lo que hacen. "Si piensas que lo sabes todo, estás perdido", advierte Balarezo. ¿Quién les pagará? Ninguno se atreve a revelarlo. ●



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#Narcotráfico

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✉ jesus.garcia@eldiariorny.com

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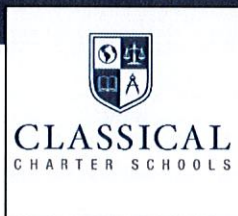
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Queens, NY

Death toll in Russian apartment collapse rises to 21

Train crash on Danish bridge kills 6, injures 16

Congress leaders invited to White House for border briefing

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van drivers

Stocks start 2019 on back foot after weak Chinese data

Qatar Airways acquires 5 percent stake in China Southern

[MORE](#)

SCHOOLS

Wednesday, January 2, 2019

FAMILY LIFE ACADEMY CHARTER SCHOOLS is Planning to Open A New School

FAMILY LIFE ACADEMY CHARTER SCHOOLS

IP'S NYC Movers Borough Park

SUBMIT YOUR EVENT

COMMUNITY FORUM IN NEW LOCATIONS



CLASSICAL
CHARTER SCHOOLS

WE WANT YOUR INPUT!
January 2nd | 5pm to 6pm
977 Fox Street (4th Floor)



NY Launches Solar Program

New York Set To Give Solar Panels To Middle-Class Families At Little To No Down

Green Energy Tribune



Proposal good for 2 weeks from date



View Report

12.20.19 Classical Charter Schools_News12.com

NEW YORK (RAINBOW) DMA RPT Oct18 DMA Nielsen NHI Live+7

Client: Classical Charter Schools
 Buyer: Mr. Christian V. Gibbs
 Advertiser: Classical Charter Schools
 Product: Education
 Sched Dates: 12/26/18 - 01/02/19

Lengths: 30
 Dayparts: RT

AE: Michael Grossman
 Asst: Elizabeth Figueroa
 Phone: [REDACTED]
 Fax: [REDACTED]
 Email: [REDACTED]

All-Wks Avrg

	Notes	Rate \$\$	Unit/ Wk	Unit Tot	Unit Dur	Wk 1 - Wk 2	
						Households	Prog Name
NEW YORK (RAINBOW) DMA RPT Oct18 DMA Nielsen NHI Live+7		\$700.00		1			
0807.		\$700.00		1			
NWBX-TV		\$700.00		1			Not Insertable
M-Su 3a-3a	100,000 Imp Banners on News12brorox.com	\$700.00	1	1	30		»News12.com
Total		\$700.00		1			

Broadcast Month Costs - Grand Total

Month	Gross Cost	Total Units
12/2018	\$0	0
01/2019	\$700	1
Total	\$700	1

This report has been prepared using STRATA NuMath research.
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Nielsen Audience Estimates Copyright ©2018 The Nielsen Company, used under license, all rights reserved

Adjustments: Network Insertability and Network Carriage have been factored into calculations.
 NEW YORK (RAINBOW) DMA RPT Oct18 DMA Nielsen NHI Live+7
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Proposal good for 2 weeks from date

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9. Neither Representative nor Company shall be liable for any loss, damage, cost or expense (a) in the event the Advertising is not exhibited due to public emergency or necessity, legal restrictions, labor disputes, strikes, boycotts, secondary boycotts, acts of Gods, or for any other reason, including but not limited to mechanical breakdowns and technical malfunctions, beyond the control of Representative or Company or (b) incurred as a result of any errors or omissions by Representative or Company and this Agreement shall not be invalidated by any such errors or omissions.

10. Company shall have the right to reject and remove any and all Advertising provided hereunder that, in its opinion, does not meet Company's standards or policies which Company may determine in its sole and absolute discretion, is unlawful or is otherwise inappropriate (including, in the case of Internet Advertising, where sites to which such Advertising is linked do not meet such standards or policies). Neither Company nor Representative shall have any liability to Advertiser and/or Agency for Company's rejection of such Advertising. Company shall have the right to terminate this Agreement at any time upon seven (7) days notice.

11. Representative or Company may terminate this Agreement, effective immediately, in the event either Advertiser or Agency becomes insolvent, makes an assignment for the benefit of creditors or is adjudged bankrupt, or if a receiver of the property or the business of the Advertiser or Agency is appointed; if Advertiser or Agency shall file a petition seeking relief under any bankruptcy act or if a petition is filed against Advertiser or Agency under any such act, or if Advertiser or Agency defaults in payment of amounts due hereunder, fails to comply with any term or condition contained herein, or fails or refuses to submit Advertising or fails to respond to complaints after notification thereof. In the event of any termination of this Agreement by Representative or Company for any reason, Advertiser and Agency agree that the balance of the total contract sum noted herein which had not, as of the date of termination been paid, shall become immediately due and payable by Agency and/or Advertiser. In the event this Agreement is entered into by Agency, Agency warrants and represents that it is the authorized agent for Advertiser and that it is fully authorized to enter into this Agreement on behalf of the Advertiser. Agency waives notice of any default of Advertiser and agrees (i) to be liable, jointly and severally, for any and all claims, debts, demands, or obligations owed to Representative and/or Company, and (ii) that Representative and Agency may, in its sole discretion, seek to recover directly from Advertiser's payments due for Advertising run on their behalf.

12. All obligations and liabilities of Advertiser and Agency hereunder shall be joint and several.

13. Advertiser and Agency shall not run any sweepstakes on any of Representative's and/or Company's interactive platforms without the consent of Representative and/or Company. If Advertiser or Agency with the consent of Representative and/or Company runs sweepstakes on any of Representative's and/or Company's interactive platforms, Advertiser and Agency shall defend, indemnify and hold harmless Representative and Company and their directors, officers, employees and agents from and against any and all liabilities arising out of or relating to the advertising, performance, fulfillment and/or any other aspect of the sweepstakes or any party's participation therein, including but not limited to (a) the transcription or receipt of entry information, (b) the unauthorized or illegal transmission of or access to participants' personally identifiable or sensitive information, (c) any representations, warranties or guarantees made relative to the prize, including but not limited to its quality or availability, (d) claims in the nature of libel, slander, infringement of a third party's trademark, copyright, patent or intellectual property rights, piracy, plagiarism or unfair competition or invasion of rights of privacy or publicity arising out of the promotion, advertising, fulfillment or other aspects of the sweepstakes, or (e) Advertiser's or Agency's failure to comply with all federal, state and local laws, regulations or ordinances and orders of any kind relating to the sweepstakes.

14. All performance, viewer, usage and other similar data (collectively "Viewing Data") provided by Representative or Company in connection with this Agreement shall be deemed Company's confidential information and Advertiser and Agency agree that each will: (i) not sell, share or otherwise disclose any Viewing Data to any third parties without the prior written consent of Representative and Company; and (ii) use the information provided by viewers of the Advertising who have consented to share such information with Advertiser and/or Agency (such portion of the Viewing Data, the "Subscriber Provided Data") solely for the purposes of providing such viewers with the Requested Items they have opted-in to receive. In the event the Requested Item consists of an e-mail the viewer has opted-in to receive, such e-mail shall (a) include a reasonable, legally-compliant means to opt-out of receiving further communications from Advertiser (and Advertiser shall immediately comply with any opt-out requests received by either Advertiser, Representative or Company), (b) not identify such viewers, either individually or in the aggregate, as Company subscribers in such e-mail, and (c) comply with all applicable laws and regulations, including, without limitation, CAN SPAM. Further, unless otherwise notified by Representative or Company or unless Advertiser has previously received an opt-out request from a viewer pursuant to the previous sentence, Advertiser may use Subscriber Provided Data to send to such viewers future communications solely concerning Advertiser's products and services, but only if Advertiser (a) provides viewers with reasonable, legally-compliant means to opt-out of receiving such communications from Advertiser, (b) immediately complies with any opt-out requests received by either Advertiser, Representative or Company, (c) is and remains respectful and protective of viewers' privacy in all respects, (d) does not identify such viewers, either individually or in the aggregate, as Company subscribers in any marketing materials or in any disclosure to any third party, and (e) complies with all applicable laws and regulations relating to the use of such Subscriber Data, including, without limitation, CAN SPAM. For purposes of clarification, none of the communications made by Advertiser to viewers in accordance herewith shall include any advertisement, sponsorship or promotion of or by any party other than Advertiser.

15. This agreement may not be transferred or assigned by Advertiser or Agency without prior written consent of Representative; Representative or Company shall not be required to air or cause to be aired any material for the benefit of any advertiser other than Advertiser or any advertisement except those designated herein.

16. In the event of a breach of this Agreement, or any provision hereof, including a default in payments due hereunder, Advertiser shall pay Representative's and Company's expenses, including but not limited to reasonable attorney's fees, collection costs and disbursements.

17. Other than the existence and duration of this Agreement, no terms or conditions of this Agreement nor, except as permitted in Section 14 above, any Viewing Data shall be disclosed to any third party, except to the extent necessary to comply with law or legal reporting or disclosure requirements or the valid order of a court of competent jurisdiction; provided, however, that the foregoing shall not prevent either party from disclosing any such information to any of

CJK

Leena Gyftopoulos

From: Jupiter Ed [REDACTED]
Sent: Wednesday, January 02, 2019 3:15 PM
To: Leena Gyftopoulos
Subject: Joshua Weld-Wallis — New Schools for 2020

Reply

New Schools for 2020

Hello Families,

Our network, Classical Charter Schools, is hoping to open two new schools in the South Bronx by 2020! We are applying for these two new charters right now, so we'd like some feedback from you. We remain committed to meeting the needs of the families and scholars that are a part of our community, so your input is vital. If you'd like, please respond with how you think we're doing so far (the good and the bad) and give us any advice for what you'd like to see in these two new potential Classical charter schools in the South Bronx.

Thank you,
Joshua Weld-Wallis

[Unsubscribe](#)

Leena Gyftopoulos

From: Joshua Weld-Wallis
Sent: Thursday, January 03, 2019 12:42 PM
To: Leena Gyftopoulos
Subject: FW: Amina Karimou — New Schools for 2020

Application feedback note

Joshua Weld-Wallis
Operations Manager & SLA Director
South Bronx Classical Charter School II

From: Jupiter Ed <[REDACTED]>
Sent: Thursday, January 3, 2019 12:01 PM
To: Joshua Weld-Wallis <[REDACTED]>
Subject: Amina Karimou — New Schools for 2020

Reply

New Schools for 2020

Good morning and first happy New Years to you .for now you Gus are doing good the only thing is the hours plus homework for the kindergarten for exemple we wake up at 5 M for the bus and they comeback at 5:30 pmhome and à home .evey morning to wake thème up is a problem . we love the school and the good job they doing for our children thanks .

[Unsubscribe](#)

Leena Gyftopoulos

From: Joshua Weld-Wallis
Sent: Thursday, January 03, 2019 8:56 AM
To: Leena Gyftopoulos
Subject: FW: Brianna Reid - Parent of Anaiyah Sankey — New Schools for 2020

Application feedback

Joshua Weld-Wallis
Operations Manager & SLA Director
South Bronx Classical Charter School II

From: Jupiter Ed [REDACTED]
Sent: Wednesday, January 2, 2019 4:07 PM
To: Joshua Weld-Wallis [REDACTED]
Subject: Brianna Reid - Parent of Anaiyah Sankey — New Schools for 2020

Reply

New Schools for 2020

Hello! I would really love to attend the upcoming meeting but I do not think I will be able to leave work early. I do have a few things I would like to say about the school and I would also like to add my idea for the proposed new school. First I want to state that I have seen a huge improvement in my older child Anaiyah Sankey. She was struggling in her previous school when it came to discipline and completing her assignments but she does not have that problem anymore. I love that I have open communication with the teachers via Jupiter and they are always quick to respond. The only issue we seem to be having is with my younger child Shane and I simply think that while the structure of the classes is great for some students, it does not work for all. Every child is different and she may not be the type to benefit from it but we still appreciate all of the effort. I am hoping that you will consider adding another area for middle school to the south Bronx. I would love for my older children to attend an SBC school as well but distance is definitely a factor as I do not have time to make two school drop offs and pick ups so far apart. I would also hope that we can see more chances to gain access to after school activities and for some of the younger kids. Keep up the great work! I absolutely love the progress that I am seeing and I love how easy it is to talk to your staff.

Sincerely,
Brianna Reid

[Unsubscribe](#)



CLASSICAL
CHARTER SCHOOLS

January 2, 2019

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NAME (print)	EMAIL	COMMENT	SIGN/DATE
Francisco Guerrero	[REDACTED]	Information on how to help kids, can go in a charter school	x: <u>[Signature]</u> Date: <u>01/02/19</u>
Elizabeth Guerrero David Guerrero	[REDACTED]		x: _____ Date: _____
Yair Tifla	[REDACTED]	Confortable para mi hijo esta escuela cerca casa	x: <u>[Signature]</u> Date: <u>01/02/19</u>
			x: _____ Date: _____
			x: _____ Date: _____
			x: _____ Date: _____



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NAME (print)	EMAIL	COMMENT	SIGN/DATE
AGYEKUM, ALHASSAN	[REDACTED]	Good idea new ones are to open to supplement current ones. Hope those would as	x: Date: 1/2/19
	[REDACTED]	well be better managed like the existing ones.	x: _____ Date: _____
MERCY NYAMAAH	[REDACTED]	Great	x: Date: 1/2/19
			x: _____ Date: _____
			x: _____ Date: _____
			x: _____ Date: _____



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NAME (print)	EMAIL	COMMENT	SIGN/DATE
Mays A.	[REDACTED]	Give more support to Children with ADHD.	x: <u>Mays Arias</u> Date: <u>1/2/19</u>
			x: _____ Date: _____
			x: _____ Date: _____
			x: _____ Date: _____
			x: _____ Date: _____
			x: _____ Date: _____



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NAME (print)	EMAIL	COMMENT	SIGN/DATE
Miguel Roxas	[REDACTED]		x: <u>[Signature]</u> Date: <u>1/3/19</u>
ISAURA CIRANZO	[REDACTED]	Great school!	x: <u>[Signature]</u> Date: <u>1/3/19</u>
Rafaela Williams	[REDACTED]	Love the school	x: <u>[Signature]</u> Date: <u>1-3-19</u>
Medford, SASKIA	[REDACTED]	It's a good idea to expand giving students an opportunity to get a good education	x: <u>[Signature]</u> Date: <u>1/3/19</u>
Tabitha Torres	[REDACTED]	I love the academics and how they challenge the students. Only think that the mandatory tutoring should be more for struggling students	x: <u>[Signature]</u> Date: <u>1-3-19</u>
Leticia Sosa	[REDACTED]	It's a good idea to expand the school for more kids for a better experience	x: <u>[Signature]</u> Date: <u>1/3/19</u>



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NAME (print)	EMAIL	COMMENT	SIGN/DATE
Ernesto		?	x: <u>[Signature]</u> Date: <u>1/3/2019</u>
Johnny		I agree with it	x: <u>Johnny Cal</u> Date: <u>1/3/2019</u>
Carolyn		Will we have enough teachers?	x: <u>Carolyn Rivera</u> Date: <u>1/3/2019</u>
Tori		Having new schools is a great idea.	x: <u>Tori Post</u> Date: <u>1/3/2019</u>
Yamika Tejedor		Great idea to open up two more schools. Communication is great and the teachers as well.	x: <u>Yamika Tejedor</u> Date: <u>1/3/19</u>
Nadia		Loved the idea of a new school cleaner area would be great (Dog poop everywhere)	x: <u>[Signature]</u> Date: <u>1/3/19</u>



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NAME (print)	EMAIL	COMMENT	SIGN/DATE
Christina Reyes		Great school, Academically & Great Teachers & staff.	x: <u>C Reyes</u> Date: <u>1/3/19</u>
Aissatou Diawara		I like school good!	x: <u>M.C.</u> Date: <u>1/3/19</u>
Nemesis Cheveron		Good at what they do.	x: <u>MS Cheveron</u> Date: <u>1/3/19</u>
<i>[Signature]</i>			x: <u>[Signature]</u> Date: <u>12/10/18</u>
Jasmine Pelle		• Excellent performance • Teacher communication excellent	x: <u>J. Pelle</u> Date: <u>1/3/19</u>
Roxanne DiGiovanna		Great School. Excellent Performance	x: <u>[Signature]</u> Date: <u>1/3/19</u>



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NAME (print)	EMAIL	COMMENT	SIGN/DATE
Jasmin Gonzalez		its a great school for any child to Progress	x: Date: 1-3-18
Harriet Bah		I never felt so relieve until I discover this charter school. I will be great to expand this school.	x: Date: 1/3/18
Suzanne Pasos		Love School Start Great	x: Date: 1/3/18
Jesenia Lebrun		the school is like a family, teachers are very active with students	x: Date: 1/3/18
Johnny Hernandez		I love the school structure, safety, and academic program.	x: Date: 1/3/18
Carlos Burgos		GOOD SCHOOL TO LEARN	x: Date: 1-3-19



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NAME (print)	EMAIL	COMMENT	SIGN/DATE
Zuleyka Nolasco		I think the structure is very good.	x: <u>Zuleyka N.</u> Date: <u>1-3-2019</u>
Keyla Sanchez		The best school!	x: <u>Keyla Sanchez</u> Date: <u>1/3/2019</u>
Jane Reid		Best school	x: <u>Jane Reid</u> Date: <u>1.3.19</u>
Deika Blanco		Love the school, My child has lear a lot!	x: <u>Deika</u> Date: <u>1/3/18</u>
Tiana Martinez		Great school w/ resources. Maybe adding additional extra-curricular activities for the children	x: <u>Tiana</u> Date: <u>1/3/18</u>
Kwaku Appiah-Kubi		That will be great	x: <u>Appiah</u> Date: <u>1/3/18</u>



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NAME (print)	EMAIL	COMMENT	SIGN/DATE
Raymond Rosario	[REDACTED]	great school Academically coming along with the after school activities "A"	x: <u>Raymond Rosario</u> Date: <u>1/3/19</u>
INES M/LEON	[REDACTED]	I love this school. Super happy is growing to give the opportunity to much other kids ACADEMICALLY EXCELLENT	x: <u>INES M/LEON</u> Date: <u>1/3/19</u>
Soulyman Sy	[REDACTED]	good way to communicate but sometime need to send also paper for the master.	x: <u>Soulyman Sy</u> Date: <u>01/03/19</u>
Virginia Del Rosario	[REDACTED]	"good school"	x: <u>Virginia Del Ros.</u> Date: <u>01/03/2019</u>
Dimitris Grant	[REDACTED]	Communication is Great.	x: <u>Dimitris Grant</u> Date: <u>1/3/19</u>
Mihirel	[REDACTED]	comunication	x: <u>Mihirel</u> Date: <u>1/3/19</u>



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NAME (print)	EMAIL	COMMENT	SIGN/DATE
Argelia Rosario		Love the staff, curriculum and programs the school offers.	x: Date: 1/3/19
Benjamin Jackson		The school curriculum is great, the staff and teachers are wonderful, my child is excelling a lot	x: B. Jackson Date: 1/3/19
Busari Mariama Jallow		Great School helps a lot	x: Busari Date: 1/3-19
Melanie Latorre		Awesome teachers who really care about their students!	x: M Latorre Date: 1/3/19
Mahamadi Belem		Like the staff, structure and program would like the school to have space for exercise	x: Date: 01/03/19
Anthony Reyes		Love the school super excited to hear they're expanding. Much needed for our community.	x: A Reyes Date: 1/3/19



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NAME (print)	EMAIL	COMMENT	SIGN/DATE
Brittany Neilson		SBCC has helped my daughter advance on so many levels. This School cares about education.	x: <u><i>Brittany Neilson</i></u> Date: <u>1/4/19</u>
Hilda Gonzalez		SBCC is a very good school. Teachers and deems have been helpful to my kids	x: <u><i>Hilda Gonzalez</i></u> Date: <u>01/4/19</u>
Kerry-Ann Duncan		The school as a network is great. I love the fact that academics is stressed.	x: <u><i>KDuncan</i></u> Date: <u>01/04/2019</u>
Anthony Walters		Great network. Awesome Teachers focused on child's academic development	x: <u><i>Anthony Walters</i></u> Date: <u>1/4/19</u>
Erica D'Pini			x: <u><i>Erica D'Pini</i></u> Date: _____
MARY Zabala		SBCC is a Great school. I love the progress my daughter has experience. Any parent should try to enroll their child into this school.	x: <u><i>Mary Zabala</i></u> Date: <u>1/4/19</u>



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NAME (print)	EMAIL	COMMENT	SIGN/DATE
Miguel Linares		I ensure The new school going to be another opportunity for The Neighborhood because The is school system is so good	x: Date: 3-1-2018
Indigo Solomon		we love it !!	x: Date: 1/4/18
Rachel Barnes		I love the administration and but would like to have more hands in the knowledge of the inner workings of classes.	x: Date: 1/4/19
Jasmarie Ramos		Don't have much to say y'all amazing and I know it will be great	x: Date: 1/4/19
Alay's Arios		I LOVE the service and I like everything they doing great.	x: Date: 1/4/19
Tejuana Brown		Overall I think the school is great and the kids come out with great success	x: Date: 1/4/19



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NAME (print)	EMAIL	COMMENT	SIGN/DATE
PAM Armstrong	[REDACTED]	il.com I really love the school.	x: <u>[Signature]</u> Date: <u>1/3/19</u>
EDUARDO SANTIA GO	[REDACTED]	STAFF ARE GREAT SCHOOL IS WONDERFUL	x: <u>[Signature]</u> Date: <u>1/3/19</u>
Tamara Nowall	[REDACTED]	staff are really nice and respectful	x: <u>[Signature]</u> Date: <u>1/3/19</u>
Dominique Dix	[REDACTED]	I love this idea	x: <u>[Signature]</u> Date: _____
Keya Dora	[REDACTED]	GOOD IDEA	x: _____ Date: _____
Dominique Jenkins	[REDACTED]	Its a great school the progression in my child is more than I could have asked for	x: <u>[Signature]</u> Date: <u>1/3/19</u>



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NAME (print)	EMAIL	COMMENT	SIGN/DATE
Elizabeth Paredes		The schools need more staff that represent our students & understand their cultural backgrounds. Having young teachers from suburbs that do not understand our children is very challenging.	x: Date: 1/3/18
Grace Onuh-Bamba		The idea for expansion is great and also expand the grades	x: Date: 1/3/18
Raymond Santana		I will love the idea of expand the school now our kids will not get into school	x: Date: 1/3/2018
Doris Colon		It will be great if they expand the school. It a great school for kid with high IQ.	x: Date: 1/3/2018
			x: _____ Date: _____
			x: _____ Date: _____



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NAME (print)	EMAIL	COMMENT	SIGN/DATE
Jeanine Williams-King	[REDACTED]	Technology & Extra curricular activities	x: <u>[Signature]</u> Date: <u>1/3/19</u>
Alberto Molina Ana Herrera	[REDACTED]	Communication	x: <u>[Signature]</u> Date: <u>1/3/19</u>
			x: _____ Date: _____
			x: _____ Date: _____
			x: _____ Date: _____
			x: _____ Date: _____



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NAME (print)	EMAIL	COMMENT	SIGN/DATE
Nivita Colman			x: <u>[Signature]</u> Date: <u>1/2/19</u>
Ajeesh Furman		Classical Charter is the best! The teachers are amazing!!	x: <u>[Signature]</u> Date: <u>1/2/19</u>
Agnese Seder		love, especially ms. montero.	x: <u>Agnese Seder</u> Date: <u>1/2/19</u>
Jessica Davis		I love classical! I can't wait for my daughter to attend	x: <u>[Signature]</u> Date: <u>01/02/18</u>
Jessica Selzer		They need more schools the school is great not sure exactly how	x: _____ Date: _____
Jessica Harding		I love classical!!	x: <u>[Signature]</u> Date: <u>1/2/19</u>



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NAME (print)	EMAIL	COMMENT	SIGN/DATE
Dilly Martin	[REDACTED]		x: <u>Sully</u> Date: <u>1/24-19</u>
Jessna Santiago	[REDACTED]		x: <u>Jessna</u> Date: <u>1/24/19</u>
Christina	[REDACTED]		x: _____ Date: _____
Joyan - Ambis	[REDACTED]	Best school.	x: <u>Joyan</u> Date: _____
Michelle Harris	[REDACTED]	Love the idea	x: _____ Date: _____
Lera Boyd	[REDACTED]		x: <u>L.B</u> Date: _____



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NAME (print)	EMAIL	COMMENT	SIGN/DATE
CHRISTINE BENNETT	[REDACTED]	very nice school very intelligent administration	x: Date: 1/2/19
FAYUTA CARMON	[REDACTED]	Very nice	x: Date: 1/2-19
Makeda Lewis Agbemadegbe	[REDACTED]		x: Date: 1/3/19
Juelisse Montano	[REDACTED]	Very nice	x: Date: 1/3/2019
Jose Bany	[REDACTED]		x: Date: 1/3/2019
Kateena Darden	[REDACTED]		x: Date: 1.3.19



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NAME (print)	EMAIL	COMMENT	SIGN/DATE
Ivy Fullen			x: <u>[Signature]</u> Date: <u>1/3/19</u>
ADRIAN CLAY			x: <u>[Signature]</u> Date: <u>1/3/19</u>
Lisbeth Guz			x: <u>[Signature]</u> Date: <u>1/3/19</u>
Carmen			x: <u>[Signature]</u> Date: <u>1/3/19</u>
Lori Cohen			x: <u>[Signature]</u> Date: <u>1/3/19</u>
Claudia Sanchamra			x: <u>[Signature]</u> Date: <u>1/3/19</u>



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CHARTER SCHOOLS

January 2, 2019

We are excited to share our plan to expand Classical Charter Schools by starting two new schools in the South Bronx by 2020. We welcome your input, comments and questions to ensure we meet the needs of our community. Please fill out the form below to share your thoughts.

NAME (print)	EMAIL	COMMENT	SIGN/DATE
Lovasia Jones			x: <u>[Signature]</u> Date: <u>1/2/18</u>
Fatoumata Diallo			x: <u>[Signature]</u> Date: <u>1/2/18</u>
Chinyere Onyekwue			x: <u>[Signature]</u> Date: <u>1/2/18</u>
Sallya Coulibaly			x: <u>[Signature]</u> Date: <u>1/2/18</u>
Steven Dechabert			x: <u>[Signature]</u> Date: <u>1/2/18</u>
			x: _____ Date: _____



CLASSICAL
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NAME (print)	EMAIL	COMMENT	SIGN/DATE
Mercy			x: Date: 1/2/18
Alida			x: ALIDA-BELEY Date: 1/2/18 M. B. B.
Melvin T			x: _____ Date: 1/2/18
Sindy			x: Date: 1/2/18
Vanessa Garcia			x: Date: 1/2/18
Daniella			x: Date: 1/2/18



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NAME (print)	EMAIL	COMMENT	SIGN/DATE
LWT Qu	[REDACTED]	My Boys love the school.	x: Date: 1/4/19
Collette Morris	[REDACTED]		x: Date: 1/3/19
			x: _____ Date: _____
			x: _____ Date: _____
			x: _____ Date: _____
			x: _____ Date: _____

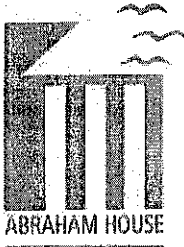


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NAME (print)		COMMENT	SIGN/DATE
Hector Rivera			x: <u>Hector Rivera</u> Date: <u>1/7/19</u>
JAZLINE MERO			x: <u>J Constantine</u> Date: <u>1.7.19</u>
Maria Gonzalez			x: <u>Maria Gonzalez</u> Date: <u>1/7/19</u>
			x: _____ Date: _____
			x: _____ Date: _____
			x: _____ Date: _____



A Place of Hope
Breaking the Cycle
of Incarceration

January 3, 2019

To whom it may concern,

It is with pleasure that I write this letter on behalf of Abraham House in support of South Bronx Classical Charter School's proposal to expand their capacity to serve more youth in the South Bronx community, in which we both serve.

Abraham House is a non-profit organization located in Mott Haven providing holistic services to at-risk youth, and adults and families whose lives have been affected by incarceration. We have a robust afterschool program that optimizes our youth's developmental, educational and social emotional learning experiences from kindergarten to 12th grade. We have developed strong partnerships with schools, youth service organizations, and constituents over the years with whom we continue to collaborate vigorously to build and foster a solid foundation for our youth to transition into successful adults. South Bronx Classical Charter's esteemed approaches and diligent work is tremendously benefiting our youth and community, thus they will have the capacity to contribute far greater with their proposed expansion.

Abraham House looks forward to continuing and increasing our collaboration with South Bronx Classical Charter and providing vibrant serves to our youth in the South Bronx.

If I can be of further assistance please contact me a

Yours truly,

Althea Brooks
Executive Director



SHELTERING 18 ARMS 31

Children and Family Services

January 7, 2019

Joselyn Urena
Senior Case Planner
412 E. 147th Street
Bronx, NY 10455



Mr. Ganaganayagam
South Bronx Classical Charter School II
333 E. 135th Street
Bronx, NY 10454

To Whom It May Concern,

My name is Joselyn Urena and I'm the Senior Case Planner at a foster-care agency, Sheltering Arms Children and Family Services. I have been working at Sheltering Arms since August, 2013. In my multiple positions at my agency I have witnessed a lot of children and adolescents in very unfortunate situations and not feeling at "home." Providing emotional support and warmth is extremely important in the work we do here at Sheltering Arms.

For the past two years I have had the privilege of working with South Bronx Classical Charter School's Pajama Program. I can attest from personal experience, from the support of the staff and the immense amount of happiness that this program has brought to so many families is priceless. I could humbly and proudly say that Sheltering Arms has received over 350 sets of pajamas. Each child at our agency has had a pair of either their favorite super-hero or Disney character providing them with happiness, comfort, and warmth. That is priceless and heartwarming.

main: 212.675.1000 fax: 212.989.1132 305 7th Avenue, New York NY 10001

ShelteringArmsNY.org  ShelteringArmsNY  @ShelteringArmsNY

SHELTERING 18 ARMS 31

I am

Children and Family Services

beyond

happy that there are programs that support children in need and ways to offer additional support to families. In addition, the Pajama Program has provided the agency with at least

100 books and the excitement on the children and parents' and caretakers' faces is incredible.



Perhaps the Pajama Program is not a universal concept for some, but for families in need and children who feel "lost" it serves a universal smile and warmth.

Respectfully Submitted,



Joselyn Urena
Senior Case Planner

main: 212.675.1000 fax: 212.989.1132 305 7th Avenue, New York NY 10001

ShelteringArmsNY.org  ShelteringArmsNY  @ShelteringArmsNY

THE PARENTING TRAINING NETWORK

515 Mount Prospect Avenue (STE: 9F) Newark N.J. 07104 (347) 210-0823

January 4th, 2019

To whom it may concern:

RE: Endorsement of Mr. Long and the Classical charter schools expansion in district Seven and Nine

All children deserve to have quality educators who provide an atmosphere conducive to learning. I highly recommend and endorse a comprehensive educational approach offered by Classical Charter Schools. CCS offers a learning environment where students are motivated and exhibit self-discipline to become lifelong learners, pride in their achievement sets the tone for future success in society.

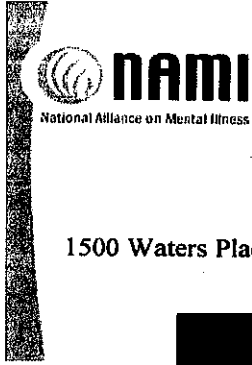
Classical Charter Schools work closely with parents and families they are a part of a team of support and encouragement to each student. The family support that Classical Charter Schools offers encourages students to use their time constructively, to stay away from the streets and lift their sights to higher achievements made by their forbearers who overcame adversity. Classical Charter Schools inspires progress and hope for children who have the potential to no longer be victims of benign neglect.

It is with great pride and encouragement that the Parenting Training Network supports and will continue to support the development of Classical Charter Schools.

Sincerely,

C. Shields, Program Director
The Parenting Training Network





Ms. Paulina Magnetti,
Executive Director
Bronx Provider Consumer Alliance, Inc.
3355 Country Club Road
Bronx, NY 10465

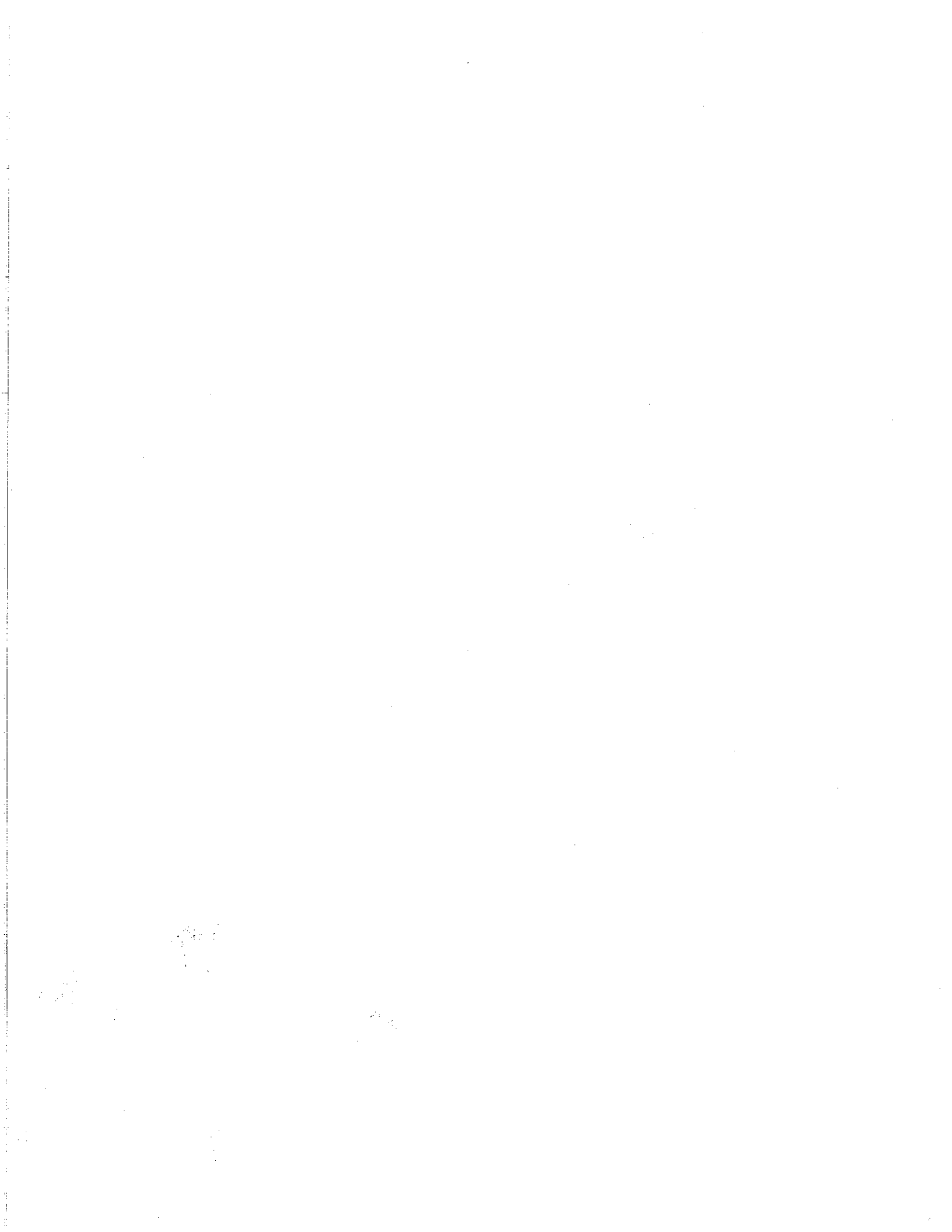
RE: Endorsement of Mr. Lester Long and the Classical Charter Schools Expansion in Districts 7 and 9

All children deserve to have quality educators who provide an atmosphere conducive to learning. I highly endorse a comprehensive educational approach offered by Classical Charter Schools. CCS offers a learning environment where scholars are motivated and exhibit self-discipline to become lifelong learners; pride in their achievement sets tone for future success in society.

Classical Charter Schools work closely with parents and families; they are a part of a team of support and encouragement to each scholar. The family support that Classical Charter Schools offers encourages scholars to use their time constructively, to stay away from the streets and lift their sights to higher achievements made by their forebearers, who overcame adversity. Classical Charter Schools inspires progress and hope for children who have the potential to no longer be victims of benign neglect.

Respectfully,

Ms. Paulina Magnetti
Executive Director





CLASSICAL CHARTER SCHOOLS

LEADERSHIP

LESTER LONG
FOUNDER & EXECUTIVE DIRECTOR
SCHOOL DIRECTOR, SBCCS

LEENA GYFTOPOULOS
SCHOOL DIRECTOR, SBCCS II

REBECCA GEARY
SCHOOL DIRECTOR, SBCCS III

SOUTH BRONX CLASSICAL CHARTER SCHOOL II
333 EAST 135TH ST.
BRONX, NY 10454
PHONE: 718-292-9526
FAX: 718-732-2945
WWW.SOUTHBRONXCLASSICAL.ORG

Monday, January 07, 2019

BOARD OF TRUSTEES

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LOUISA CHILDS

WILLIAM F. HIGGINS

LAURENCE HIRSCH

JAMES MAHER, JR.

To Whom It May Concern,

My name is Mayra and I support the application of Classical Charter Schools to open up more schools in the South Bronx. I have lived across the street from the South Bronx Classical Charter School 2 ever since they opened and have been involved with many of the kids that attend that school. I babysit for some families and help make sure their children are doing the right thing. I have gotten to know the teachers and staff and they are doing all they can for our children. The commitment and dedication these teachers have shown is amazing. I regularly recommend to my friends that they send their kids to this school as well. Please accept their application to open more schools in my neighborhood.

Thank you,

MAYRA PELLET

LOCATIONS

SOUTH BRONX CLASSICAL I
977 FOX STREET
BRONX, NY 10459
718 860 4340

SOUTH BRONX CLASSICAL II
333 E. 135TH STREET
BRONX, NY 10454
718 292 9526

SOUTH BRONX CLASSICAL III
3480 THIRD AVENUE
BRONX, NEW YORK 10456
929 285 3025

CLASSICALCHARTERSCHOOLS.ORG

CLASSICAL CHARTER SCHOOLS PREPARE K-8TH GRADE STUDENTS IN THE SOUTH BRONX TO EXCEL IN COLLEGE-PREPARATORY HIGH SCHOOLS. THROUGH A CLASSICAL CURRICULUM AND HIGHLY STRUCTURED SETTING, STUDENTS BECOME LIBERATED SCHOLARS AND CITIZENS OF IMPECCABLE CHARACTER WHO ACHIEVE PROFICIENCY IN AND ADVANCED MASTERY OF NEW YORK STATE PERFORMANCE STANDARDS.



**East Side House
SETTLEMENT**

Dear South Bronx Classical Charter School 2,

I just want to say from us at east side house we are grateful for your partnership with us over the last couple of years. You've helped us enroll numerous of children into our afterschool program and also helped us maintain a positive safe environment. I truly hope you'll find success in whatever new environment you guys will be in. I highly recommend you to whomever you decide to partner with as a staff and school base.

Sincerely,

Jason Carter

Evening Program Director

Mitchel Community Center

Attachment 2d: Evidence of District Support for Restart/Turnaround

NOT APPLICABLE.

South Bronx Classical Charter School V is not proposing to operate as a restart or turnaround school.

Attachment 3. Course Descriptions

From its founding, CCS designed a school model that we believe best meets the needs of our target population, and which is embedded within the guiding framework of a classical education. 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. In addition, scholars starting as young as kindergarten are exposed to higher-level exploratory thinking and discussion throughout the day, but especially during our 45-minute problem-solving block called Number Stories and in our 40-minute literacy discussion block called Close Reading. In all grades, scholars develop core knowledge in the basic subjects of reading, writing, math, science, and history.

MATHEMATICS

Math (K-8) – Our K-8 math curriculum systematically covers all standards as outlined by the Common Core. Explicitly, the goal at SBCCS is for each student to be fully prepared for pre-algebra and have an introduction to geometry by the fifth grade. Math builds on itself (e.g., addition is repeated counting, multiplication is repeated addition, exponents are repeated multiplication), and a strong foundation in math numeracy is absolutely essential for success in later grades. “The study of Algebra I has been described as the fork in the road --- a decision point - where one direction leads to opportunities and the other direction leads to limited options for education and career choices.” Scholars highly skilled in the fundamentals of arithmetic, general numeracy, and pre-algebra will be prepared for demanding middle/secondary schools and colleges. The math curriculum emphasizes procedural fluency, conceptual understanding, an ability to reason logically, and capacity to justify ones thinking through models or verbal explanations.

Number Stories (K-8) – In each Number Stories lesson, scholars creatively solve a rigorous word problem. As scholars are solving the problem, teachers are actively circulating and conferring to determine which scholars should share during the discourse portion of the block. For the last 20 minutes of the block, scholars are expected to thoughtfully share their strategies and work with their peers to come up with math conjectures. While scholars are sharing their strategies, the teacher is charting the strategies which scholars can then reference in future lessons to solve future problem types. An outside consulting group, the Lavinia Group, supports CCS with the implementation of Number Stories and provides consistent support with both materials and execution.

ENGLISH LANGUAGE ARTS

Phonics (K-1) – The phonics curriculum was adapted from the *Words Their Way* scope and sequence guide for word study and shaped with the Common Core Reading Foundational Standards. Starting with consonants and progressing through r-controlled vowels and diphthongs, the most fundamental patterns and skills are included in the objective calendar. Instruction will progress systematically according to the sequence guide, and teachers follow a scripted daily lesson plan.

Grammar (1-8) – Developing our scholars’ expressive language via writing and oral language is particularly critical with our target population. Starting in first grade, all scholars receive explicit grammar instruction, which includes everything from parts of speech to verb moods. Teachers follow a scripted daily lesson plan, and instruction progresses systematically according to a sequence guide. The grammar skills are determined based on the Language standards reflected in the Common Core as well as an understanding of grade-level writing expectations.

Writing (K-8) – Scholars receive explicit writing instruction that reflects the Common Core Learning Standards. Instruction is thematic in nature, covering everything from realistic fiction to non-fiction research-based articles and extended summary reports in the upper grades. Scholars develop writing skills that reflect essential reading skills to ensure bolstering and transfer of these skills. The structure of our writing block reflects Lucy Caulkin’s Writing Workshop in the sense that it includes an extended period of work time during which the teacher confers with individual writers to provide differentiated feedback and support.

Read Aloud (K-4) – Reading aloud to scholars builds many foundational skills, introduces vocabulary, provides a model of expressive, fluent reading, and exposes scholars to complex texts that are beyond their decoding ability but within their comprehension ability. Our Read Aloud curriculum is scripted to ensure inclusion of reading comprehension, listening, and expressive language Common Core Learning Standards.

Reading (5-8) – As scholars move into upper elementary and middle school grades, the read aloud block is replaced by reading. Reading lessons are centered on a shared text, portions of which scholars read as preparation for each daily lesson. Scholars spend the majority of their time in the lesson focused on discussing and writing about key concepts present in the texts. The texts chosen for the curriculum meet or exceed grade-level reading expectations and cover all genres required by the Common Core standards.

Guided Reading (K-6) – For one hour each day, scholars receive guided reading, which consists of small-group reading instruction, independent reading, and scholar-run reading centers. Teachers thoughtfully group scholars according to reading level, strengths and deficits, and tailor instruction and center activities to systematically fill skill gaps. Reading levels are assessed using *Fountas and Pinnell’s Benchmark Assessment System*. For scholars in 7th and 8th grades who have not yet reached the expected reading level, guided reading is offered as an intervention.

Close Reading (K-6) - Grade teams are responsible for thoughtfully planning (with support from instructional coaches) data-driven close reading instruction that teaches transferrable approaches and thinking routines relating to varied genres and allows for deep scholar discussion and debate. CCS also works with the Lavinia Group to ensure our close reading instruction is as powerful as possible. The consultants visit each school site to provide teachers and coaches with feedback on lessons and materials. Close reading was first introduced during the 2015-2016 school year. It tremendously impacts a scholar’s ability to read and thoughtfully respond to complex text as evidenced by our improved test scores across grades 3-8 on the NYS ELA Assessments.

Textual Analysis (3-8) – The purpose of our TA block is to develop strategic readers who follow a consistent procedure that reflects the text’s genre. Scholars are taught how to approach different types of texts, and practice strategies like “genre-based thinking jobs” and “left and

right side annotations.” Textual analysis instruction helps scholars apply their strong reading skills to short passages and test-type questions.

CONTENT SUBJECTS

Science (K-8) – Based on *Next Generation Science Standards*, our science curriculum is almost entirely hands on, and scholars learn basic physics, chemistry, and biology through experiments and natural observations. The scientific method is discovered by repetition, and safety is explicitly taught. Scholars categorize their findings as typically described (e.g., the periodic table and the biological classifications), and learn the history of science through replicating simple classic experiments.

History (K-8) – History will be taught chronologically and across cultures. Ancient Egypt, Ancient Greece, the Roman Empire, the Chinese Dynasties, and the African tribal cultures are all part of this curriculum. This classical curriculum will bring the discoveries and wonders and genius of parts of the globe together, recognizing the rich contributions of all peoples. Through our classical history curriculum, we aim to develop our scholars’ critical thinking, emotional maturity and tolerance, as well as their ability to respectfully, persuasively and articulately express opinions. The content of this block is based on Core Knowledge and NYS Social Studies Framework and addresses the standards and historical thinking skills outlined by the city and state.

Latin (3-8) - The language-rich curriculum of a classical education is further supported through the careful study of Latin, which helps scholars improve scholars’ English grammar and vocabulary skills as well as learn other languages. Latin’s beneficial effect on scholars’ verbal aptitude is well-documented: The increased level of literacy is highlighted on the Scholastic Aptitude Test (SAT), documented in studies by LaFleur (1981, 1982), and is reported in articles by Barrett (1996). Tests conducted by the Educational Testing Service (ETS) from 1988 to 1997 show that scholars studying Latin outperform all others on the verbal portion of the SAT.

Debate (4-8) - Debate at Classical begins in 4th grade and continues through 8th. In 4th-6th grades the focus is on the history of debate, the basics of argument development, and the best practices of public speaking. Scholars do a combination of reading, writing, video analysis, and speech delivery to access the content. In 7th grade, scholars focus their work on Parliamentary Debate, which emphasizes sophisticated argument development, responsive argumentation, and the ability to deliver a speech with minimal preparation through a reliance on strong speaking skills. In 8th grade, the focus shifts to Policy Debate, which requires in-depth research and an ability to string together multiple sources to create a cogent argument. On the whole, the debate program prepares scholars to be competent consumers of nonfiction and media sources, good writers who can state and defend a comprehensive claim, and strong public speakers who speak clearly, directly, and with passion.

Attachment 3a. Student and Teacher “Day in the Life”

Our calendar (see attached calendar) reflects our deep belief that more time learning in the core subjects is critical for scholar success, particularly in the communities we hope to serve. Therefore, SBCCS V scholars will enjoy an extended school day and extended school year, providing more core instructional time over the course of the year than traditional public schools.

Student's Day and Year

Students arrive at CCS schools between 7:20 and 7:50 am. They are greeted by the Dean of Students and then directed to the cafeteria for breakfast. At 7:50 am, the students are escorted upstairs, by their teachers, to start their day of instruction.

As a planned K-8, all scholars receive the same curriculum, with no electives. Core classes include Reading, Writing, Math, Guided Reading, Science, and Social Studies. Non-Core Classes might include Fitness, Art, and Music; However, a Classical Education sees all these subjects as worthy and deserving of “Core” status. Our daily schedule (see excerpt from First Grade) shows evidence of our commitment to provide over 180 minutes of daily literacy instruction and over 100 minutes of daily math instruction.

Also from our experience, after-school supports are an important part of the life of the school – to support struggling scholars, challenge advanced scholars, modify behavior for some scholars, and provide additional engaging activities for those who wish to be involved in activities such as soccer, karate, or dance. Therefore, the first dismissal for students will be at 4:30 pm and for those who are either required or choose to stay, a number of structured supports remain in place until 5:30 pm.

Finally, each month ends with a Community Gathering, during which we honor scholar successes, from displays of virtuous character to high achievement on assessments. All SBCCS V stakeholders are always welcome and invited to these rituals and enjoy these Friday celebrations of school life and success.

Teacher's Day and Year

Teachers’ days typically begin with Stand Up meetings. In each grade, Grade Team Leaders will hold Stand Up meetings at 7:30am. These 15 minutes provide teams with time to discuss operational anomalies such as absences, changed schedules, or testing, but also more lesson-specific discussions such as anticipated scholar difficulties, groupings, and last-minute tips and advice. Coaches and deans circulate among the grades during this time.

Classroom teachers pick up their scholars at about 7:50am, and instruction begins at 8am. Generally teachers teach from 8am to 4:30pm. During that time, teachers receive a 30-minute lunch break, and 2 50-minute preparation periods. Often, however, teachers will pull a small group of their scholars for part of a preparation period. Teachers dismiss their scholars at about 4:15pm, and are able to either leave at

4:30pm, or return into the building to work. On average, Classical teachers report to work at 7:15am and leave the building at 4:45pm.

The CCS School Year begins with new staff reporting for Professional Development on the first Wednesday in August. For three days, new staff receive general discussion about the school's history, results, professional expectations, core values, and principles of practice. Starting on the second Monday in August, all staff (new and returning) attend seven days of Professional Development, as discussed above. Scholars report to school on the third Wednesday in August.

During the year, CCS uses a trimester system, with Trimester 1 spanning from mid-August to early December, Trimester 2 spanning from early December to early March, and Trimester 3 spanning from early March to the end of June. All students are dismissed at 1pm on the first Friday of the month. After Trimesters 1 and 2, Report Card Conferences are held during the half days in December and in March. At the end of the year, report cards are mailed home. In the other months, from 1pm to 4:30pm, all staff receive Professional Development as discussed above.

As mentioned above, CCS offers a Summer Learning Academy, which begins on the first Monday in July and lasts for 3 weeks. SLA is either recommended or required for scholars. SLA lasts from 8am to 1pm. Classical also now offers an "After Summer Learning Academy" program, which offers scholars other activities from 1pm to 4:30, as a service to parents who would have difficulty picking up their children after SLA.

Unit Number: 6	Unit Title: Ancient and Medieval Poetry and Drama	
Subject: Reading	Grade: 7	
Designer: Jacqueline Davis		
Estimated Time Frame: 25 Days	Topic(s): Ancient Greece, Ancient Rome, Medieval Europe, Epic, Drama, Trilogy, Comedy, Tragedy, Ballad, Lyric, Theme, Message, Purpose, Tone, Mood, Craft	

Unit Summary

Note: In your unit summary, please place the unit in context within the year, outline major goals, introduce/describe the performance assessment and identify important learning activities.

Ancient and Medieval Poetry and Drama is the sixth unit in seventh grade reading. The focus of the unit is to deepen scholars' ability to extend their application of reading comprehension strategies and detailed analysis to the difficult genre of poetry, including the perception, analysis, and internalization of complex themes and structures. The unit seeks to further develop scholars' understanding of the inextricable connection between form and content in poetry and the recognition of poems as both a physical form comprised of varied syllables, rhyme schemes, and internal structures and an expression of literary art.

The unit is designed to move scholars through the works of Ancient Greek poets Aeschylus, Sophocles, Aristophanes, and Euripides before switching focus to the Ancient Romans Vergil and Horace. During their study of the ancient poets, scholars will interact with excerpts from famed dramas, unpacking the poets' use of typical and adapted structures such as tragedy, comedy, and trilogy more generally and the agon and parabasis more specifically. Following their work with the Ancient Greek and Romans, scholars will study the Medieval poets Dante, Christine de Pizan, Geoffrey Chaucer, and the unknown Anglo-Saxon author of *Beowulf*. During their study of Medieval poets, the scholars will draw conclusions about the link between time period and literary content and focus. Throughout the entire unit, scholars will work to analyze specific author's craft elements, determine the connection between those specific instances contained within lines and stanzas and the larger ideas of the poem or drama, and evaluate the poet's use of them in the creation and development of his theme and message.

The unit has four main goals:

- Exposure to some of the most prolific, influential, and important writers of Ancient and Medieval history and the development of scholar awareness in connection to the impact of these authors on modern literature and society.
- The development of the scholars' basic understanding of the evolution of drama and poetry over the expanse of history and cultures.
- The increased flexibility of scholar adaptation of general reading comprehension strategies as applied to complex drama and poetry with difficult language and debatable intentions and purposes.
- The improvement of scholars' ability to perceive, evaluate, and articulate the connection between the form of a drama or poem and the development of its deeper meaning.

The unit focuses predominantly on the interpretation of key craft elements and the connection between the form and structure of a poem and its meaning and purpose. The scholars will work through the confusion of difficult language and abstract concepts in whole class, group, partner, and independent settings, thus allowing them varied levels of scaffolding and independence throughout the course of the unit. In total this unit has four performance tasks that fall under three overarching categories. The scholars will complete poetry recitations and accompanying analyses, the discernment and articulation of a poet's message, and evaluations of the similarities and differences between read and staged dramas. The tasks are designed to strengthen and assess scholar understanding and mastery of unit goals.

Stage 1: Desired Results

Established Goals (Standards, etc.):

G

Identifier	Standard
7.RL.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7.RL.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
7.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and

	connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
7.RL.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
7.RL.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
7.SL.1A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
7.SL.1B	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
7.SL.1C	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
7.SL.1D	Acknowledge new information expressed by others and, when warranted, modify their own views.
7.SL.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
7.SL.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
7.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)

The texts for this unit, a conglomeration of poems and drama excerpts from ten of histories most read and revered poets from Ancient Greece, Ancient Rome, and Medieval Europe, lend themselves to an extensive study of theme and form. The scholars will spend a large portion of the lessons examining the connection between the structure and form of a piece of writing and its meaning (7. RL. 5) as well as how the poet uses repetition, rhyme, and adaptations of typical structures (7. RL. 4) to create the deeper meaning, mood, and tone of their work. Scholars will work in several lessons to provide objective summaries of texts (7. RL. 2) through the use of direct and accurate citation (7. RL. 1) and to further determine and explain central ideas and their development over the course of the text. Scholars will moreover work to identify and interpret the themes of texts and their impact on the characters and character actions (7. RL. 2) as well as to analyze the purpose intended by the poet in light of the structure they chose to create or adapt.

In addition to their examination of the big ideas and the overriding structure within poems, the scholars will study more closely the poet's direct involvement in the construction of the poems' meaning. This will be done through analyses of how a drama's or poem's structure contributes to its meaning (7. RL. 5) as well as the determination of the meaning of words and phrases as they are used in a text, focusing specifically on figurative language and the impact of specific words and phrases on the overall tone of a poem (7. RL. 4).

The tasks of the unit are designed to push scholars to apply the reading standards to writing, focusing predominantly on essay analysis writing. There are four performance tasks throughout the unit, focusing on topics from poetry recitation to an analysis of hearing versus reading a drama (7. RL. 7), and finally an evaluation of a poet's message. All of the tasks of the unit are tied together through their connection to an evaluation of the deeper meaning of poems and dramas similar to the level of analysis more commonly applied to prose and narrative writing.

The structure of the daily reading lessons is such that scholars participate in at least 20 minutes of discussion each day. These discussions have predetermined topics, therefore necessitating that the scholars come to the discussion prepared, having read or studied the required materials. Scholars will explicitly draw on that preparation by referring to evidence on the topic or text to probe and reflect on ideas under discussion (7. SL. 1A). Additionally, scholars will both pose and respond to specific questions with elaboration and detail, making comments that contribute to the discussion (7. SL. 1C). During these discussions, scholars will be expected to take on the role of both active listener and active participant and will be held accountable for presenting claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate the main ideas or themes of the book. During their speaking portion of the discussion, scholars will be held to using appropriate eye contact, adequate volume, and clear pronunciation (7. SL. 4).

During the independent portion of the lesson, scholars will review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing in their reading journals. This reflection

will force scholars to acknowledge the new information expressed by others and when warranted modify their own views (7. SL. 1D). Through both the discussions and their reflection in their reading journals, scholars will adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (7. SL. 6).

Generalization(s)

G

- Readers apply multiple comprehension strategies as they read.
- A theme is an overarching idea that runs throughout a text and impacts all literary elements from structure to word choice to figurative language.
- The form of a piece of literature affects its content and the strategies used to create meaning.
- Readers continually monitor and check their interpretations of the author's intent and meaning.
- Ancient Greek literature refers to literature written in the Ancient Greek language from the earliest texts until roughly the rise of the Byzantine Empire. The Ancient Greeks are accredited with the development of key literary forms such as the epic, the tragedy, the comedy, and the
- Ancient Roman literature was heavily influenced by Greek authors. Some of the earliest surviving works tell the early military history of Rome. The Romans are accredited with creating the genre of satire.
- Medieval literature encompasses all written works available during the Middle Ages, comprised of the one thousand years from the fall of the Western Roman Empire (c. AD 500) to the beginning of the Florentine Renaissance in the late 15th century.

Enduring Student Understanding

EU

Discipline Based

- Readers use strategies to construct meaning from texts they read, adapting reading comprehension strategies to a specific format to understand and access the deeper meaning intended by the author.
- Authors write for different purposes. Those purposes influence the format and the content of their writing.
- Themes, motifs, and symbols construct a large part of the meaning and transmittance of meaning in a work of literature, including poems.
- Certain works transcend their historical and cultural contexts.

Unit Based

- Poets communicate insight into the human condition through their selection of topic, language, and structure.
- Due to the confines of the form, successful poets rely on precision of language, quality of description, and reader interpretation to construct their deeper message.
- Certain themes, like the eternal nature of love and loss and the relationship between the individual and society, pervade literature.
- Ancient and medieval poets, poetic form, and literary devices continue to shape, inform, and influence modern poetry and literature.

Essential Questions

EQ

- How do poets express self, identity, and other themes in their work?
- How do poetic devices such as rhythm, rhyme, and meter affect a reader's understanding of the poet's big ideas?
- How can an author transmit messages about the human condition within the confines of the poetic form?
- To what extent have poets of the ancient and medieval worlds laid the groundwork and structure for modern forms of poetry and literature?

Students will know...

K

Students will be able to...

S

- Different poets write in different forms.
- Poetry can be written in multiple forms, with and without rhyme schemes.
- The speaker is the voice from which a poem is told.
- To evaluate means to assess the value and meaning of something.
- To analyze means to think critically about a piece's content and form.

- Identify a poem's form and structure, including rhyme scheme, meter, and syllables per line.
- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from

- An author’s background and interests impact the content of their writing.
- Poetic devices are the numerous plans or methods of arrangement of words that can assist the writer in developing cogent expressions pleasing to readers. They encompass how the words sound, what the words mean, how the words are arranged, and the depth of the content.
- Figurative language is language that means something beyond its literal meaning.
- A simile is a comparison of two or more things using the words like or as.
- A metaphor is a comparison of two or more things.
- A theme is an overarching idea that runs throughout a piece of literature and impacts its form, structure, and content.
- A symbol is an object that is used by an author to represent more than its physical self.
- Imagery is words or phrases that appeal to any combination of senses.
- Personification is the attribution of a personal nature or human characteristics to something nonhuman.
- A syllable is a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word.
- Meter is the rhythm of a piece of poetry, determined by the number and length of feet in a line.
- Hexameter is a line of verse consisting of six metrical feet.
- Dactylic hexameter, also known as heroic hexameter, is a form of meter in poetry or rhythmic scheme. It is traditionally associated with the quantitative meter of classic epic poetry.
- Iambic trimeter poetry is a meter of poetry consisting of three iambic units per line.
- Ancient Greece was a civilization belonging to the period of Greek history that lasted from the Archaic period (8th to 6th centuries B) to the end of antiquity (c. AD 600).
- Aeschylus was the first of the three ancient Greek tragedy writers whose plays can still be read or performed. He is often described as the “father of tragedy.”
- Sophocles was also one of the three ancient Greek tragedy writers whose plays have survived. Sophocles wrote approximately 123 plays during his lifetime, only seven of which survive in their complete form. Sophocles was very popular during his own time, winning over twenty competitions in Athens and placing never lower than second.
- Euripides was the final of the three ancient Greek tragedy writers whose plays have survived.
- Aristophanes was a comic playwright of ancient Athens. He wrote roughly forty plays, eleven of which survive in their complete form. His plays are considered “Old Comedy” and are touted as recreating the life of ancient Athens more convincingly than any other author. Some of his plays were considered to be slander at the time they were written and his power of ridicule was widely acknowledged and feared by his contemporaries.

the text.

- Determine a theme or central idea of a text and analyze its development over the course of the text.
- Provide an objective summary of the text.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.
- Analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
- Analyze how a drama’s or poem’s form or structure contributes to its meaning.
- Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- Come to discussions prepared, having read or researched material under study.
- Explicitly draw on preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- Acknowledge new information expressed by others and, when warranted, modify their own views.

Enduring Key Terms/New Vocabulary

- Stanza
- Syllable
- Poetic Devices
- Alliteration
- Onomatopoeia
- Hyperbole

- Odes
- Comedy
- Tragedy
- Trilogy
- Ballad
- Rondeau

- Imagery
- Synthesis
- Evaluation
- Ancient Greece
- Ancient Rome
- Medieval Europe

<ul style="list-style-type: none"> • Rhyme scheme • Hexameter 	<ul style="list-style-type: none"> • Lyric Poetry • Misogyny 	<ul style="list-style-type: none"> • Aeschylus • Sophocles
Misconceptions	M	Clarifications
<ul style="list-style-type: none"> • All poems have rhyming patterns and similar syllable structures. • Poems can only be analyzed in terms of their form. • The purpose of poetry is to describe. • There is no distinction between the speaker of the poem and the poet. • Due to their short length, poems cannot accomplish the portrayal of deep literary or moral lessons. • Ancient and Medieval poetry and dramas have minimal impact beyond their time period. • All ancient poems are the same. • All literature from ancient Greece and Rome exists today in its complete form. • There was minimal literature created during the medieval time period. 		<ul style="list-style-type: none"> • Not all poems have rhyming patterns. There are varied rhyme schemes, syllable structures, and formats that poetry can take on. • The form, content, and craft in poems can be analyzed. • Poems can serve many purposes including describing, telling a story, teaching a lesson, and expressing emotions. • The speaker in poetry is similar to the narrator in prose; the poet does not always identify with the speaker of a poem. • Poems are not always short in length. Regardless of length, poets are able to accomplish deep, powerful pieces of literature that appeal to and teach the reader. • Ancient and Medieval poetry and drama have a profound impact on current literature in ways ranging from form, structure, topics, and literary devices. • Ancient poetry varied dramatically across genres and poets. Tragedies, comedies, ballads, odes, and lyric poetry are only a few of the many genres invented and developed in the ancient world. • The vast majority of ancient works are no longer in existence in their completed form. While fragments of some works exist, there are others that have been lost entirely to the course of history. • The Middle Ages was a time period during which a great amount of literature was created. Many of those works are still in existence today. Their influence has been profound and long-lasting.

Stage 2 – Assessment Evidence

Performance Assessment(s)

P
A

Performance Task 1: Hearing vs. Reading – A Comparative Analysis

The first performance task of the unit will require scholars to compare and contrast the experience of hearing a poem with the experience of reading a poem. The task will require the scholars to listen to the final speech of title character Antigone of *Antigone* by Sophocles as well as the subsequent conversation between Creon and Teiresias and compare the experience of watching those clips to the experience of reading the English translation.

- Antigone's Final Speech: <http://www.youtube.com/watch?v=W5EnLoy5QmE>
- Creon and Teiresias Speak: http://www.youtube.com/watch?v=AP_HYh-BNfk

The final product of this task will be an analysis essay comprised of an introduction, conclusion, and no less than three self-generated body paragraphs. Scholars will brainstorm the performance task at home and then complete the majority of the writing work in class where they have access to their peers and the teacher. The final version of the analysis will be submitted to the teacher for review following a self-evaluation on the same rubric.

Prompt:

The Society for Ancient Languages has requested your help in an analysis of ancient poetic verse as it is written and as it is heard. To make matters more interesting, the Society has requested your help on one of the most difficult of

all ancient works: Antigone by Sophocles. You have been assigned two scenes – Antigone’s final speech and the ensuing conversation between Creon and Teiresias. You will have one night to brainstorm your analysis of the selected scenes as you read it before spending time in class watching two short performances. Once you have analyzed the viewing of the poetic verse, you will brainstorm and draft your analysis. You will have one class period and one evening to complete this assignment before it is shipped over to the Society for Ancient Languages at the University of Alabama. Καλή τύχη! (Good luck!)

Steps to Complete the Assignment:

- 1. Brainstorm an analysis of the scenes themes, the poet’s message, and the word choice and language as it is read*
- 2. Watch the performances and make notes on the sound, the emotion, and the production qualities*
- 3. Draft a comparative analysis*
- 4. Grade your analysis on a rubric*
- 5. Review it for errors*
- 6. Submit everything for review and publication*

Performance Task 2, 4: Poetry Recitation and Analysis

The second and fourth performance tasks will require scholars to analyze a poem and recite it to the class. Scholars will assume the role of analyst and poetry reader, working to interpret the theme of the poem, the author’s message, and the way the author constructs meaning through word choice and language. The scholars will complete the poetry analysis for homework and prepare for the recitation, which will be delivered whole class. The goal of this performance task is for scholars to develop their ability to interpret and analyze poetry in ways similar to other literary genres. A further goal is for scholars to develop an understanding of and appreciation for the power of spoken poetry, and the connection between the poet’s meaning and the sound aesthetics. This task will show a growth and improvement in the quality of scholars’ analytical writing and will offer insight into their growth over the course of the year as it pushes them again to generate their own body paragraphs for an analysis, to interpret a piece of writing on their own, and to present their ideas. These threads have occurred in past performance tasks and will demonstrate scholar improvement. The final product for this performance task is twofold, with the first element being an essay of no less than five paragraphs and the second being an oral recitation of the poem. For the first analysis and recitation, scholars will choose one of Vergil’s four *Eclogues* studied in class. For the second, the scholars will be able to choose from among de Pizan’s *rondeaux* and ballads studied. The scholars will evaluate both their poetry analysis and their recitation of the poem on a four-point rubric before submitting it to the teacher for review.

Prompt:

*The Poetry Society of New York has hired you to invest others in ancient and medieval poetry. To do that you will need to bring this remarkably old poetry alive through poetry readings across the city. To make sure that the audience understands the poem and that you are completely prepared, you will first create an analysis of the poem you are reading. The Society has requested that your first reading covers any of the four *Eclogues* (I, VII, IX, X) of Vergil. Your second reading can be of Christine de Pizan’s *rondeaux* (I or III) or her ballads (IX, XIV, or XVII). You will have one night to prepare your analysis and practice for your presentation before reading in front of a hopefully packed house!*

Steps to Complete the Assignment:

- 1. Brainstorm an analysis of the poem’s theme, the poet’s message, and the word choice and language*
- 2. Draft an essay including an introduction, conclusion, and no less than three body paragraphs*
- 3. Review your draft for errors*
- 4. Practice reading with appropriate inflection, intonation, and expression*
- 5. Grade your analysis on a rubric*
- 6. Read your poem to the audience*
- 7. Grade your reading on a rubric*
- 8. Submit everything for review and publication*

Stage 3 – Learning Plan (Part 2)

<p>L1 Hook and Preview</p> <p>SWBAT prepare for the unit by unpacking the CCSS and previewing the unit's performance tasks.</p> <p>SWBAT glean a basic understanding of the significance of Ancient Greece and Ancient Rome by summarizing information presented in a video.</p> <p>SWBAT determine the impact of ancient civilizations on the modern world by reviewing a list of relevant inventions.</p> <p>SWBAT develop an awareness of the culture of the Middle Ages by synthesizing information in a nonfiction video.</p> <p>SWBAT draw conclusions about the importance of past civilizations' literature by evaluating the purpose of studying works from past time periods.</p> <p>Materials: Greek and Roman Review: http://www.youtube.com/watch?v=-U8N3f4toDo (5:09)</p> <p>Middle Ages: http://www.youtube.com/watch?v=NTYPFNs5LP8</p>	<p>L2 Agamemnon (Watchman, Entrance of Chorus, Hymn to Zeus)</p> <p>SWBAT summarize the basic plot of <i>Agamemnon</i> by Aeschylus by synthesizing information presented in nonfiction articles.</p> <p>SWBAT provide an objective summary of the three segments of text by citing several pieces of textual evidence to support analysis of what the text says explicitly.</p> <p>SWBAT analyze how a drama's structure contributes to its meaning by evaluating the function and development of the monologue in the <i>Watchman</i>.</p> <p>SWBAT determine the meaning of words and phrases as they are used in a text by analyzing and interpreting specific instances of author's craft in the <i>Entrance of the Chorus</i>.</p> <p>SWBAT evaluate the message in <i>Hymn to Zeus</i> by drawing conclusions about the events it foreshadows and placing that in the context of the plot overview.</p> <p>Homework:</p>	<p>L3 Agamemnon (Clytaemestra to Agamemnon, Death of Agamemnon)</p> <p>SWBAT determining the meaning of words and phrases as they are used in a text by analyzing and interpreting several instances of author's craft in <i>Clytaemestra to Agamemnon</i>.</p> <p>SWBAT provide an objective summary of the <i>Death of Agamemnon</i> by citing several pieces of textual evidence to support analysis of what the text says explicitly.</p> <p>SWBAT interpret the theme of revenge by judging Clytaemestra's decision to kill Agamemnon, her husband, in light of her explanation to the chorus.</p> <p>SWBAT evaluate the role of irony and moral judgment in the play by analyzing Clytaemestra's chastisement of the chorus.</p> <p>SWBAT place <i>Agamemnon</i> in the context of a Greek trilogy by defining an ancient trilogy, placing <i>Agamemnon</i> as the first of the three, and drawing conclusions about the potential future plots of Aeschylus's plays.</p>	<p>L4 Antigone (Creon's Rationale, Creon's Angry Reaction, Creon and Antigone's Debate)</p> <p>SWBAT summarize the basic plot of <i>Antigone</i> by Sophocles by synthesizing information presented in a summary video.</p> <p>SWBAT determine the impact of punctuation on the fluency of poetic verse by reading one of the three scenes with a partner.</p> <p>SWBAT analyze how a drama's structure contributes to its meaning by evaluating the monologue of Creon as his explains his rationale for the burials of Eteocles and Polyneices.</p> <p>SWBAT judge Creon's behavior as presented in the three scenes by citing several pieces of textual evidence to support conclusions drawn from the text.</p> <p>SWBAT provide an objective summary of Creon and Antigone's debate by citing several pieces of textual evidence to support analysis of what the text says explicitly</p> <p>Materials:</p>	<p>L5 Antigone (Antigone's Final Speech, Creon and Teiresias' conversation)</p> <p>SWBAT analyze how a drama's structure by evaluating the role, purpose, and impact of Antigone's monologue.</p> <p>SWBAT interpret the symbolism of the tomb by citing several pieces of textual evidence to support conclusions drawn from the text.</p> <p>SWBAT provide an objective summary of Creon's conversation with the prophet Teiresias by citing several pieces of textual evidence to support analysis of what the text says explicitly.</p> <p>SWBAT interpret a theme of the play by evaluating the conflict between the laws of men and the laws of the gods as presented by Creon and Teiresias.</p> <p>SWBAT debate Sophocles' message in <i>Antigone</i> by drawing conclusions about his purpose and intended lesson.</p> <p>Homework: Brainstorm for the first performance task by analyzing</p>
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<p>(9:56)</p> <p>Homework: Read Watchman, Entrance of Chorus, and Hymn to Zeus from Aeschylus's <i>Agamemnon</i>.</p>	<p>Read Clytaemestra to Agamemnon and Death of Agamemnon from Aeschylus's <i>Agamemnon</i>.</p>	<p>Homework: Read Creon's rationale, Creon's angry reaction, and Creon and Antigone's debate from Sophocles' <i>Antigone</i>.</p>	<p>Antigone Summary: http://www.youtube.com/watch?v=ww09LP15oYQ</p> <p>Homework: Read Antigone's final speech and Creon and Teiresias' conversation from Sophocles' <i>Antigone</i>.</p>	<p>the experience of reading Antigone's final speech and the conversation between Creon and Teiresias.</p>
<p>L6 <i>Antigone</i> Analysis: Hearing vs. Reading</p> <p>SWBAT prepare their comparative analysis by watching two clips of Sophocles' <i>Antigone</i> and taking notes on the emotion, sound, and production elements.</p> <p>SWBAT brainstorm their comparative analysis by working with a partner to compare and contrast the experience of hearing poetic verse with the experience of reading it.</p> <p>SWBAT draft their comparative analysis by creating an introduction with a thesis, cohesive body paragraphs, and a conclusion that follows from and reflects on the points made.</p> <p>Homework: Read the beginning scenes from Aristophanes' <i>The Birds</i>.</p>	<p>L7 <i>The Birds</i> (Opening Scenes)</p> <p>SWBAT summarize the basic plot of <i>The Birds</i> by Aristophanes by synthesizing information presented in nonfiction articles.</p> <p>SWBAT provide an objective summary of the opening scenes of <i>The Birds</i> by citing several pieces of textual evidence to support analysis of what the text says explicitly.</p> <p>SWBAT draw conclusions about the metaphorical significance of the opening scenes by interpreting the symbolic meaning of the two men, the birds, and their proposed city.</p> <p>SWBAT determine the meaning of words and phrases as they are used in a text by analyzing and interpreting humorous examples of author's craft.</p> <p>SWBAT contrast Greek tragedy and Greek comedy by citing several pieces of textual</p>	<p>L8 <i>The Birds</i> (Agon, 2nd Parabasis)</p> <p>SWBAT analyze how a drama's structure contributes to its meaning by contrasting the agon in <i>The Birds</i> with its typical structure as a debate between a protagonist and antagonist. (*the agon in <i>The Birds</i> is instead between two friends with an audience of easily-convinced birds)</p> <p>SWBAT draw conclusions about Aristophanes' purpose in altering the purpose of the agon by interpreting the impact of its altered role on the mood and tone of the poem.</p> <p>SWBAT provide an objective summary of the second parabasis in <i>The Birds</i> by citing several pieces of textual evidence to support analysis of what the text says explicitly.</p> <p>SWBAT analyze how a drama's structure contributes to its meaning by contrasting the second parabasis in <i>The Birds</i> with its typical structure</p>	<p>L9 <i>Medea</i> (lines 1-130; 214-270)</p> <p>SWBAT summarize the basic plot of <i>Medea</i> by Euripides by synthesizing information presented in nonfiction articles.</p> <p>SWBAT provide a summary of lines 1-130 and lines 214-270 by citing several pieces of textual evidence to support analysis of what the text says explicitly.</p> <p>SWBAT interpret a theme of the play by evaluating the role that anger and rage play in the shaping of the characters and events.</p> <p>SWBAT evaluate Euripides' message by drawing conclusions about the inconvenient truths of human nature as revealed by Medea.</p> <p>SWBAT analyze how a drama's structure contributes to its meaning by evaluating Medea's address to the chorus regarding the lot of women.</p>	<p>L10 <i>Medea</i> (lines 446-626; 1021- 1080)</p> <p>SWBAT provide an objective summary of the debate between Jason and Medea by citing several pieces of textual evidence to support analysis of what the text says explicitly.</p> <p>SWBAT characterize and judge Jason by citing several pieces of textual evidence to support conclusions drawn from the text.</p> <p>SWBAT analyze the role of the agon in <i>Medea</i> by contrasting it with that of <i>The Birds</i> and drawing conclusions about the reasons for the differences.</p> <p>SWBAT evaluate Medea's struggle between abandoning and murdering her children by interpreting the themes of anger and revenge and their impact on the characters and events.</p> <p>Homework: Read <i>Eclogue I</i> and <i>Eclogue IX</i> by Vergil.</p>

	<p>evidence to support a comparison of <i>The Birds</i> and <i>Antigone</i>.</p> <p>Homework: Read the agon and the second parabasis of Aristophanes' <i>The Birds</i>.</p>	<p>as an address by the chorus about the poet or on behalf of the poet. (*in <i>The Birds</i> the chorus speaks about themselves)</p> <p>Homework: Read lines 1-130 and lines 214-270 in Euripides' <i>Medea</i>.</p>	<p>Homework: Read lines 446-626 and lines 1021-1080 in Euripides' <i>Medea</i>.</p>	
<p>L11 <i>Eclogues I and IX</i></p> <p>SWBAT summarize the basic structure of Vergil's <i>Eclogues</i> by identifying the major characters and plotline as presented in nonfiction articles.</p> <p>SWBAT analyze the poet's message in <i>Eclogue I</i> by comparing and contrasting Meliboeus's exile and the pastoral bliss enjoyed by Tityrus.</p> <p>SWBAT interpret a theme of the poem (<i>Eclogue I</i>) by evaluating Meliboeus's struggle to identify his place within society and nature and generalizing about the bigger picture.</p> <p>SWBAT determine the meaning of words and phrases as they are used in a text by analyzing and interpreting several examples of author's craft in <i>Eclogue IX</i>.</p> <p>SWBAT draw parallels between <i>Eclogue I</i> and</p>	<p>L12 <i>Eclogues VII and X</i></p> <p>SWBAT determine the impact of punctuation on the fluency of poetic verse by reading one of the two <i>Eclogues</i> with a partner.</p> <p>SWBAT determine the meaning of words and phrases as they are used in a text by analyzing and interpreting several examples of author's craft in <i>Eclogue VII</i>.</p> <p>SWBAT provide an objective summary of <i>Eclogue X</i> by citing several pieces of textual evidence to support analysis of what the text says explicitly.</p> <p>SWBAT interpret the theme of love as presented in <i>Eclogue X</i> by citing several pieces of textual evidence to support conclusions drawn from the text.</p> <p>SWBAT analyze the role of nature in Vergil's <i>Eclogues</i> by citing several pieces of textual evidence to support</p>	<p>L13 Vergil Recitation</p> <p>SWBAT prepare for the poetry recitation by working with a partner to practice reading their selected <i>Eclogue</i>.</p> <p>SWBAT recite their poem to the class by using punctuation and meaning to drive the inflection and intonation of their delivery.</p> <p>SWBAT reflect on their delivery of the <i>Eclogue</i> by comparing and contrasting their presentation with that of someone presenting the same poem.</p> <p>SWBAT assess the quality of their poetry analyses by working in small groups to review the analyses with a rubric.</p> <p>Homework: Read Horace's <i>Odes</i> "Spring," "Carpe diem," and "Tibullus, Don't Grieve."</p>	<p>L14 <i>Odes</i> ("Spring," "Carpe diem," "Tibullus, Don't Grieve.")</p> <p>SWBAT determine the meaning of words and phrases as they are used in a text by analyzing and interpreting several examples of author's craft in <i>Spring</i>.</p> <p>SWBAT determine two or more central ideas of a text by citing several pieces of textual evidence to support analysis of what <i>Carpe Diem</i> says explicitly.</p> <p>SWBAT evaluate the message of Horace's <i>Carpe Diem</i> by citing several pieces of textual evidence to support conclusions drawn from the text.</p> <p>SWBAT analyze the role of love in <i>Tibullus, Don't Grieve</i> by evaluating Horace's message to his friend and generalizing about his purpose.</p> <p>SWBAT compare Horace's</p>	<p>L15 <i>Odes</i> ("Odi profanum," "Stand Firm," "Aere Perennius.")</p> <p>SWBAT evaluate the human condition as presented in <i>Odi Profanum</i> by citing several pieces of textual evidence to support conclusions drawn from the text regarding the lack of control felt by all humans.</p> <p>SWBAT determine the impact of punctuation on the fluency of poetic verse by reading <i>Stand Firm</i> with a partner.</p> <p>SWBAT determine two or more central ideas of a text by citing several pieces of textual evidence to support analysis of what <i>Stand Firm</i> says explicitly.</p> <p>SWBAT draw conclusions about the meaning of the title <i>Aere Perennius</i> (more lasting than bronze/brass) by citing several pieces of textual evidence to support conclusions drawn from the text.</p>

<p><i>Eclogue IX</i> by citing several pieces of textual evidence to support conclusions drawn from the text and connecting them to the eviction of farmers for soldiers following the Battle of Phillip.</p> <p>Homework: Read <i>Eclogue VII</i> and <i>Eclogue X</i> by Vergil.</p>	<p>conclusions drawn from the text.</p> <p>Homework: Choose your <i>Eclogue</i>, write a poetry analysis, and prepare for tomorrow's recitation.</p>		<p>depiction of love with Vergil's by comparing and contrasting <i>Tibillus, Don't Grieve</i> and <i>Eclogue X</i>.</p> <p>Homework: Read Horace's <i>Odes</i> "Odi profanum," "Stand Firm," and "Aere Perennius."</p>	<p>SWBAT determine the meaning of words and phrases as they are used in a text by analyzing and interpreting several examples of author's craft from <i>Aere Perennius</i>.</p> <p>Homework: Select one of Horace's <i>Odes</i> and brainstorm the analysis of the poet's message.</p>
<p>L16 Horace's Message</p> <p>SWBAT prepare for their poetry analysis by working with a partner to unpack the theme and message of their selected <i>Ode</i>.</p> <p>SWBAT draft their poetry analysis by creating an introduction with a thesis, cohesive body paragraphs, and a conclusion that follows from and reflects on the points made.</p> <p>SWBAT improve upon their analyses by breaking to check in with a partner about their work as compared to the rubric.</p> <p>Homework: Finish the poetry analysis for Homer's <i>Ode</i>. Read "Inferno: Canto I" and "Purgatorio: Canto I" in Dante's <i>Divine Comedy</i>.</p>	<p>L17 <i>Divine Comedy</i> ("Inferno: Canto I", "Purgatorio: Canto I")</p> <p>SWBAT summarize the basic plot and structure of <i>The Divine Comedy</i> by Dante Alighieri by synthesizing information presented in nonfiction articles.</p> <p>SWBAT provide an objective summary of <i>Inferno: Canto I</i> by citing several pieces of textual evidence to support analysis of what the text says explicitly.</p> <p>SWBAT draw conclusions about the image of Hell as created by Dante and relayed by Vergil by analyzing and interpreting several pieces of author's craft.</p> <p>Homework: Read "Paradiso: Canto I" in Dante's <i>Divine Comedy</i>.</p>	<p>L18 <i>Divine Comedy</i> ("Paradiso: Canto I")</p> <p>SWBAT provide an objective summary of <i>Paradiso: Canto I</i> by citing several pieces of textual evidence to support analysis of what the text says explicitly.</p> <p>SWBAT analyze the symbolic importance of Beatrice by drawing conclusions about her role in Dante's trip to Paradise.</p> <p>SWBAT determine the meaning of words and phrases as they are used in the text by analyzing several examples of author's craft in <i>Paradiso: Canto I</i>.</p> <p>SWBAT analyze Dante's view of the three canticles by comparing and contrasting Hell, Purgatory, and Paradise.</p> <p>Homework:</p>	<p>L19 <i>Rondeau I</i> and <i>Rondeau III</i></p> <p>SWBAT analyze the structure of Christine de Pizan's <i>Rondeaux I</i> and <i>III</i> by evaluating the impact of the rhyme schemes, syllable count, and meter on the sound and mood of the poems.</p> <p>SWBAT identify and interpret a theme of the poems by evaluating the interplay between love and loss as presented in both <i>Rondeaux I</i> and <i>III</i>.</p> <p>SWBAT compare and contrast the two poems approach to the same theme by citing several pieces of textual evidence to support conclusions drawn from the texts.</p> <p>Homework: Read "Ballad IX," "Ballad XIV," and "Ballad XVII" by Christine</p>	<p>L20 <i>Ballads IX, XIV, and XVII</i></p> <p>SWBAT analyze the structures of the three ballads by evaluating the impact of the rhyme schemes, syllable count, and meter on the sound and mood of the poems.</p> <p>SWBAT analyze the impact of repetition on the meaning and mood of a poem by evaluating the effect of the final line of each stanza in <i>Ballad IX</i>.</p> <p>SWBAT analyze the impact of repetition on the meaning of a poem by evaluating the effect of the final line of each stanza in <i>Ballad XVII</i>.</p> <p>Homework: Choose your rondeau or ballad, write a poetry analysis, and prepare for tomorrow's recitation.</p>

		Read "Rondeau I" and "Rondeau III" by Christine de Pizan.	de Pizan.	
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Attachment 3C: Exit Standards

As stated in the Section F (Performance, Promotion, and Graduation Standards) in the Charter Application, SBCCS V scholars, to qualify for promotion to the next grade must:

- pass all core subjects as evidenced by a 70% year-end average in each subject;
- in Kindergarten to 2nd grade, pass our Common Core-aligned Internal Assessment;
- in 3rd to 8th grade, achieve a '3' or a '4' on the relevant Common Core aligned New York State ELA and Math tests, and the relevant New York State Science tests;
- pass the related end of year Fountas & Pinnell Reading Level Assessment;
- have no more than 15 days unexcused absences during the school year; and
- demonstrate growth in consistently displaying the character pillars

Test scores, reading level, and attendance are used to make important decisions about promotion, retention, and attendance to SBCCS V's Summer Learning Academy (a 3-week summer program designed specifically for scholars who are At-Risk of retention due to academic failure or weak attendance). SBCCS V is built on a Trimester marking system, and as such, all scholars will receive report cards three times a year (December, March, June). Outlined below is the specific criteria that scholars must meet to be considered for promotion to the next grade level.

1st and 2nd Trimester Report Cards:

- If a scholar has 8 (1st Trimester) or 10 (2nd trimester) or more unexcused absences, they are at-risk for being retained and will be marked as Promotion in Doubt.
- If a scholar scores in the bottom 20 percentile on Interim Assessments and/or they are not on grade level in reading based on the Fountas and Pinnell Reading Assessment, their data will be reviewed. If there is a lack of improvement on subsequent tests and IAs and/or lack of growth in reading level, they will be considered Promotion In Doubt and will be recommended for Summer Learning Academy in May.

Math			
	Scholar Average	Network Average	Percent Rank
IA 1	49%	69%	14%
U1 Addition and Subtraction	68%	73%	30%
U2 Multiplication	66%	74%	27%

Promotion in Doubt (below 20% on Interim Assessment)

3rd Trimester Report Cards:

- Scholars who have accumulated more than 15 unexcused absences, adding in absences due from our “seven (7) tardies equate to an unexcused absence” rule, are subject to retention. The School Director may allow the scholars to attend Summer Learning Academy (SLA) to make up the excessive absences.
- If a scholar scores in the bottom 10 percentile on IAs or End of Year tests, in both ELA and Math, they will automatically be retained.
- If a scholar scores in the bottom 20 percentile on any IA or EOY tests and/or lack of growth in reading level, teachers and school directors will review their data and may require attendance at Summer Learning Academy (SLA) before making promotion and retention decisions. Final SLA decisions will be made the third week in June.
- Finally, if a scholar in grades in 3-8 receive a ‘1’ or a ‘2’ on the relevant Common Core aligned New York State ELA and Math tests, and the relevant New York State Science tests they are subject to grade retention.

Attachment 4 - Scholar Discipline Policy

PHILOSOPHY

SBCCS V is characterized by a culture that is orderly, supportive, and focused on academic excellence and character development. Discipline and order exist in a school when scholars are known and cared for by all of the faculty and staff. We have created a contract between the school, the parents/guardians, and the scholars which ensures everyone's commitment to the values and culture of the school.

Our approach to discipline is rooted in the belief that the learning environment is sacred. We will do whatever it takes to make sure that every scholar is safe (physically, mentally, and emotionally), providing every scholar the right to learn without needless interruptions. Our goal is to create a school culture which prepares scholars to become engaged citizens who respect the rules of our communities.

RESPECTFUL ENVIRONMENT

Respect is a core value at SBCCS V, and scholars are expected to demonstrate the following elements of respect each day:

Respect for self

- Carrying themselves with a sense of dignity every day – in their behavior, language, and their school uniform dress

Respect for fellow scholars

- Showing support, encouragement, and kindness to all scholars
- Refraining from insulting, teasing, bullying, or physically harming others

Respect for faculty, staff, and all adults

- Listening and following instructions
- Using appropriate language, gestures, and tone of voice in all interactions with adults

Respect for the classroom

- Following the rules of the classroom
- Working hard and dedicating themselves to excellence
- Participating in class activities and completing all homework
- Attending class each day, arriving on time, with all materials necessary for school

Respect for property

- Respecting their personal property and the property of other scholars
- Maintaining their textbooks and other materials
- Caring for school grounds/property and pitching in to keep them clean and neat

SBCCS V will comply with all aspects of the Dignity for All Students Act.

Our Dean of Students is responsible for disciplinary concerns. The Dean collaborates with teachers, families and scholars to help create a safe and orderly learning environment. The Dean is given the authority to decide on the appropriate consequences for inappropriate scholar behavior.

SBCCS V must provide a safe and secure environment from the moment the scholars leaves his/her home to the moment they return where they can focus solely on mastering their skills in reading, writing, math, science and social studies. South Bronx Classical must promise parents that their children are in safe and capable hands throughout the extended day and year that scholars attend the school.

To this end, SBCCS V has set forth policies that support our mission, ensure a culture of achievement, and are consistent with the requirements of due process and with federal laws and regulations governing the placement and disciplining of students with disabilities.

We have created a Code of Conduct in order to:

- ensure that our school is a respectful space for learning where all feel comfortable,
- allow scholars to focus on their learning, and
- prepare scholars to become engaged citizens who follow rules set by our communities.

The Code of Conduct describes behaviors that the school considers inappropriate or unacceptable (“behavioral infractions”) and the consequences of those behaviors. Scholars who do not to meet the school community’s clearly defined standards for reasonable and acceptable behavior are not permitted to disrupt the education of others. Without a firm and consistent discipline policy, none of what we envision for the school can happen. This is the basis of our student Code of Conduct. It is important to note that since SBCCS V will provide a highly structured setting, in which expectations are clearly explained and consistently modeled, we anticipate that such infractions as are described below will be minimal. We believe that scholars rise to the level of behavioral expectations we set for them, and that within a disciplined environment, along with positive and consistent modeling, scholars will behave very well.

BEHAVIORAL INFRACTIONS

The following list of behavioral infractions is not comprehensive; it offers examples of inappropriate or unacceptable behaviors. While we have stated possible consequences for certain behavioral infractions, South Bronx Classical staff has sole discretion to determine the consequence of each behavioral infraction. A school-related behavioral infraction refers to the violation of this code occurring:

- while the scholar is on school grounds or school-related transportation,
- during school-sponsored activities and trips, and
- during all other school-related events.

Scholars are expected to always respond respectfully to the authority and direction of school staff. Behaviors that are considered disrespectful include but are not limited to: rolling of the eyes, making inappropriate remarks or sounds in response to a request, or questioning a staff person's action or authority in a disrespectful manner. Such disrespect will not be tolerated.

RESPECTFUL BEHAVIOR

At SBCCS V we help our scholars grow into mature young people. To that end, while we will not tolerate disrespect, we do allow for scholars to disagree respectfully with each other and with adults. We have developed routines and procedures that enable scholars to do so.

TRAFFIC LIGHT BEHAVIOR SYSTEM

If a scholar disrupts learning for himself or others, there is a consequence to that behavior. If a scholar commits any of the following minor infractions, the scholar will move down levels on our traffic light behavior system. In addition to moving up and down levels on the traffic light, the scholar may receive additional targeted, corrective consequences and/or lose other school privileges. Behavioral infractions include, but are not limited to:

- Chewing gum
- Being out of uniform
- Bringing a cell phone to school
- Unexcused lateness to school or class
- Poor posture
- Making inappropriate noises or speaking out of turn during class
- Not paying attention or following directions or procedures of the class or school
- Littering
- Not completing in-class assignments or homework
- Other behaviors deemed inappropriate by school staff

DETENTION

If a scholar endangers himself or others physically or verbally, and thus commits any of the following major infractions, the scholar may receive a detention. Behavioral infractions which warrant a detention include, but are not limited to:

- Moving down from green to yellow to red on the traffic light
- Disrespecting a fellow scholar
- Disrespecting faculty, staff, or other member of the school community
- Disrespecting school property
- Deliberately disrupting class
- Engaging in disruptive conduct or making scholars feel uncomfortable/excluded
- Failing to return a signed progress report or report card the day after distribution
- Chronic tardiness

PROCEDURES FOR TRAFFIC LIGHT MOVEMENTS AND DETENTIONS

If a scholar commits an infraction and the consequence called for is any other than suspension or expulsion, staff members are authorized to address the infraction and invoke the consequence according to their professional judgment. The Principal and Dean of Students will be responsible for ensuring through professional development that teachers are modeling positive and appropriate behaviors consistently, and applying the Code of Conduct in a uniform and equitable way.

Teachers will notify school leaders of any significant or repeated discipline concerns and seek support from school leaders in finding ways to modify scholar behavior where needed. If the consequence imposed is not effective, staff members may ask school leaders to intervene. If repeated interventions by school leaders are not effective, parents will be expected to come to school to discuss the issue and design further interventions. The school will reserve the right to insist upon parent involvement in resolving the disruptions before the student will be allowed to return to class.

Detention may be served during lunch, Enrichment, choice time, or with a buddy teacher on day the detention is earned. Such decisions are at the discretion of the teacher and/or Dean of Students. There may be some days when a scholar is required to stay in another classroom for detention.

LUNCH TIME OUT

Scholars who have not completed work, are out of uniform, or are not following cafeteria rules may be sent to time out for duration of lunch. Time out consists of eating quietly in the time out table.

IN-SCHOOL AND OUT-OF-SCHOOL SUSPENSION

If a scholar endangers the school community and commits any of the following gross infractions, the scholar may receive an in-school or out-of-school suspension, as determined by the Dean of Students and Principal. Behavioral infractions which warrant a suspension include, but are not limited to:

- Gross disrespect of a fellow student, faculty member, or school transportation provider
- Damaging, destroying, or stealing property or attempting to do so (including graffiti)
- Using or possessing tobacco products
- Cutting school or class or leaving school grounds
- Skipping detention
- Inappropriate sexually or racially motivated conduct
- Using abusive, vulgar or profane language
- Fighting, or any form of harassment or intimidation
- Making verbal or physical threats, empty or otherwise
- Setting off false alarms
- Gambling, forging, plagiarizing, or cheating
- Use of a cell phone, pager, or other electronic communication device during school
- Being charged with a felony

PROCEDURES FOR IN-SCHOOL AND OUT-OF-SCHOOL SUSPENSION

If a scholar commits an infraction that calls for a consequence of short-term suspension (ten days or fewer), such action will be recommended by the Dean and possibly approved by the Principal. In such cases, the school will adhere to the following procedure, consistent with applicable law:

- The scholar shall be informed of the charges against them as well as the evidence of those charges; the scholar will have the opportunity to explain their side of the events.
- The school will immediately and personally notify the parent and will call or send written confirmation by personal delivery or mail within 24 hours of the decision to suspend a scholar.
- The parent will have the opportunity to discuss the suspension with the Principal.
- The school may require a meeting with the parents before the scholar may return to classes.
- If the scholar is out-of-school suspended, alternative education will be an option. If the scholar does not attend alternative education, the scholar's suspension will be an unexcused absence.

ALTERNATIVE EDUCATION

Alternative Educational Services are in-school instructional services provided to all scholars who have received an out-of-school suspension for 1-5 consecutive school days. These services are provided, Tuesday and Thursday, from 2:30pm to 4:30pm. Parents/Guardians must check the appropriate box, located at the bottom of the suspension letter or contact the school's Dean of Students.

EXPULSION

Expulsion is defined as the exclusion from the school on either a long-term or permanent basis at the discretion of the Executive Director or his/her designee.

Behavioral infractions that can lead to expulsion include:

- Possessing a dangerous or illegal weapon or anything intended to be used as a weapon including, but not limited to, a knife or a gun
- Possessing a controlled substance including, but not limited to, illegal drugs or alcohol
- Repeated suspensions
- Assault (i.e. threatening assault, hitting, kicking, punching, slapping, pushing) against fellow students or other members of the school community
- Theft or destruction (attempted or actual) of personal or school property, including arson
- Consistent and continuous behavioral infractions as noted above.

PROCEDURES FOR LONG-TERM SUSPENSION OR EXPULSION

Long-term suspension indicates the removal of a scholar from the school building for disciplinary reasons for more than ten days. Expulsion refers to the permanent removal of a student for disciplinary reasons. The following procedures which comply with applicable law are followed:

- The scholar is immediately removed from class/school as needed.
- The scholar is informed of the charges against him/her as well as the evidence of those charges; where applicable, the scholar has the opportunity to explain his/her side of the relevant events.

The Executive Director immediately notifies a guardian of the child in person or on the phone and sends written confirmation by personal delivery or express mail within 24 hours of the decision to suspend or expel, and sets a date for a formal hearing and notifies guardians in writing of the date, time, and place of the hearing, as well as:

- The charges against the scholar
- A summary of the supporting evidence

- Their right to be represented (at their own expense) by an attorney at the hearing, present evidence, and question witnesses.

The Executive Director will preside at the hearing and makes a decision as to the scholar's status and issues a written decision which is sent to the scholar's guardians, the Board of Trustees, and put in the scholar's permanent file. If the Executive Director finds that long-term suspension or expulsion is indicated, the guardians of the scholar may appeal this decision to the Board of Trustees within ten days of the decision to suspend or expel. Such appeal is heard at the discretion of the Chair; in such cases the guardians are once again notified in writing of the date, time, and place of the hearing, as well as:

- The charges against the scholar
- A summary of the supporting evidence
- Their right to be represented (at their own expense) by an attorney at the hearing, present evidence, and question witnesses.

PROVISION OF INSTRUCTION DURING REMOVAL

In order to ensure academic progress, alternative instruction is provided to scholars who have been suspended or removed. The method and form of this alternative instruction is determined on a case-by-case basis. In all situations, the method and form is selected with the goal of maximizing the scholar's academic progress. It enables the scholar to master material, complete assignments, and participate in assessments. Instruction commences within two days of a scholar being removed or suspended. In such cases, instruction occurs either: within the school facility, at the scholar's home, or at a contracted facility which is reasonably accessible to the scholar. It occurs either during the school day, before school hours, or after school hours. Instruction is provided by teachers, teaching aides, trained volunteers, and individuals within a contracted facility, or tutors hired for the purpose.

POLICY FOR INFRACTIONS WHICH CONSTITUTE A VIOLATION OF THE LAW

Infractions which are violations of municipal, state, and federal law (such as weapons possessions, assaults, thefts, and possession of controlled substances) are reported to the appropriate law enforcement authorities (e.g., the New York City Police Department).

STUDENT SEARCHES

In order to maintain the security of all its scholars, we reserve the right to conduct searches of its scholars and their property. If searches are conducted, the school ensures that the privacy of the scholars is respected to the extent possible, and that scholars and their families are informed of the circumstances surrounding and results of

the search. School cubbies and desks, which are assigned to scholars for their use, remain the property of SBCCS V, and scholars should, therefore, have no expectation of privacy in these areas. Such areas are subject to searches by school officials at any time.

SCHOLAR RESTRAINTS

SBCCS V maintains a strict Code of Conduct and clear disciplinary procedures. These procedures do not allow for corporal punishment but rather include a clear set of consequences including the traffic light movements, detentions, loss of privileges, suspensions, and expulsions. Corporal punishment of pupils is prohibited. School personnel can use reasonable force as is necessary to protect pupils, other persons, and themselves from an assault by a pupil. When such an assault has occurred, the Executive Director will file a detailed report of such with the board.

DISCIPLINE OF SCHOLARS WITH SPECIAL NEEDS

SBCCS V will comply with all Federal and State law that provide certain procedural rights and protections relating to discipline of scholars who have been identified under such laws as having special needs based upon a disability.

FIELD TRIPS, COMMUNITY GATHERINGS, AND END-OF-YEAR EVENTS

A scholar may be considered ineligible for a trip or school event for reasons including but not limited to: not returning the school-sponsored trip permission form, involvement in a disciplinary incident on a prior trip, misbehavior in school in the days prior to the trip or event, etc. Scholars who are considered ineligible for attending a trip or event are required to attend school that day.

If parents or other volunteers assist with such trips or events, scholars must afford these chaperones the same respect they would provide to teachers. Appropriate behavior must be maintained when attending school-sponsored events, and riding on school-provided transportation. The use of portable electronic devices is prohibited on field trips except in special circumstances. Past inappropriate behavior, or excessive detentions and/or suspensions, may result in loss of privileges in attending or participating in class trips and events, end-of-year or otherwise.

BUS BEHAVIOR

The school bus is an extension of our school. Parents will be given bus rules prior to starting bus service. Our bus rules are to make sure scholars have a safe trip and that parents pick up scholars on time so that scholars are home on time. Bus drivers must focus on the road to ensure that all students arrive to school and home safely. We attempt to have Bus Matrons on each bus in both directions. Bus Matrons are employed

by the school. However, the vast majority of schools do not have such arrangements, and we cannot guarantee that our buses will have Bus Matrons.

- The Code of Conduct applies to riding on the bus and waiting for the bus at bus stops.
- Scholars must remain in their seats, talk quietly, and follow all of the driver's directions.
- Inappropriate conduct on the bus may result in suspension or loss of transportation services.
- If a scholar is suspended from the bus, the scholar's parent or guardian is responsible for obtaining alternative transportation.

	Yeshiva		SUNY Oneonta	
8:00 - 8:30	Math	8:00 - 8:10	Bathroom	8:00 - 8:20
8:30 - 8:40	Bathroom	8:10 - 8:40	Math	8:20 - 8:30
8:40 - 9:00	Close Reading	8:40 - 9:00	Close Reading	8:30 - 9:00
9:00 - 9:30	Phonics	9:00 - 9:30	Phonics	9:00 - 9:30
9:30 - 10:30	Guided Reading	9:30 - 10:30	Guided Reading	9:30 - 10:30
10:30 - 11:15	Specials	10:30 - 11:15	Specials	10:30 - 11:15
11:15 - 11:45	Lunch	11:15 - 11:45	Lunch	11:15 - 11:45
11:45 - 11:55	Bathroom	11:45 - 12:00	ELA Reteach	11:45 - 12:00
11:55 - 12:10	ELA Reteach	12:00 - 12:45	Writing	12:00 - 12:10
12:10 - 12:55	Writing	12:45 - 12:55	Bathroom	12:10 - 12:55
12:55 - 1:10	Number Routines	12:55 - 1:10	Number Routines	12:55 - 1:10
1:10 - 1:45	Read Aloud	1:10 - 1:45	Read Aloud	1:10 - 1:45
1:45 - 2:30	Specials	1:45 - 2:30	Specials	1:45 - 2:30
2:30 - 2:40	Snack	2:30 - 2:40	Snack	2:30 - 2:40
2:40 - 2:50	Bathroom	2:40 - 3:15	Social Studies/Science	2:40 - 2:50
2:50 - 3:25	Social Studies/Science	3:15 - 3:25	Bathroom	2:50 - 3:25
3:25 - 4:00	Number Stories/Reteach	3:25 - 4:00	Number Stories/Reteach	3:25 - 4:00
4:00 - 4:20	Choice Time	4:00 - 4:20	Choice Time	4:00 - 4:20
4:20 - 4:30	Dismissal	4:20 - 4:30	Dismissal	4:20 - 4:30

Utica		Pace
Close Reading	8:00 - 8:20	Utica Close Reading (L)
Bathroom	8:20 - 8:40	Prep
Math	8:40 - 9:00	Oneonta Close Reading (S)
Phonics	9:00 - 9:30	Oneonta Phonics (L)
Guided Reading	9:30 - 10:30	Guided Reading
Specials	10:30 - 11:15	Specials
Lunch	11:15 - 11:45	Lunch
ELA Reteach	11:45 - 12:00	Prep
Bathroom	12:00 - 12:10	Prep
Writing	12:10 - 12:55	Yeshiva Writing (L)
Number Routines	12:55 - 1:10	Prep
Read Aloud	1:10 - 1:45	Read Aloud Yeshiva (S)
Specials	1:45 - 2:30	Specials
Bathroom	2:30 - 2:40	Snack Oneonta (S)
Snack	2:40 - 2:50	Snack Utica (S)
Social Studies/Science	2:50 - 3:25	Social Studies/Science Utica (S)
Number Stories/Reteach	3:25 - 4:00	Prep
Choice Time	4:00 - 4:20	Choice Time
Dismissal	4:20 - 4:30	Dismissal

04b. Sample Weekly Teacher Schedules

Below are sample teacher schedules for 7th and 8th grades. Please note that the daily schedules repeat each day of the week. At the end of each day, middle school scholars use their time to do any homework or studying that may be required, as a way to acculturate their taking responsibility for work outside of the normal Classical week.

In the cases below, “Specials” refers to a rotation of Fitness, Art, Music, and Character Education, which are taught by subject specialists (Character Education is taught by our Deans of Students.) “Prep” designates times that teachers can prepare for future classes.

Sample Weekly Teacher Schedules

	Mendelson		Ryder
8:00 - 9:00	Reading Rochester	8:00 - 9:00	Prep
9:00 - 9:30	Textual Analysis Loyola	9:00 - 10:00	Reading Columbia
9:30 - 9:45	Grammar Loyola	10:00 - 10:30	Textual Analysis Columbia
9:45 - 10:30	Writing Rochester	10:30 - 11:00	Lunch
10:30 - 11:00	Lunch	11:00 - 12:00	Prep
11:00 - 12:00	Prep	12:00 - 1:00	Prep
12:00 - 1:00	Prep	1:00 - 1:30	Textual Analysis Middlebury
1:00 - 1:45	Writing Loyola	1:30 - 1:45	Grammar Columbia
1:45 - 2:30	Intervention	1:45 - 2:30	Writing Columbia
2:30 - 3:00	Textual Analysis Rochester	2:30 - 3:15	Writing Middlebury
3:00 - 4:00	Prep	3:15 - 4:00	Intervention
4:00 - 4:20	Study Hall	4:00 - 4:20	Study Hall
4:20 - 4:30	Dismissal	4:20 - 4:30	Dismissal

	Skeffington		Tasse-Winter
8:00 - 9:00	Science Middlebury	8:00 - 8:15	Prep
9:00 - 10:00	Prep	8:15 - 8:55	Latin/Debate U. of Paris
10:00 - 10:30	Prep	8:55 - 9:45	Prep
10:30 - 11:00	Lunch	9:45 - 10:30	Latin/Debate Loyola
11:00 - 12:00	Science Middlebury	10:30 - 11:00	Lunch
12:00 - 1:00	Science Loyola	11:00 - 11:15	Prep
1:00 - 1:45	Prep	11:15 - 12:00	Latin/Debate Notre Dame
1:45 - 2:30	Intervention	12:00 - 1:00	Prep
2:30 - 3:00	Prep	1:00 - 1:45	Latin/Debate Rochester
3:00 - 4:00	Science Rochester	1:45 - 2:30	Latin/Debate Middlebury

4:00 - 4:20	Study Hall	2:30 - 3:15	Latin/Debate Columbia
		3:15 - 4:00	Prep
		4:00 - 4:20	Study Hall
4:20 - 4:30	Dismissal	4:20 - 4:30	Dismissal

CLASSICAL CHARTER SCHOOLS
ANNUAL CALENDAR 2020-2021

The annual calendar below approximates Classical's calendar in the 2020-2021 school year. Please note that Classical follows the NYCDOE calendar, other than starting on the third Wednesday in August (typically an extra 13 school days).

August 2020

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

September 2020

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

October 2020

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

November 2020

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

December 2020

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

January 2021

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 2021

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 2021

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 2021

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 2021

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

June 2021

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 2021

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	

30 31

31

There will be 193 school days in the 2020 - 2021 academic year. Boxes indicate no school. Diagonal lines indicate early dismissal days (at 1pm)

HOLIDAYS

August 19	First Day of School	November 11	Veterans Day	Feb 15 -	Mid- Winter
September 7	Labor Day	Nov. 26 - 27	Thanksgiving	19	Break
September 28	Yom Kippur	Dec. 24 - Jan 3	Winter Vacation	Mar. 29 - Apr. 6	Spring Break
				May 31	Memorial Day

October 12
November 3

Columbus Day
Election Day

January 18

MLK Day

June 10
June 25

Chancellor's Day
Last Day




Table 1: Applicant Group Additions and Deletions

Created: 01/07/2019 • Last updated: 01/08/2019

**Have you made any changes
(additions or deletions) to the
applicant group after the
submission of the LOI?** No

Changes to Applicant Group Information

	Name/Phone/ Email Address	Current Employment	Relevant Experience/S kills and Role on Applicant Group	Proposed Role in School (e.g., trustee, employee, none)	Proposed Position on Board (Officer, Trustee, Constituent Rep)	Change (Add or Remove?)
1	Ben Arabia / 	Maverick Capital & Trustee, CCS	Member of Applicant Group, Finance, Fundraising	Trustee	Finance	Added
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

New Applicant Group Member History

Has the newly added member(s) of the current applicant group ever applied to this or another charter entity to open this proposed school or another charter school, either in New York State or outside of New York State. Indicate the date on which the application(s) was/were submitted and to which charter entity; briefly describe the outcome of the charter entity’s decision; and provide a concise description of significant modifications made in this application (if applicable).

The newly added member has not ever applied to this or another charter entity to open this proposed school or another charter school.

**NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE**

**ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)**

Applicant Group Members (“AG”): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members (“BOT”): Service on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

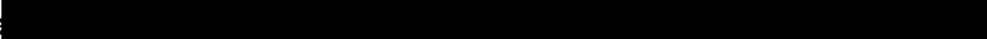
Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

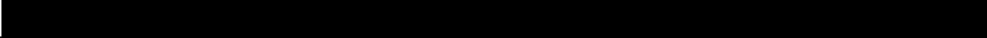
CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

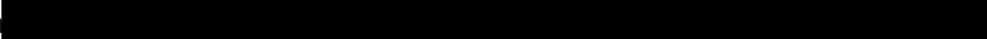
Member Name: BENJAMIN ARABIA

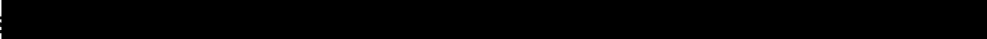
Proposed Charter School Name: SOUTH BRONX CLASSICAL V

E-Mail Address: 

Home Telephone: 

Home Address: 

Business Telephone: 

Business Address: 

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 above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

Résumé Attached

Copy of Diploma, Transcript or Supporting Documentation Attached

If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

Through school director Lester Long

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table. *Passionate about education. Background in finance.*
6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).
Support the school as best I can.
7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Benjamin Arabia

Printed Name



Signature

1/8/2019

Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

10. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Member

12. Please explain why you wish to serve on the board.

I believe in the mission and believe I can add value.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

This does not apply to me. Yes. (Include description here):

South Bronx Classical School I-IV

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Yes.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Yes.

Not applicable because the School will not contract with a management company or charter management organization.

I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

Yes.

Not applicable because the School will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

Notify board and NIS ED.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

This does not apply to me, my spouse or other family members.

Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.

Prepare K-8 grade students in South Bronx to excel in life.

24. Please explain your understanding of the educational program of the charter school.

Data-driven curriculum.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

- Strong test scores*
- Well-rounded individuals*
- Strong community relations*

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, BENJAMIN ARABIA (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.



Signature

1/8/2019
Date

BENJAMIN P. ARABIA

INDUSTRY EXPERIENCE

Maverick Capital, New York, NY

2012 - Present

Senior Analyst | Media and Telecommunications

Primary analyst on 4-person sector team (1 of 5 sectors at Maverick). 4+ years of investment experience focused on Media, Cable, Satellite, Internet Infrastructure, Internet, Broadcast, and Global Telecom

- Led 50+ independent investment processes
- Currently responsible for ~1/2 of Media and Telecommunication group's positions
- Have developed deep and detail-oriented investment process: conduct in-depth diligence, build out detailed models, meet regularly with company management teams and maintain strong industry contacts
- Monitor positions to ensure sizing reflects news flow, near-term catalysts, and valuation parameters
- Develop close relationships with senior management across sector and with relevant industry contacts and service providers
- Investment scope has spanned geographies: 60% North America, 30% Europe, 10% EM
- Focus on identifying structural change happening at an industry, company, or product level

Morgan Stanley, New York, NY

2011 - 2012

Investment Banking Analyst | Media and Communications

- Developed accretion/dilution, exchange ratio, discounted cash flow, leveraged buyout, precedent transactions, and public comparables models/analyses to support transaction advisory
- Collaborated with client management teams, senior bankers, and internal departments to advance transaction process, specifically in terms of valuation, financing, structuring, and strategy

Investment Banking Summer Analyst | Media and Communications

Summer 2009 | Summer 2010

- One of six sophomores accepted into sophomore internship program; accepted offer to return for junior summer

Selected Transaction Experience:

Advisor to Strategic on Acquisition of an Internet Infrastructure Firm

- Modeled accretive/dilutive effects and ownership implications of acquisition, including detailed valuation of target
- Created comprehensive overview of internet infrastructure industry trends and potential opportunities for synergies through consolidation

Sell-side Advisor to Media Company

- Constructed bid analyses for company's management team that included valuation through DCF, LBO, and comparables
- Managed due diligence process by chairing calls between bidders and client, updating client daily on high priority diligence items, and speaking with company management about diligence concerns

The Weinstein Company, Los Angeles, CA

Summer 2008

Summer Analyst | Acquisitions Department, Film Studio

- Assessed the commercial viability of 12 scripts and independent films by researching and presenting information regarding marketability, production quality, and potential profit of each film

EDUCATION

Harvard University, Harvard College, Cambridge, MA

Fall 2007—Spring 2011

- A.B., Sociology | Focus on social entrepreneurship and for-profit microfinance
- SAT 2250: M 790 W 750 CR 710 | GPA 3.6 / 4.0
- Students Taking on Poverty (Executive Board), Veritas Financial Group, Harvard Investment Association

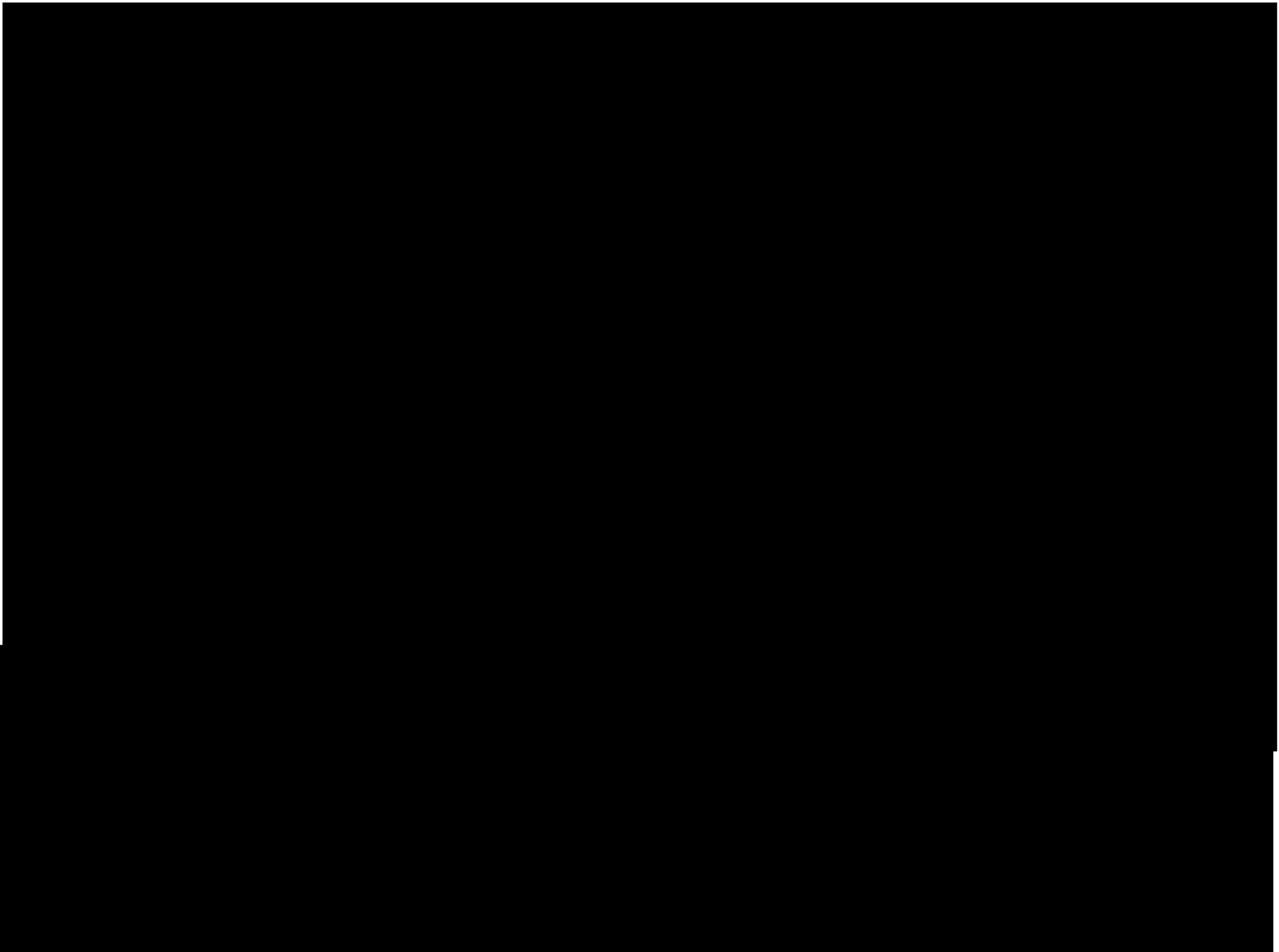
M.I.T.-Sloan, Cambridge, MA (Cross-registered)

Fall 2010—Spring 2011

- GPA 4.0 / 4.0 | Corporate Financial Accounting (A+), Finance Theory (A), Finance: Technologies and Markets (A)

PERSONAL

Interests: Film, Soccer, Creative Writing, Texas Hold 'Em Poker, Golden State Warriors (Oakland native)



Attachment 5b - By-Laws

CLASSICAL CHARTER SCHOOLS BY LAWS

ARTICLE I Name and Policy

Section 1.01. Name. The name of the education corporation is Classical Charter Schools ("CCS" or "the Organization").

Section 1.02 Non-Discriminatory Policy. CCS seeks diversity in its student/parent body, faculty, staff and administration and does not discriminate on the basis of race, color, religion, national or ethnic origin, sex, age, disability, marital status, sexual orientation, or any category protected by law, in its educational policies, employment practices and all other school administered procedures and programs.

ARTICLE II Board of Trustees

Section 2.01. General Powers and Duties. The Board of Trustees shall have control of and manage the operations and affairs of CCS, and it shall have all the powers customarily held by a Board of Trustees of a corporation organized under the Education Law of the State of New York. In exercising its powers and duties, the Board of Trustees shall establish and maintain policies and procedures for the operation of CCS and shall oversee that such policies and procedures are carried out by the Executive Director and such other staff of CCS as the Board of Trustees may employ or authorize the Executive Director to employ from time to time. The Board of Trustees shall have primary responsibility for seeing that CCS is provided with the financial and other resources that the Board of Trustees deems appropriate for its proper operation.

Section 2.02. Number of Trustees. The Board of Trustees shall fix the number of trustees of CCS from time to time, which shall not be less than five (5) and not more than thirteen (13). The trustees shall be elected ("Elected Trustees") pursuant to the provisions of Section 2.04 of these Bylaws.

Section 2.03. Term of Office. Unless otherwise provided by the Board of Trustees at the time a Trustee is chosen, term of office each Elected Trustee shall be a period of two (2) calendar years commencing with Regular Meeting following his or her election and continuing until a successor shall have been elected. If a Trustee is meeting all obligations required by the Board of Trustees, he or she shall not be limited as to the number of successive terms he or she shall be able to serve. The Elected Trustees shall be divided into two (2) classes, known as Class One and Class Two, for the purpose of staggering their terms in office. This will help balance continuity with new perspective. The terms of Elected Trustees shall be fixed so that the terms of one-third of such trustees (as nearly as possible) expire at the close of each Annual Meeting.

Section 2.04 Initial Trustees. The initial Trustees (the "Initial Trustees") are those persons named as Trustees in the Charter. The Initial Trustees shall serve until the earliest of (a) the first annual meeting of the Board held during 2006, (b) their resignation or (c) their removal from office pursuant to Section 2.13.

Section 2.05. Election of Trustees. Elected Trustees shall be chosen by the Board of Trustees as provided in subsections (c) and (d).

Nomination. Prior to June 1 in each academic year and at such other times as there may be vacancies among the Elected Trustees, whether by expiration of the terms of office, death, resignation, removal, or an increase in the number of Elected Trustees, the Executive Committee shall nominate candidates for the vacancies which it recommends be filled and shall specify the number of such vacancies which are to be filled by the Annual Election of Trustees pursuant to subsection (b) and the number which are to be filled by the Board of Trustees pursuant to subsection (c) at an Annual or Regular Meeting or at such other time as may be appropriate.

Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of CCS faithfully and effectively. No employee of the Organization shall be eligible to be nominated or serve as an Elected Trustee.

Annual Election of Trustees. At an Annual Meeting, or any subsequent Regular or Special Meeting, the Annual Election of Trustees shall take place. The Board of Trustees shall vote on the candidates nominated by the Executive Committee pursuant to subsection (a) to fill vacancies in the Elected Trustees, and each candidate shall be elected by the majority of the Board of Trustees. Voting shall be done by confidential ballot and the ballots shall be counted by the Secretary and confirmed by the Board Chair or the Vice Chair.

Board of Election of Trustees. If any of the Elected Trustees shall die, resign, refuse to act, or be removed from the Board of Trustees, or if an Elected Trustee's term of office shall expire, the vacancy or vacancies created thereby shall be filled by the vote of a majority of the whole Board of Trustees acting upon recommendation of the Executive Committee. Any trustee so chosen shall have all of the rights and powers of an Elected Trustee and shall serve for the balance of the unexpired term of the trustee whom he or she replaces. Upon recommendation by the Executive Committee, the Board of Trustees may create positions for additional Elected Trustees for such term not exceeding two (2) years, as the Board of Trustees shall determine. Any vacancy among the Elected Trustees created by increasing the number thereof shall be filled by vote of a majority of the whole Board of Trustees. Upon a two-thirds (2/3) vote, the Board of trustees acting upon the recommendation of the Executive Committee may abolish a vacant Elected Trustee seat, provided that the total number of trustees may not be less than that required by law or by these Bylaws; and further provided that the Board of Trustees files a certified copy of such action with the Board of Regents of New York State Education Department.

Section 2.07. Meetings of the Board of Trustees. The Board of Trustees may transact any business permitted by these Bylaws at an Annual, Regular or Special Meeting as provided below.

Annual Meeting. Unless otherwise provided by the Board of Trustees, the "Annual Meeting" of the Board of Trustees shall be held in June of each year.

Regular Meeting. The Board of Trustees may provide for holding of the “Regular Meetings” and may fix the time and place (which may be within or out of the State of New York) of such meetings. Regular Meetings shall be scheduled monthly.

Special Meeting. “Special Meetings” of the Board of Trustees shall be called by the Board Chair or Vice Chair of the Board of Trustees, at such time and place (which may be within or out of the State of New York) as may be specified in the respective notice or waivers of notice thereof. A Special Meeting shall be called by the Board Chair or a Vice Chair promptly upon receipt of a written or electronic request to do so from a majority of the Board of Trustees.

Notice. Notice of the time and place of an Annual or Regular meeting shall be given to each trustee either by messenger, regular mail, e-mail, or facsimile at least ten (10) days before the meeting. Notice of the time and place of a Special Meeting shall be given to each trustee either by messenger, regular mail, e-mail, or facsimile not less than three (3) days before the meeting or upon reasonable notice under the circumstances where 3 day notice is impractical. Notices by messenger, regular mail, e-mail, or facsimile shall be sent to each trustee at the number and/or address designated by him or her for that purpose. Oral or telephonic notices of meetings shall not be permitted. Neither the business to be transacted nor the purpose of any Regular or Special Meeting need to be specified in the notice or waiver of notice of the meeting, unless otherwise specified in the Bylaws or required by law. Unless otherwise required requested by statute, notice of any adjourned meeting need not be given.

Section 2.08. Conflicts of Interest. The Board of Trustees affirms that the trustees, officers, administrators, faculty and other employees of CCS have an obligation to exercise their authority and to carry out the duties of their respective positions for the sole benefit of CCS. They should avoid placing themselves in positions in which their personal interest are or may be in conflict with the interests of CCS. Where a potential conflict of interest exists, it shall be the responsibility of the person involved or any other person with knowledge to notify the Board of Trustees of the circumstances resulting in the potential conflict so that the Board of Trustees can provide such guidance and take such action as it deems appropriate. Areas of potential conflict of interest include financial interests, inside information, conflicting interests other than financial ones and gifts and favors. The Board of Trustees shall adopt a Policy on Conflicts of Interest to address these areas of potential conflict. In the event that any functions that are provided by institutional or contractual partners on behalf of the Organization result in a conflict of interest with any members of CCS Board of Trustees, these Board members will recuse themselves from voting upon these matters.

Section 2.09. Quorum and Manner of Acting. At all meetings of the Board of Trustees, a majority of the whole Board of Trustees shall constitute a quorum for the transaction of business. Except as otherwise provided by statute or by these Bylaws, the act of a majority of the trustees present at any meeting at which a quorum is present shall be the act of the Board of Trustees. In the absence of a quorum, a majority of the trustees present at the time and place of meeting (or one trustee, if less than three (3) are present) may adjourn the meeting from time to time until a quorum shall be present.

Section 2.11. Resignations. Any trustee may resign at any time by giving written notice of such resignation to the Board of Trustees or the Board Chair. Unless otherwise specified in such written notice, such resignation shall take effect upon receipt thereof. If any trustee

shall fail to attend three (3) consecutive meetings without an excuse accepted as satisfactory by the Board Chair, he or she shall be deemed to have resigned and the vacancy shall be filled as provided in section 2.05.

Section 2.13. Removal or Suspension. Any trustee may be removed or suspended from office by a majority of the whole Board of Trustees. Such action shall be taken only upon written complaint of misconduct, incapacity or neglect of duty submitted to the Board of Trustees. No trustee shall be removed without being provided with at least seven (7) days' notice of the proposed removal and copy of the complaint. If in the opinion of a majority of the whole Board of Trustees such complaint shall have been sustained, the accused trustee may be removed or suspended from office.

Section 2.14. Compensation of Trustees and Officers. Trustees, as such, shall not receive any salary for their services as trustees. Trustees shall serve without compensation.

Section 2.15 Evaluations. Evaluations of the Executive Director shall be conducted by the Executive Committee on an annual basis. Evaluations of the Board of Trustees shall be coordinated by the Executive Committee on an annual basis. Results of both evaluations, which may be in summary form, will be distributed to the Board of Trustees and the Executive Director. On-going informal assessments of the Executive Director and the board of Trustees shall be conducted on an as-needed basis determined by the Executive Committee.

ARTICLE III Committees

Section 3.01. Standing Committees. The Board of Trustees shall establish and maintain the following "Standing Committees": Executive Committee, Finance/Audit Committee, Education Committee, and Development Committee.

Section 3.02. Ad Hoc Committees. The Board of Trustees may from time to time establish one or more "Ad Hoc Committees" with such names powers and functions as may be determined from time to time by the Board of Trustees.

Section 3.03. Committee Members: Chair. Members of committees shall be appointed annually by the Chair of the Board of Trustees, subject to ratification by the Board of Trustees in the first Regular Meeting of the Board of Trustees held after the appointment. Vacancies in the membership of any committee shall be filled by appointment by the Board Chair after consulting with the Chair, if any, of such committee. Except as otherwise provided in these Bylaws or by the Board of Trustees, the Board Chair of each committee shall be chosen by the Board Chair from among the trustee members of the committee.

Section 3.04. General Powers and Responsibilities of Committees. All matters that come before the Board of trustees shall be considered first by the appropriate committee. Any problem, concern, grievance or other matter referred to a committee shall be considered by such committee which shall consult with such interested parties as the committee deems appropriate. A committee to which any matter has been referred shall report on such matter to the Board of Trustees and, to the extent appropriate, make recommendations with respect thereto. Except as specifically provided by the Board of Trustees, each committee's powers are advisory to the Board of Trustees.

Section 3.05. Executive Committee. The Executive Committee shall consist of no less than four (4) members, including the Board Chair and Vice Chair and such other Trustees as may be designated by the Board of Trustees. The Board Chair shall be the Chair of the Executive Committee. The Executive Committee shall set the policy agenda, conduct evaluations of the Executive Director and of the Board of trustees, coordinate committee agendas, and set the agenda for the full Board of Trustees. The Executive Committee shall operate in place of the Board of Trustees during those times when the Board of Trustees does not or cannot meet. Between meetings of the Board of Trustees, the Executive Committee may take any action on behalf of the Board of Trustees that could authorized by a vote of the majority of the whole Board of Trustees or is limited to the Board of Trustees by law. An action taken by the Executive Committee may be subject to ratification by the Board of Trustees. A member of the Executive Committee shall record the minutes of each meeting and include a report on any actions taken. Such member shall forward the Minutes to the Secretary and the Secretary shall distribute the minutes of such meetings to the full Board of Trustees.

Section 3.06. Finance/Audit Committee. The Finance/Audit committee shall consist of no less than three (3) members. The Treasurer shall be the Chair of the Finance/Audit Committee. The Finance/Audit Committee shall be responsible for overseeing the preparation of budgets, financial reports and for supervising the management of CCS's finances, including notifying the Board of Trustees of significant deviations from the approved budget. The Finance/Audit Committee shall review, analyze and recommend for approval the annual audit. On a periodic basis, the Finance/Audit Committee shall review investment policies, objectives, and performance.

Section 3.10. Education Committee. The Education committee shall consist of no less than three (3) members. The Education Committee shall be responsible for evaluating whether CCS is adhering to its Charter and achieving its accountability goals. It will examine the results from city, state, national, and internally developed assessments, which are both criterion and norm-referenced. In addition, the Education Committee will meet with the Executive Director to analyze assessment data.

Section 3.11. Development Committee. The Development Committee shall consist of no less than three (3) members. The Development Committee shall be responsible for developing fundraising plans and initiatives for CCS, to the extent necessary and strategically desirable. It will review the financial condition of the Organization and will seek funding for various aspects of the school's day to day operating needs as well as new projects.

ARTICLE IV Officers

Section 4.01. Titles. The officers of the Board of Trustees shall be a Board Chair, one Vice Chair, a Secretary, a Treasurer and such other officers as may be appointed in accordance with these Bylaws.

Section 4.02. Election, Term of Office, and Qualifications. The Board of Trustees shall elect the Board Chair, one Vice Chair, a Secretary, a Treasurer and any other officers annually at the Annual Meeting or Regular Meeting designated for that purpose or a Special Meeting

called for that purpose, except that officers appointed to fill vacancies shall be elected as vacancies occur.

Section 4.03. Subordinate Officers and Agents. The Board of Trustees from time to time may appoint subordinate officers or agents (including one or more Assistant Secretaries and one or more Assistant Treasurers) to hold office for such period, have such authority, and perform such duties as may be provided in the resolutions appointing them. The Board of Trustees may delegate to any officer or agent the power to appoint any such subordinate officers or agents and to proscribe their respective terms of office, authorities and duties.

Section 4.04. Resignations. Any officer may resign at any time by giving written notice of such resignation to the Board of Trustees or the Board Chair. Unless otherwise specified in such written notice, such resignation shall take effect upon receipt thereof.

Section 4.05. Removal or Suspension. Any officer elected or appointed by the Board of Trustees or by any officer of CCS may be removed or suspended by the Board of Trustees at any time by a majority of the whole Board of Trustees. Such action shall be taken only upon written complaint of misconduct, incapacity or neglect of duty submitted to the Board of Trustees. No officer shall be removed without at least seven (7) days' notice of the proposed removal and a copy of the complaint.

Section 4.06. Vacancies. A vacancy in an office by reason of death, resignation, removal, disqualification or another cause shall be filled in the manner prescribed in section 4.02.

Section 4.07. The Board Chair. The Board Chair shall be the chief presiding officer of the Board of Trustees and shall perform such other duties as may be assigned to him or her from time to time by the Board of Trustees. The Board Chair shall preside at all meetings of the Board of Trustees and the Executive Committee and shall, when directed by the Board of Trustees, sign on behalf of CCS all contracts, securities and other obligations of CCS, when the authority to sign is not otherwise delegated by the Board of Trustees.

Section 4.08. Vice Chairs. The Vice Chair shall have such power and perform such duties as may be assigned by the Chair on the Board of Trustees. The Vice Chair shall in the absence or disability of the Board Chair or at the Board Chair's request, perform the duties and exercise the powers of the Board Chair.

Section 4.09. Executive Director. The Executive Director shall be the chief administrative officer of CCS, and shall be appointed by the Board of Trustees to exercise control over the affairs of CCS, subject to the supervision of the Board of Trustees.

Section 4.10. The Secretary. The Secretary shall keep the minute books of CCS, be responsible for the minutes of the meetings of the Board of Trustees and in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the Board of Trustees or the Board Chair.

Section 4.11. The Treasurer. The Treasurer shall have general custody of all money and securities of CCS and from time to time shall render to the Board of Trustees, and to the Chair, upon request, a statement of the financial conditions of CCS and all of his or her transactions as treasurer. In general, the Treasurer should perform all duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him or her by the Board of Trustees or the Board Chair.

Section 4.12. Agreements, Contracts, Checks Requiring Signatures of Officers. All agreements, contracts, checks and other instruments of CCS requiring an expenditure or imposing an obligation of more than \$25,000 shall be executed by the Board Chair or the Treasurer. All agreements, contracts, checks and other instruments of CCS requiring an expenditure or imposing an obligation of less than \$25,000 may be executed by any one officer or by such other person or persons as may be designated by the Board of Trustees.

Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Board Chair, the Executive Director, or Treasurer. Such items for amounts of \$25,000.00 or greater must be signed by two of these individuals.

ARTICLE V

Miscellaneous Matters

Section 5.01. Corporate Seal. The corporate seal of the Organization shall be circular in form and shall bear the name CCS and the words and figures denoting its organization under the laws of the State of New York and otherwise shall be in such form as shall be approved by the Board of Trustees.

Section 5.02. Fiscal Year. The fiscal year of the Organization shall begin on the first day of July in each year and shall end on the thirtieth day of the following June.

Section 5.03. Conflict with Bylaws. To the extent a conflict exists between any provision in these Bylaws and Open Meetings Law, the Open Meetings Law shall control. Moreover, to the extent a conflict exists between any provision in these Bylaws and a provision in CCS's Charter, the Charter shall prevail and control.

Section 5.04 Conflict with Charter. To the extent there are any conflicts between the terms of the charter of the Organization, and the terms of these by-laws, the terms of the charter will control.

Section 5.05. Indemnification.

To the maximum extent permitted by applicable law, as is in effect at the time of the adoption of these Bylaws or as amended from time to time, the Organization shall indemnify any person who was or is a party, or threatened to be made a party, to any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative, by reason of the fact that he/she is or was a trustee or an officer of CCS's acting within the scope of his/her normal duties, against expenses (including attorney's fees), judgments, fines, and amounts paid in settlement actually and reasonably incurred by such person in connection with such action, suit, or proceeding. The Organization, however, will not indemnify a trustee or an officer against any costs incurred, in any action, suit, or proceeding if there is judicial determination that such person failed to act in good faith or that such acts were the result of active and deliberate dishonesty, and were material to the cause of action so adjudicated, or from which the person personally gained financial profit or their advantage to which he or she was not legally entitled. The foregoing right of indemnification shall not be deemed exclusive of any other rights to which a person seeking indemnification

may be entitled under the Charter (as may be amended and/or restated from time to time) or any Bylaw, agreement, vote of disinterested Trustee, or otherwise. The Organization may maintain insurance, at its expense, to protect itself and any person described in subsection (a) against any expense, liability or loss, whether or not the Organization would have the power to indemnify such person against such expense, liability or loss under applicable law.

Section 5.06. Closure or Dissolution. In the event of closure or dissolution of the Corporation for any reason, transfer of students and student records, and disposition of the Corporation's assets shall occur as required under New York State Charter Schools Act (Article 56) of the Education Law of the State of New York.

Section 5.07. Amendments. These Bylaws may be altered, repealed, or amended and new Bylaws may be made by the affirmative vote of a majority of the Board of Trustees. Any proposed alteration, repeal, amendment or new Bylaws shall be provided to the Board of Trustees at least thirty (30) days in advance of the meeting at which such changes in the Bylaws will be voted on.

Section 5.08. Notice. Unless otherwise required by law or these Bylaws, notices required by these Bylaws may be given in writing, by messenger, regular mail, or email.

Amended June 21, 2016
Adopted September 13, 2006

Attachment 5c - Code of Ethics

The trustees, officers and employees of South Bronx Classical Charter School V ("SBCCS V") shall at all times be in compliance with the following code of ethics:

1. The Board shall conduct and direct the affairs of SBCCS IV and exercise all such powers as maybe exercised by SBCCS V, subject to all applicable laws, the SBCCS V Charter and these Bylaws. The Board may delegate the management of the activities of SBCCS V to others, so long as the affairs of SBCCS V are managed and its powers are exercised under the Board's ultimate jurisdiction.
2. Not more than 40% of the Board may be interested persons. An interested person is: (A) any person currently being compensated by SBCCS V for services rendered to it within the previous twelve (12) months, whether as a full or part-time employee, independent contractor or otherwise; or (B) any sister, brother, ancestor, descendant, spouse, sister-in-law or brother-in-law, mother-in-law or father-in-law, daughter-in-law or son-in-law of any such person.
3. Every Trustee has the right to participate in the discussion and vote on all issues before the Board and any committee of the Board of which the Trustee is a member, except that a Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (A) a self-dealing transaction; (B) a conflict of interest; (C) indemnification of that Trustee uniquely; (D) in the case of the Director or Co-Directors of SBCCS IV, such person's evaluation and compensation; or (E) any other matter at the discretion of a majority of the Trustees then present.
4. SBCCS V shall not engage in any self-dealing transactions, except as approved by the Board. A "self-dealing transaction" is one to which SBCCS V is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding the foregoing, the following is not a self-dealing transaction and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of SBCCS V, if the transaction (A) is approved or authorized by the Board in good faith and without unjustified favoritism, and (B) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.
5. Any Trustee, officer, committee member or employee having an interest in a contract, other transaction or program presented to or discussed by the Board or Board committee for authorization, approval or ratification, shall make a prompt, full and frank disclosure of such person's interest to the Board or committee prior to its acting on such contract or transaction.

The body to which such disclosure is made shall thereupon determine, by majority vote, from which such person shall be excused, whether a conflict of interest exists or may reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, use his or her personal influence in connection with, or be present during the discussion or deliberations with respect to, such contract or transaction, other than to present factual information or to respond to questions prior to the deliberations and vote.

6. Trustees representing any not-for-profit corporation proposing to do business with SBCCS V shall disclose the nature and extent of such business propositions.

7. No trustee, officer or employee of a for-profit corporation having a business relationship with SBCCS V shall serve as a voting member of the Board of Trustees for the duration of such business relationship, provided, however, that this provision shall not apply to the following:

A. Individuals associated with a partnership, limited liability corporation or professional corporation, including but not limited to doctors, accountants or attorneys;

B. Individuals associated with an educational entity (including but not limited to schools of education, but not including a for-profit educational management organization) some of whose faculty may be providing paid services directly or indirectly to such charter school;

C. Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning or other financial services organization.

8. Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, the Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters and the Trustee's interest shall be reflected in the Board minutes.

9. Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

10. Trustees shall not accept any gift or privilege in connection with SBCCS V worth \$50 or more that is not available to a similarly situated person unless that gift is for the use of SBCCS V.

11. SBCCS V Trustees, officers and employees shall never ask a subordinate, student or a parent of a student to work on or give to any political campaign.

Attachment 6a. Appendix E: Management Organization Business Plan

A. Comprehensive Management Organization Information

1. Name of the Comprehensive Management Organization

Classical Charter Schools

2. Role of the Comprehensive Management Organization

Education Corporation with a single Board of Trustees, currently housing four (4) charters

3. State of incorporation

New York

4. State(s) in which the Comprehensive Management Organization(s) operates

New York

5. Year founded

South Bronx Classical Charter School was founded in 2005 and opened in 2006 but Classical Charter Schools was founded in 2015 and approved by the Board of Regents in 2017.

6. The contact name, address, phone number, and email address for each member of the Comprehensive Management Organization leadership team.

Lester Long, 785 West End Ave, New York, 10459, 646-479-5134,
llong@southbronxclassical.org

B. Comprehensive Management Organization History and Growth Plan:

1. Describe the Comprehensive Management Organization's mission, strategic vision, and desired impact.

Mission

Classical Charter Schools prepares K-8th grade students 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.

Vision

By 2027, every child in the South Bronx will have the opportunity to walk to a school that sustainably delivers "no-gap" academic results, preparation for college-preparatory high schools, liberated scholars and citizens of impeccable character.

Sustainability

- Financial – spend less than public per pupil, not incur debt, no operations funds towards real estate
- Cultural - Low staff and scholar attrition, high lottery yields
- Environmental - Renewable energy, offsets, reduced or composted cafeteria waste

Deliverables

- “no-gap” academic results (pass rates matching high-performing NY districts, attending high schools matching high-performing NY districts)
- preparation for college-preparatory high schools
- liberated scholars and citizens of impeccable character

Desired Impact

Classical’s impact has two areas of focus: its scholars and its communities. Good schools improve communities, even in the short term. Parents have voiced the decision, unthinkable merely 10 years ago, of staying in the South Bronx because their child was accepted into Classical. Parents are attending our financial literacy sessions, hoping to save for a down payment on a nearby home. We believe that good schools like Classical can be part of urban renewal.

2. Provide a brief overview of the organization's history. List all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools operated by the organization and provide explanations. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school operated by the organization. Provide details as to how such deficiencies were resolved.

The founder of Classical Charter Schools, Lester Long, came to a career in education by a circuitous path. In 2001, Long applied to the New York City Teaching Fellows program and during his four years in a Bronx elementary school taught six different subjects, due to the high teacher turnover. It was there that he came to see that the educational system needed revision at all levels and from all parties. To become part of the solution, he joined the Building Excellent Schools Fellowship, a non-profit organization that trains and supports the design and leadership of urban charter schools nationwide.

In 2006, Mr. Long founded South Bronx Classical Charter School (SBC I) and subsequently Classical Charter Schools. Inspired by experience in the classroom, and drawing upon his experience in the business world, he believed and believes consistently great American education is possible.

As mentioned above, South Bronx Classical Charter School opened in 2006, as K-5th grade elementary school. The school opened in District 12, within the poorest congressional district in the United States, serving Kindergarten and first grade. It then grew one grade each year. In 2011, the school amended its charter from K-5 to K-8, the grade span it reached in 2015. Located in a public school building, SBC I now serves 500 students.

In 2012, after several years of consistent growth in test scores, and firm procedural and curricular programs in place, CCS was granted a charter to open a second school, SBC II, which opened in 2013, also in a public school building. SBC III was chartered in 2014 and opened in 2015 in private space. Similarly, SBC IV opened in 2017 and is currently incubating in the SBC III permanent space.

Classical Charter Schools has not experienced any charter revocations or surrenders, bankruptcies, school closures, or non-renewals. In 2014, South Bronx Classical Charter School received a 4-year charter from the New York City Department of Education rather than a 5 year. This was the same year that the school won the 2014 National Blue Ribbon Award.

3. List and describe all schools currently operated by the Comprehensive Management Organization.

4. List and describe all future schools the Comprehensive Management Organization plans to operate (excluding the school described in the current RFP application).

5. Describe the Comprehensive Management Organization’s five-year growth plan for developing new schools in New York and other states. Discuss any plans for developing new schools within the local community, state and region, including other states if applicable. Include the following information, regardless of school location:

- Proposed years of opening;
- Number and types of schools (divisions, grade levels served);
- Any pending applications;
- All currently targeted markets/communities and criteria for selecting them; and
- Projected enrollments.

All Classical schools will be replications of existing Classical schools and are expected to open in the most at-risk and deserving communities within the Bronx. Classical does not plan on opening schools outside of New York City. The table below shows our entire strategic plan:

SCHOOL	CURRENT GRADES	CURRENT ENROLLMENT	OPENING YEAR (*PLANNED)	PROJECTED ENROLLMENT
SBC I	K-8	500	2006	470-500
SBC II	K-6	382	2013	470-500
SBC III	K-4	260	2015	470-500
SBC IV	K-2	160	2017	470-500
SBC V	N/A	N/A	2020*	470-500
SBC VI	N/A	N/A	2020*	470-500
SBC VII	N/A	N/A	2023*	470-500
SBC VIII	N/A	N/A	2024*	470-500
SBC IX	N/A	N/A	2025*	470-500

6. Provide a rationale for the proposed five-year growth plan; for example, how the organization determined the appropriate pace and scope of the proposed growth and why the organization is well-positioned to implement the growth plan. Outline specific timelines for building or deploying organizational capacity to support the additional school(s).

To achieve this relatively moderate growth, Classical is focused on three major areas:

- 1) **Infrastructural Process Mapping:** As a platform for growth, it's crucial that all processes within an organization are reviewed and assessed for optimization and scalability. Routine but critical processes like hiring, reporting, promotion decisions, or IT undergird the work that teachers are doing in the classroom. Collaboratively formalizing these processes (known as "mapping") gives all stakeholders the opportunity to review and optimize the work they do. Then we are and will continue to use workflow software to automate these processes, thus saving immense time (typically 25% to 50%), greatly reducing human error, and providing executional oversight.
- 2) **Leadership Development:** While process mapping will provide Classical with a platform to ensure that the work outside the classrooms (and some work on the inside as well) are done with consistency and quality, school leadership is the largest single factor in a school's success. Like many high-performing organizations, Classical has a specific culture and value system that requires that, to the largest extent possible, leadership comes from within its own ranks. Currently, over 50% of Classical senior staff are internal promotions.

This year, we began our Classical School Leader Fellowship. The Classical School Leader Fellowship is a one-to-two-year program designed to build participants' general leadership skills and network-specific functional and strategic context. Participants are selected and developed with an aim toward becoming School Directors at the end of the program. The Fellowship, launched in 2017, is an extension of the professional development systems already in place at Classical. Our hope is to tie the program as closely as possible to your current work and development. Participating in the application process will accelerate your leadership within the network—clarifying strengths and weaknesses and creating a plan around each—regardless of whether you enter the program that year.

- 3) **Real Estate:** In early 2014, Mayor de Blasio ended charter collocation. While Classical remains optimistic that Mayor de Blasio's administration will become more charter-friendly and allow charters to use public space, in its financial modeling we conservatively assume that it will require private facilities for its future schools. As Classical schools educate scholars from Kindergarten to eighth grade, it is required that all schools occupy both temporary space and permanent space. Our goal is to 'self-incubate' where the unused portion of a Classical permanent space is used to temporarily incubate a smaller, newer Classical school. An example of this is in our third school building (SBC III). SBC III opened in temporary space in 2015. However, we simultaneously began working on a permanent site, which opened in May 2018. In 2017, we opened SBC IV which was in temporary space. When the SBC III permanent site

opened in May 2018, both SBC III and SBC IV moved into it from their temporary spaces.

Classical is passionate about making real and measurable contributions to the South Bronx community. Therefore it seeks to site its schools in that area. Below is a map of the South Bronx, our existing schools, and potential other areas. Our strategy here requires that we conduct site visits and separately identify and manage real estate brokers to find potential school sites, review zoning, and tax issues. In addition, we will need to connect with elected officials in the communities we wish we serve.

Both leasing and purchasing properties for development are possibilities for Classical. Depending on price and terms, both are viable options. We will partner with outside counsel and the finance team to negotiate leases and purchase agreements, draft term sheets, and review final legal documents. To finance such projects, Classical will identify potential lenders and banks, including Development Financial Institutions (CDFIs). In the meantime, we need to build both organizational and transaction cash flow models to assess feasibility and economics. This will help us secure financing for facilities acquisition and development. We also believe that the current legal requirements allow us to create a "Friends Of" Entity which would hold leases, and then would lease the property including associated costs to Classical.

7. Specifically identify the key risks associated with this growth plan and describe the steps the organization is taking to mitigate these risks. Respondents should demonstrate an understanding of the challenges of replication in general and as they relate specifically to their organization's growth plans. The response should detail specific risks and explain how the organization will minimize the impact of each of these risks, and ideally provide contingency plans for them. Examples include, but are not limited to:

- **Inability to secure facilities/facilities financing;**
- **Difficulty raising philanthropic funding;**
- **Insufficient leadership pipeline/difficulty recruiting school leaders; and**
- **Ambiguous student performance outcomes and the need to curtail expansion if performance drops.**

Risk Analysis

Facilities

There is a risk that Classical will be unable to garner existing public school space, which would significantly increase school costs, and could negatively impact both Classical and its scholars. Given the favorable economics of locating or co-locating in NYCDOE buildings, there may be an even greater demand for available space from new and existing charters. Further, Classical seeks to be a 'public' school in the sense that our space should look attainable (financially and culturally) for any school.

Human Capital Risk

As noted above, Classical plans to hire within to ensure that there is underlying task-based competence at the leadership level. However, hiring from within is not without risks. Classical teacher attrition rates could prove to be historically higher than its promotion rate, creating a situation where we are unable to fill new leadership positions, or promote existing leaders because there are no strong replacements. Another risk is filling the pipeline. As a new organization, building new schools, it will take time for initial teachers and staff to grow into potential leaders. Classical is working to reduce the major reasons for teacher turnover - transferring to other schools, leaving the profession and termination - in order to provide a healthy supply of culturally-aligned, well-developed leaders far into the future.

To reduce teacher turnover, Classical has raised teacher compensation. As teachers become experienced and effective, Classical will pay them higher than both the NYCDOE and the NYC charter school averages, based on years of experience.

Further, as discussed above, we have built a School Leader Fellowship to ensure that high potential staff are able to gain a year of supervisory experience in a leadership role. This fellowship is becoming increasingly popular (3 applicants in 2018, 5 applicants in 2019) given the relatively small number of school leaders needed.

Financial Shortfall

There is a risk that Classical will not have enough funding to operate at the level of quality set forth in this Business Plan, or at all. Such a situation could arise from:

- 1) Reduced per pupil funding amounts
- 2) Higher than expected student attrition
- 3) Reduced or eliminated Federal and/or State entitlement grant allocations
- 4) Increased costs due to high compensation requirements, facilities costs, etc.

There are, however, several mitigating factors.

While per pupil funding amounts are out of our control, our financial model does not assume any increase in per pupil funding amounts from 2018 onward. Thus, our financial projection assumes zero growth in such revenue per student, representing over 95% of CCS' funding. Our model also assumes zero fundraising, and yet still demonstrates that Classical can grow.

The risk that student attrition proves higher than expected is mitigated by two factors: (1) we currently estimate its student attrition to be 10%, versus the historical 8% rate, (2) we typically receive enough student applications to restore any grade's loss of students due to attrition. In most years, over 90% of our students could withdraw and all such vacant seats could be filled through the lottery and subsequent waitlist.

Classical is generally insulated from financial risks due to its strong historical financial management and results. SBCCS I and SBCCS II have more than enough funding to continue to operate and as a merged entity can help fund future schools to recoup any financial shortfalls.

Intellectual Property Theft or Destruction

Although it would not harm CCS directly, there is a risk that its curriculum and procedural documents and systems, intellectual property, could be stolen. Most of our intellectual property has been migrated to its SharePoint site on the cloud, which could be hacked or stolen.

This risk is mitigated by several factors:

- 1) CCS' curriculum contains tens of thousands of files and therefore would be difficult to steal.
- 2) CCS' curriculum is specifically designed for its unique educational program that it is unlikely that other schools would be able to use its curriculum.
- 3) Other than schools, and perhaps a mild profit motive, there is limited use and value in a school's curriculum, so few people would be drawn to damage or steal it.

City Politics

New York City's educational climate has been rapidly evolving since 2003, when Mayor Bloomberg was elected Mayor and chose Joel Klein as School Chancellor. Klein, a strong and vocal supporter of school choice, furthered that process by allowing charter schools to operate in public school buildings. That allowance has continued after Chancellor Klein's departure in 2011. However, in December 2013, Bill de Blasio won the Mayoral election, riding in part on an anti-charter platform. In early 2014, Mayor de Blasio ended charter collocation. This was the reason for the third school to be in private space. However, in late 2017, public outcry, to include from Governor Cuomo, resulted in the Mayor reversing his position with regard to evicting three Success Academy schools from public school facilities. In June 2017, a NY Post article reported on the Mayor's decision to "do more to help charter schools open or expand." Mayor de Blasio was re-elected in New York City on November 7, 2017.

While we remain optimistic that Mayor de Blasio's administration will remain charter-friendly, in our financial modeling we assume that private facilities will be required for future schools.

Charter Renewal

Since charter schools are fully accountable for achieving their Annual Accountability Goals, there is a risk that Classical schools will not meet such goals and the state will revoke the individual school's charter. While this risk is beneficial for children and aligned with the Classical Core Value of Accountability, there is little chance that any charter school's charter will be revoked. SBCCS I and SBCCS II have been previously renewed. Of the roughly 351 charters authorized by New York State since 1999, only 36 (10%) charter schools have closed down. Of these 36 closures, less than 10 were revocations.

Charter School Cap Reached

There is a risk that the charter school cap is reached, and therefore no charters would be available for Classical. As discussed, the cap for charter schools in New York State is currently 460, revised upward from 200 in 2010 when the Charter School Act of 1998 was amended. As of December 2018, there were 365 charter schools operating or approved to operate in the state, and there are 7 charters available to operate in New York City.

8. Discuss lessons learned during any past replication efforts. For example, identify challenges encountered and how the organization addressed them, as well as how the organization would minimize such challenges for the proposed schools.

Classical has conducted research on network performance during times of growth. Our research indicates that network growth reduces network scholar performance, in most cases. Classical's overriding passion is to transcend this limitation, as so few charter networks have done. As a relatively small network, it seeks to get better first, and bigger second.

In 2013, when SBCCS II opened, Classical experienced its first replication. In that case, we found struggle in the loss of staff transferring from SBCCS to SBCCS II. This taught us to shift toward a culture of cultivating staff for growth rather than hiring from the outside. We also began to formalize exactly what existing Classical schools would in aggregate provide new schools, in terms of manpower and materials. (Over time, that list of provisions has increased as we have improved our systems and professional development opportunities.)

In 2015, when SBCCS III opened, Classical struggled with real estate, specifically finding temporary and permanent space. Due to changes in New York City politics, charter schools no longer were able to use public school space. This taught us that we need to build a real estate strategy. Due to the prolonged nature of this, our strategy continues to evolve and be revised.

In 2017, when SBCCS IV opened, the real estate issues continued. Fortunately, by that point, we had developed relationships with a developer who was able to house SBCCS IV temporarily. A new challenge was developing leadership, as the established founders and leaders had grown through the ranks to become school directors, so Classical didn't have any qualified people. Further, the planned School Director for SBCCS IV resigned one week after SBCCS IV was officially chartered. This prompted us to build the School Leader Fellowship, a 1 or 2 year program to allow existing Classical staff to spend 30% of their time doing School Director activities, with the goal of becoming permanent School Directors.

9. List any schools that were previously approved by this or another authorizer, but which failed to open or did not open on time and explain the reasons for the failure or delay.

No Classical schools were approved and did not open or did not open on time.

10. Complete the following table to delineate decision-making responsibilities between the school and organization as they relate to key functions.

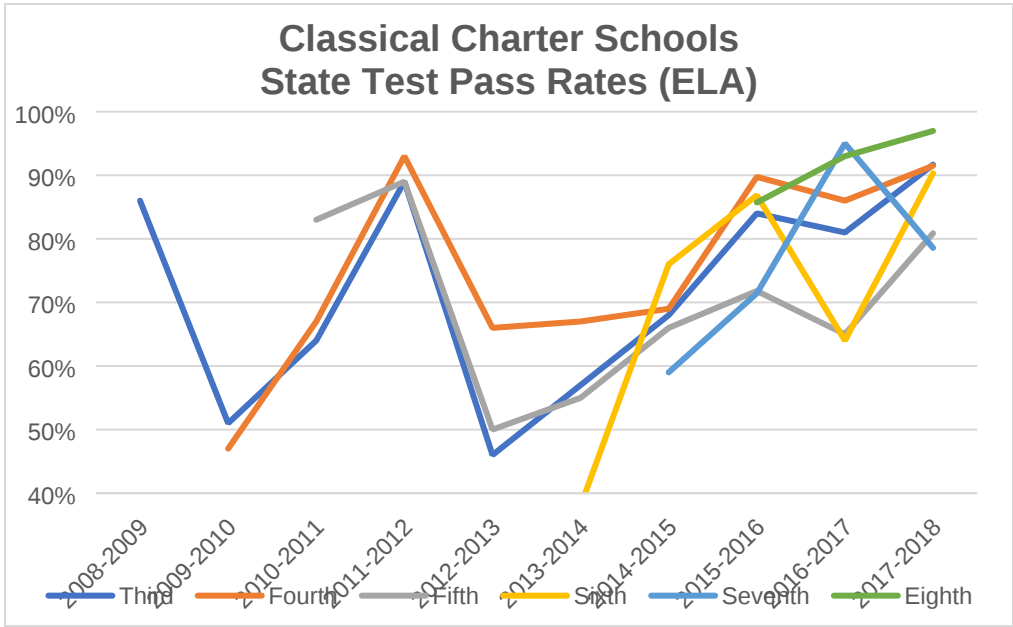
Function	Decision-Making	
	Network	School
Performance Goals	X	
Curriculum	X	
Professional Development	X	
Data Management and Interim Assessments	X	

Promotion Criteria	X	
Culture		X
Budgeting, Finance, and Accounting	X	
Student Recruitment		X
School Staff Recruitment and Hiring	X	
H/R Services	X	
Development/Fundraising	X	
Community Relations		X
Information Technology	X	
Facilities Management		X
Vendor Management/Procurement		X
Other operational services, if applicable		

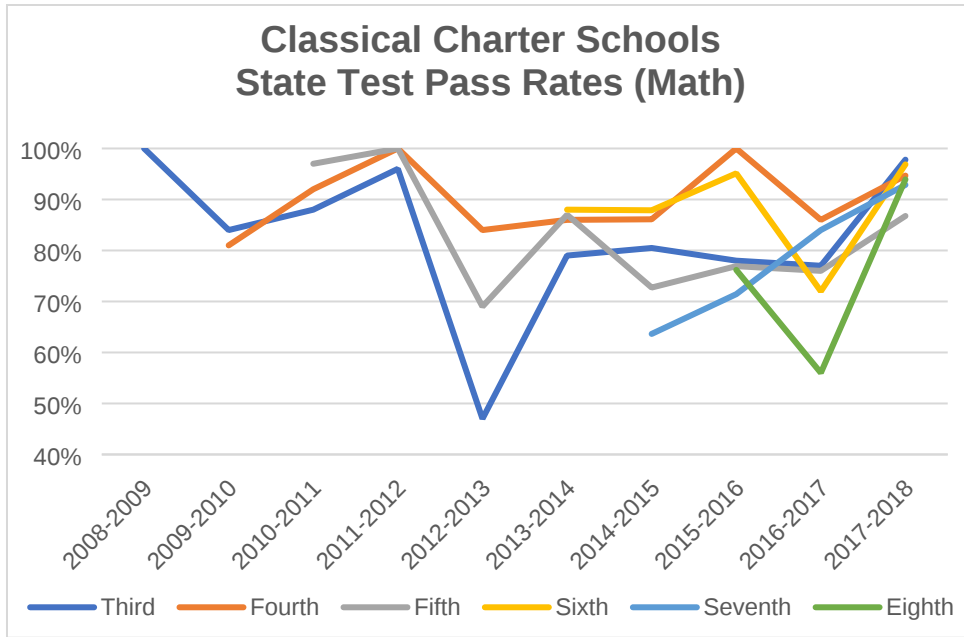
1. Provide an overview of prior performance across all schools ever operated by the Comprehensive Management Organization, including closed schools and schools that moved away from the organization.

Classical Charter Schools operates four (4) schools currently. The newest school, SBCCS IV, does not yet have student performance data from the state test.

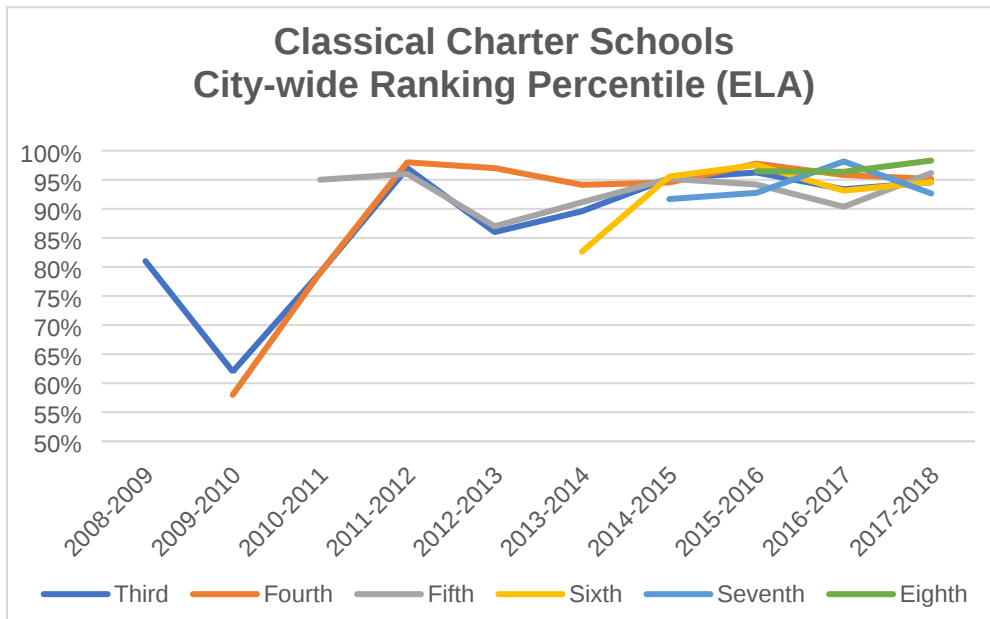
The chart below shows Classical’s aggregate pass rates over the past 10 years in ELA.



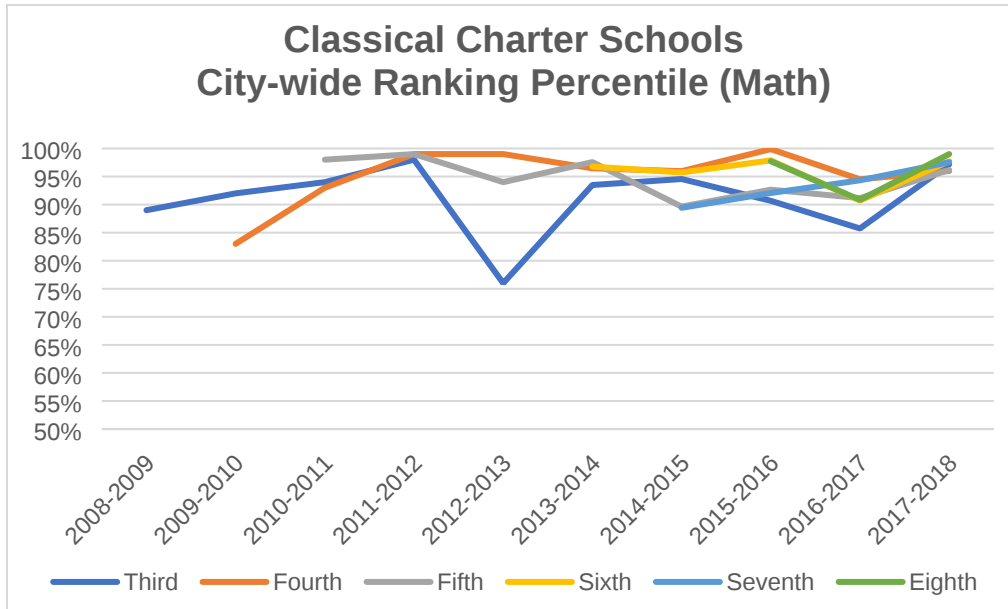
The chart below shows Classical’s aggregate pass rates over the past 10 years in Math.



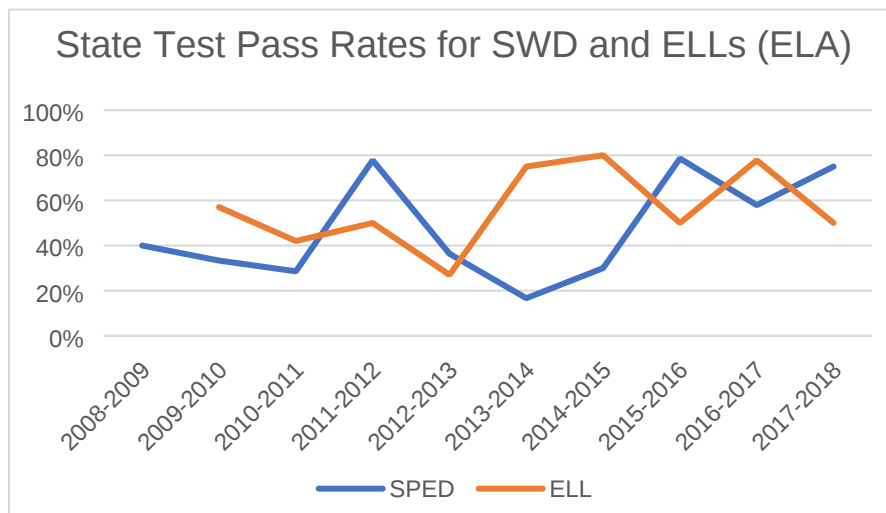
The chart below shows Classical's "city-wide ranking percentile" in ELA, which shows how Classical compares to other NYC schools (public and charter).

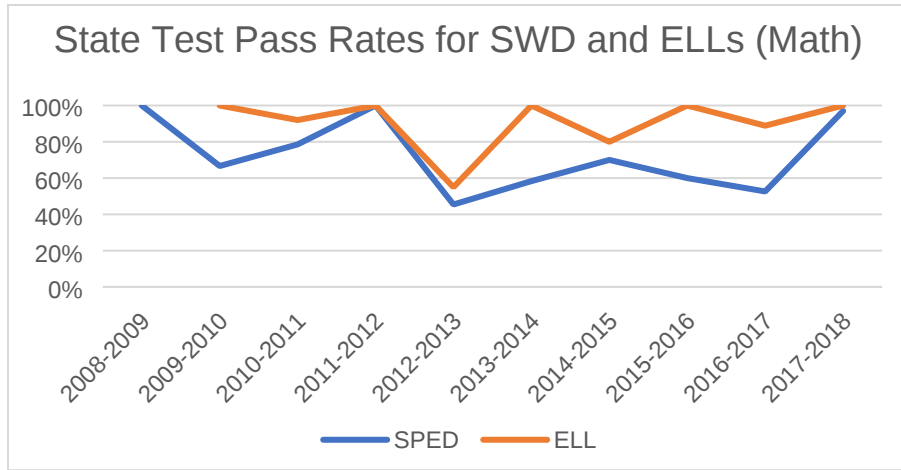


The chart below shows Classical's "city-wide ranking percentile" in math, which shows how Classical compares to other NYC schools (public and charter).

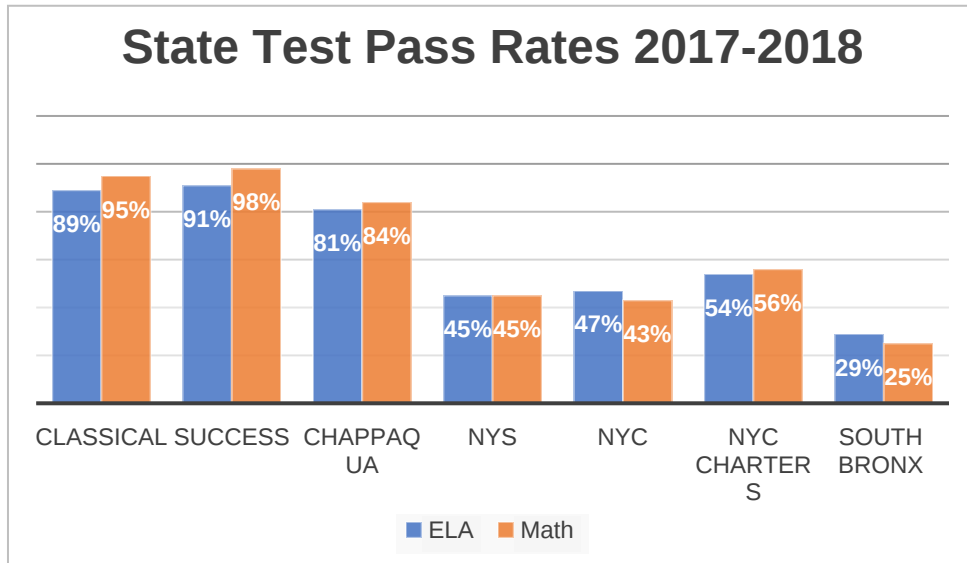


The charts below shows the pass rates for our SWDs and MLL/ELLs in both ELA and in math. We are proud of these results, which demonstrate that while there is much work to be done, all scholars at Classical are performing at extremely strong levels.





As seen below, Classical as a network has greatly outperformed the state, city, and the Bronx.



The table below shows how Classical compares to other select CMOs in New York City, as well as the change in pass rates from the previous year of 2017.

	ELA			MATH		
	2018	2017	Diff	2018	2017	Diff
Success	91%	84%	7%	98%	95%	3%
Classical Achievement First	89%	81%	8%	95%	78%	17%
Icahn	70%	55%	15%	75%	71%	4%
Ascend	69%	62%	7%	75%	69%	6%
KIPP	68%	45%	23%	66%	52%	14%
Uncommon	59%	51%	8%	70%	59%	11%
	58%	50%	8%	65%	58%	7%

Public Prep	64%	52%	12%	57%	42%	15%
Democracy Prep	47%	37%	10%	46%	36%	10%
Explore	42%	28%	14%	44%	26%	18%

The table below shows how each Classical school with test scores performed in 2018, broken out by grade.

STATE TEST PASS RATE ANALYSIS							
SCHOOL	GRAD E	ELA			MATH		
		2017-2018	2016-2017	Diff	2017-2018	2016-2017	Diff
SBC I	3	79%	87%	(8%)	95%	80%	15%
SBC I	4	94%	85%	9%	94%	87%	7%
SBC I	5	73%	65%	8%	87%	76%	11%
SBC I	6	90%	64%	26%	97%	72%	25%
SBC I	7	79%	95%	(16%)	93%	84%	9%
SBC I	8	97%	93%	4%	94%	56%	38%
SBC I TOTAL		85%	81%	4%	93%	77%	16%
SBC II	3	100%	75%	25%	100%	75%	25%
SBC II	4	88%	88%	0%	95%	85%	10%
SBC II	5	96%	N/A	N/A	87%	N/A	N/A
SBC II TOTAL		95%	79%	16%	96%	77%	19%
SBC III	3	95%	N/A	N/A	98%	N/A	N/A
SBC III TOTAL		95%	N/A	N/A	98%	N/A	N/A
CCS TOTAL		89%	79%	10%	95%	78%	17%

2. Discuss if all charter schools currently being operated meet or exceed all NYSED Performance Framework standards paying special attention to Benchmark 1 and Benchmark 9. If these standards are not being met discuss why and what strategies are being implemented to address these deficiencies.

Benchmark 1: Student Performance

Since their opening in 2006, Classical schools have met the student achievement goals for academic growth, proficiency, and college and career readiness on state standards and achievement goals outlined in the school's charter. In 2014, South Bronx Classical Charter

School was awarded a Nation Blue Ribbon Award. In 2018, 80% of our Students with Disabilities and 75% of our English Language Learners pass their state tests.

Benchmark 2: Teaching and Learning

Classical is highly focused on curriculum and data, as they are two of our five Principals of Practice. The pass rates among our Special Populations far exceed district averages. We are exceeding this benchmark. Further, Classical is seeking to build systems that can more reliably and more scalably improve instruction. This is the impetus behind our curriculum and data projects (each exceeding 100,000 man-hours). Our curriculum is a standards-based, modular, annually-revised set of plans and assessments that form the basis of teacher preparation. Connected to our curriculum is our massive data collection infrastructure and processes, where we collect and combine academic data at the question level, behavioral data at the infraction level, attendance data including tardies, and demographic data. This creates millions of data entries, automatically, for analysis and review.

Benchmark 3: Culture, Climate, and Family Engagement

Classical meets this benchmark, but wants to improve here. While we have support systems for students' social and emotional well-being, we have instituted some change to improve on this. For example, our Character Education curriculum is undergoing complete review and revision, whereby we will weave social and emotional skills education within the Character Pillars we teach. Thus every Classical student will get 60 minutes of social and emotional skills instruction.

Benchmark 4: Financial Condition

Classical meets this benchmark. We believe that we exceed this benchmark. With over \$8 million in reserves (\$6,000 per student), Classical is among the financially strongest charter schools in New York State. We're proud of our financial reserve as we have done minimal fundraising over the past 13 years (with a slight uptick recently to accommodate the required shift to private facilities). Further, Classical's vision includes "financial sustainability" which we define to include per pupil spending less than neighboring public schools.

Benchmark 5: Financial Management

Classical meets this Benchmark. We have an accurate accounting system (having clean audits for the previous 10 years) and a financial handbook that outlines our financial processes and procedures. We set monthly budgeting goals and that are reviewed each month. Further, require government reporting happens in a timely manner.

Benchmark 6: Board Oversight and Governance

Classical meets this benchmark. Classical's board is comprised of nine (9) people, with an average tenure of 9 years. Further the board has professionals in law, real estate, community relations, and education. The board evaluates itself annually using the CSO Performance Framework. The board is shifting toward more committee action and involvement, as we seek to delve deeper into specific projects requiring more knowledge and expertise. Lastly, the board is undergoing the transition and succession of its Executive Committee, and to do so, is culturally shifting toward more trustee development.

Benchmark 7: Organizational Capacity

Classical meets this benchmark. When visiting the schools, one can see what we call “the choreography of the day” where there is clarity of immediate purpose and desire for effectiveness. Further, our data collection focus allows us to reflect on our practices, with an eye toward improving them. Every position, from Trustee to staff, have a rubric used to facilitate conversations about next steps.

Benchmark 8: Mission and Key Design Elements

Classical meets this benchmark. Stakeholders share a common understanding of Classical’s mission, which has not changed since its founding. Our classical framework, structured setting, and strong teacher development are all communicated to new staff and parents, and is evident upon visitation. Using annual and monthly professional development sessions, as well as an annual off-site kick-off, all school staff are introduced to and reinforce our schools’ mission and design elements. Further, the design elements as per the charters are being actively implemented and pursued.

Benchmark 9: Enrollment, Recruitment, and Retention

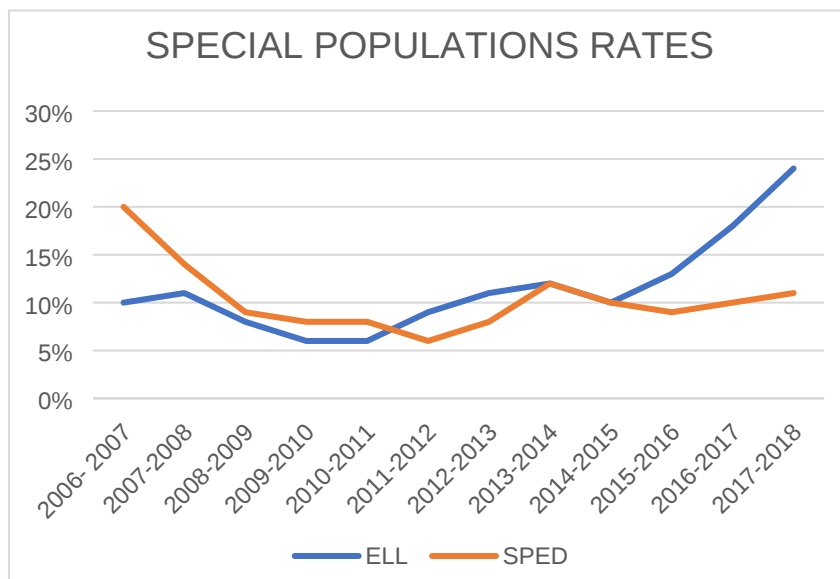
In our opinion, Classical does not meet this benchmark. While we enjoy strong application volume (roughly 13 K applications per Kindergarten seat), our Special Populations are smaller than in comparable schools. The table below shows the Special Populations data for all Bronx Board of Regents-Authorized Charter Schools (excluding high schools) with 4 or more years of operations. The data are pulled from the data.nysed.edu website, for the 2016-2017 year.

Charter School Name	District	ELL	District	Diff	SWD	District	Diff	ED	District	Diff
American Dream Charter School	7	23%	18%	5%	22%	26%	(4%)	97%	93%	4%
Bronx Charter School for Children	7	20%	18%	2%	11%	26%	(15%)	90%	93%	(3%)
Bronx Charter School for the Arts	8	16%	14%	2%	21%	26%	(5%)	74%	79%	(5%)
Harriet Tubman Charter School	9	11%	25%	(14%)	11%	23%	(12%)	68%	90%	(22%)
Mott Hall Charter School	9	11%	25%	(14%)	18%	23%	(5%)	94%	90%	4%
New York City Montessori CS	7	22%	18%	4%	27%	26%	1%	90%	93%	(3%)
Rosalyn Yalow Charter School	9	16%	25%	(9%)	14%	23%	(9%)	94%	90%	4%
South Bronx Classical CS	12	18%	21%	(3%)	12%	24%	(12%)	89%	89%	0%
South Bronx Classical CS II	7	16%	18%	(2%)	12%	26%	(14%)	86%	93%	(7%)
South Bronx Classical CS III	9	19%	25%	(6%)	12%	23%	(11%)	88%	90%	(2%)
South Bronx Early College Academy CS	8	13%	14%	(1%)	31%	26%	5%	77%	79%	(2%)
Classical Charter Schools Average		18%	21%	(4%)	12%	24%	(12%)	88%	91%	(3%)

Over the past three years, Classical has made a concerted effort to increase its ELL population which has proven very effective. (In 2013 our ELL population was about 9%.) This is a marked improvement; however, we want to at least meet the district numbers.

	English Language Learners		Students with Disabilities		Free and Reduced Lunch	
	Classical	Target	Classical	Target	Classical	Target
SBC I	18%	18%	12%	20%	89%	94%
SBC II	16%	21%	13%	23%	86%	95%
SBC III	19%	27%	12%	18%	88%	96%
SBC IV	20%	27%	14%	18%	88%	96%

The chart below shows how Classical's recruitment efforts for MLL/ELL scholars has performed.



Benchmark 10: Legal Compliance

Classical has no legal issues and complies with the legal and applicable state and federal laws, as well as our charters. Thus we meet this Benchmark.

3. Select one or more of the consistently high-performing schools that the organization operates and discuss the school's academic performance.

As all Classical schools' data is noted above, and each school is performing similarly, at this point no Classical school is outperforming the others.

4. Select one or more of the organization's schools whose performance is relatively low or not satisfactory and discuss the school's academic performance and efforts to improve it.

As all Classical schools' data is noted above, and each school is performing similarly, at this point no Classical school is under-performing the others, based on the data above. However, Classical has pockets of academic struggle across the network that warrant discussion.

Classical has a strong acculturated ethos of growth and development for children and adults alike. Its grade team leader model puts relatively young teachers in positions of leadership. In most cases, these leaders (replete with manuals and coaching) do a great job. However, we have had, and have, grade team leaders who underperform. Further due to localized high attrition, we lack easy replacement. In those cases, we provide specific services to support these grades: additional coaching, tutoring for the lowest performing scholars, replacement of GTL, and offloading tasks onto the teams. In many cases, although not most, this added support fixes these issues.

D. Market Analysis and Selection of Target Communities:

1. Describe how the target communities in New York State were identified and selected as attractive markets to the Comprehensive Management Organization. If the existing portfolio does not include schools in New York, provide the rationale for entering New York.

Classical is motivated by what is called Impact Maximization. There are three axes of maximizing its impact: Quality, Quantity, and Closing the Gap. Quality in this instance imbues us in doing the best we can for the scholars we have. Quantity asks us to grow, and to impact scholars we don't currently work with. Closing the Gap measures the distance between where scholars are in the community and where we believe they can go.

CCS operates in service of the families of the South Bronx. While demographic statistics within this community vary greatly, CCS' target population resides in areas in profound need of improved educational outcomes. Bronx County has the highest poverty, child poverty, pediatric asthma, murder, rape, and robbery rates in New York State. Further, the South Bronx has the nation's highest poverty rate and the nation's lowest rate of "well off" households. Academically, South Bronx public schools fall far short of New York City passing rates for the state tests. On the 2017-2018 State ELA exam only 29% of South Bronx Public School children passed, versus 47% in the city, and 25% passed the State Math test, versus 33% in the city. CCS targets the four South Bronx Community School Districts - 12, 9, 7, and 8 - because they are among the city's poorest, both financially and academically. Our mission and objectives outline our commitment to these students.

Over time, of course, we expect to move into other Bronx districts, such as District 10 and 11. We hope to serve those scholars as well.

2. Discuss the Comprehensive Management Organization's competition for students and staff in the target communities, assess student demand, and describe the organization's competitive advantages.

As a high-performing and long-standing part of the South Bronx community, Classical is a strongly-sought option for parents. Demand for high-performing public schools in the South Bronx such as Classical is evidenced by parent application volume to Classical schools. The application process for SBCCS I began in 2006, with 249 total applications, or 2.1 applications per available seat. In 2018 we received 7597 applications, or 31.7 applications per seat.

CCS's student recruitment involves three efforts: Mailings to Head Start programs and pre-schools in the home district, encouraging both English Language Learners and Students with Disabilities to apply; holding Information Sessions (with translators and accommodations) at the schools and at pre-schools in mornings, afternoons, and evenings. Translators and accommodations for disabled students and families are provided; and bilingual ads are placed in local newspapers and in the windows of local stores, encouraging both English Language Learners and Students with Disabilities to apply. Ultimately, application figures reflect a strong and diverse word-of-mouth marketing throughout the community.

We believe the demand for seats in NYC charter schools will remain strong through the foreseeable future. Without significant changes to the NYC public school system, and assuming

competition from other charter schools remains consistent, there is significant room for growth in the number of charter schools in the Bronx before market saturation is reached. Given the small percentage of applications CCS is able to accept, the communities CCS serves are clamoring for more quality charter schools.

Ultimately, our competitive advantage is the quality of our educational program, our results, our focus on parents, and our long history in the community.

E. Attachments:

Please submit the following attachments with the business plan narrative:

ALL ATTACHMENTS ARE CONSOLIDATED AND SUBMITTED UNDER SEPARATE COVER.



CLASSICAL
CHARTER SCHOOLS

ATTACHMENT 6b

APPENDIX E

MANAGEMENT ORGANIZATION BUSINESS PLAN

ATTACHMENTS A - M



CLASSICAL
CHARTER SCHOOLS

ATTACHMENT 6b

APPENDIX E

MANAGEMENT ORGANIZATION BUSINESS PLAN

ATTACHMENTS A - M

ATTACHMENT A

BY-LAWS

Attachment 5b – By-Laws

CLASSICAL CHARTER SCHOOLS BY LAWS

ARTICLE I

Name and Policy

Section 1.01. Name. The name of the education corporation is Classical Charter Schools (“CCS” or “the Organization”).

Section 1.02 Non-Discriminatory Policy. CCS seeks diversity in its student/parent body, faculty, staff and administration and does not discriminate on the basis of race, color, religion, national or ethnic origin, sex, age, disability, marital status, sexual orientation, or any category protected by law, in its educational policies, employment practices and all other school administered procedures and programs.

ARTICLE II

Board of Trustees

Section 2.01. General Powers and Duties. The Board of Trustees shall have control of and manage the operations and affairs of CCS, and it shall have all the powers customarily held by a Board of Trustees of a corporation organized under the Education Law of the State of New York. In exercising its powers and duties, the Board of Trustees shall establish and maintain policies and procedures for the operation of CCS and shall oversee that such policies and procedures are carried out by the Executive Director and such other staff of CCS as the Board of Trustees may employ or authorize the Executive Director to employ from time to time. The Board of Trustees shall have primary responsibility for seeing that CCS is provided with the financial and other resources that the Board of Trustees deems appropriate for its proper operation.

Section 2.02. Number of Trustees. The Board of Trustees shall fix the number of trustees of CCS from time to time, which shall not be less than five (5) and not more than thirteen (13). The trustees shall be elected (“Elected Trustees”) pursuant to the provisions of Section 2.04 of these Bylaws.

Section 2.03. Term of Office. Unless otherwise provided by the Board of Trustees at the time a Trustee is chosen, term of office each Elected Trustee shall be a period of two (2) calendar years commencing with Regular Meeting following his or her election and continuing until a successor shall have been elected. If a Trustee is meeting all obligations required by the Board of Trustees, he or she shall not be limited as to the number of successive terms he or she shall be able to serve. The Elected Trustees shall be divided into two (2) classes, known as Class One and Class Two, for the purpose of staggering their terms in office. This will help balance continuity with new perspective. The terms of Elected Trustees shall be fixed so that the terms of one-third of such trustees (as nearly as possible) expire at the close of each Annual Meeting.

Section 2.04 Initial Trustees. The initial Trustees (the “Initial Trustees”) are those persons named as Trustees in the Charter. The Initial Trustees shall serve until the earliest of (a) the first annual meeting of the Board held during 2006, (b) their resignation or (c) their removal from office pursuant to Section 2.13.

Section 2.05. Election of Trustees. Elected Trustees shall be chosen by the Board of Trustees as provided in subsections (c) and (d).

Nomination. Prior to June 1 in each academic year and at such other times as there may be vacancies among the Elected Trustees, whether by expiration of the terms of office, death, resignation, removal, or an increase

in the number of Elected Trustees, the Executive Committee shall nominate candidates for the vacancies which it recommends be filled and shall specify the number of such vacancies which are to be filled by the Annual Election of Trustees pursuant to subsection (b) and the number which are to be filled by the Board of Trustees pursuant to subsection (c) at an Annual or Regular Meeting or at such other time as may be appropriate.

Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of CCS faithfully and effectively. No employee of the Organization shall be eligible to be nominated or serve as an Elected Trustee.

Annual Election of Trustees. At an Annual Meeting, or any subsequent Regular or Special Meeting, the Annual Election of Trustees shall take place. The Board of Trustees shall vote on the candidates nominated by the Executive Committee pursuant to subsection (a) to fill vacancies in the Elected Trustees, and each candidate shall be elected by the majority of the Board of Trustees. Voting shall be done by confidential ballot and the ballots shall be counted by the Secretary and confirmed by the Board Chair or the Vice Chair.

Board of Election of Trustees. If any of the Elected Trustees shall die, resign, refuse to act, or be removed from the Board of Trustees, or if an Elected Trustee's term of office shall expire, the vacancy or vacancies created thereby shall be filled by the vote of a majority of the whole Board of Trustees acting upon recommendation of the Executive Committee. Any trustee so chosen shall have all of the rights and powers of an Elected Trustee and shall serve for the balance of the unexpired term of the trustee whom he or she replaces. Upon recommendation by the Executive Committee, the Board of Trustees may create positions for additional Elected Trustees for such term not exceeding two (2) years, as the Board of Trustees shall determine. Any vacancy among the Elected Trustees created by increasing the number thereof shall be filled by vote of a majority of the whole Board of Trustees. Upon a two-thirds (2/3) vote, the Board of trustees acting upon the recommendation of the Executive Committee may abolish a vacant Elected Trustee seat, provided that the total number of trustees may not be less than that required by law or by these Bylaws; and further provided that the Board of Trustees files a certified copy of such action with the Board of Regents of New York State Education Department.

Section 2.07. Meetings of the Board of Trustees. The Board of Trustees may transact any business permitted by these Bylaws at an Annual, Regular or Special Meeting as provided below.

Annual Meeting. Unless otherwise provided by the Board of Trustees, the "Annual Meeting" of the Board of Trustees shall be held in June of each year.

Regular Meeting. The Board of Trustees may provide for holding of the "Regular Meetings" and may fix the time and place (which may be within or out of the State of New York) of such meetings. Regular Meetings shall be scheduled monthly.

Special Meeting. "Special Meetings" of the Board of Trustees shall be called by the Board Chair or Vice Chair of the Board of Trustees, at such time and place (which may be within or out of the State of New York) as may be specified in the respective notice or waivers of notice thereof. A Special Meeting shall be called by the Board Chair or a Vice Chair promptly upon receipt of a written or electronic request to do so from a majority of the Board of Trustees.

Notice. Notice of the time and place of an Annual or Regular meeting shall be given to each trustee either by messenger, regular mail, e-mail, or facsimile at least ten (10) days before the meeting. Notice of the time and place of a Special Meeting shall be given to each trustee either by messenger, regular mail, e-mail, or facsimile not less than three (3) days before the meeting or upon reasonable notice under the circumstances where 3 day notice is impractical. Notices by messenger, regular mail, e-mail, or facsimile shall be sent to each trustee at the number and/or address designated by him or her for that purpose. Oral or telephonic notices of

meetings shall not be permitted. Neither the business to be transacted nor the purpose of any Regular or Special Meeting need to be specified in the notice or waiver of notice of the meeting, unless otherwise specified in the Bylaws or required by law. Unless otherwise required requested by statute, notice of any adjourned meeting need not be given.

Section 2.08. Conflicts of Interest. The Board of Trustees affirms that the trustees, officers, administrators, faculty and other employees of CCS have an obligation to exercise their authority and to carry out the duties of their respective positions for the sole benefit of CCS. They should avoid placing themselves in positions in which their personal interest are or may be in conflict with the interests of CCS. Where a potential conflict of interest exists, it shall be the responsibility of the person involved or any other person with knowledge to notify the Board of Trustees of the circumstances resulting in the potential conflict so that the Board of Trustees can provide such guidance and take such action as it deems appropriate. Areas of potential conflict of interest include financial interests, inside information, conflicting interests other than financial ones and gifts and favors. The Board of Trustees shall adopt a Policy on Conflicts of Interest to address these areas of potential conflict. In the event that any functions that are provided by institutional or contractual partners on behalf of the Organization result in a conflict of interest with any members of CCS Board of Trustees, these Board members will recuse themselves from voting upon these matters.

Section 2.09. Quorum and Manner of Acting. At all meetings of the Board of Trustees, a majority of the whole Board of Trustees shall constitute a quorum for the transaction of business. Except as otherwise provided by statute or by these Bylaws, the act of a majority of the trustees present at any meeting at which a quorum is present shall be the act of the Board of Trustees. In the absence of a quorum, a majority of the trustees present at the time and place of meeting (or one trustee, if less than three (3) are present) may adjourn the meeting from time to time until a quorum shall be present.

Section 2.11. Resignations. Any trustee may resign at any time by giving written notice of such resignation to the Board of Trustees or the Board Chair. Unless otherwise specified in such written notice, such resignation shall take effect upon receipt thereof. If any trustee shall fail to attend three (3) consecutive meetings without an excuse accepted as satisfactory by the Board Chair, he or she shall be deemed to have resigned and the vacancy shall be filled as provided in section 2.05.

Section 2.13. Removal or Suspension. Any trustee may be removed or suspended from office by a majority of the whole Board of Trustees. Such action shall be taken only upon written complaint of misconduct, incapacity or neglect of duty submitted to the Board of Trustees. No trustee shall be removed without being provided with at least seven (7) days' notice of the proposed removal and copy of the complaint. If in the opinion of a majority of the whole Board of Trustees such complaint shall have been sustained, the accused trustee may be removed or suspended from office.

Section 2.14. Compensation of Trustees and Officers. Trustees, as such, shall not receive any salary for their services as trustees. Trustees shall serve without compensation.

Section 2.15 Evaluations. Evaluations of the Executive Director shall be conducted by the Executive Committee on an annual basis. Evaluations of the Board of Trustees shall be coordinated by the Executive Committee on an annual basis. Results of both evaluations, which may be in summary form, will be distributed to the Board of Trustees and the Executive Director. On-going informal assessments of the Executive Director and the board of Trustees shall be conducted on an as-needed basis determined by the Executive Committee.

ARTICLE III Committees

Section 3.01. Standing Committees. The Board of Trustees shall establish and maintain the following “Standing Committees”: Executive Committee, Finance/Audit Committee, Education Committee, and Development Committee.

Section 3.02. Ad Hoc Committees. The Board of Trustees may from time to time establish one or more “Ad Hoc Committees” with such names powers and functions as may be determined from time to time by the Board of Trustees.

Section 3.03. Committee Members: Chair. Members of committees shall be appointed annually by the Chair of the Board of Trustees, subject to ratification by the Board of Trustees in the first Regular Meeting of the Board of Trustees held after the appointment. Vacancies in the membership of any committee shall be filled by appointment by the Board Chair after consulting with the Chair, if any, of such committee. Except as otherwise provided in these Bylaws or by the Board of Trustees, the Board Chair of each committee shall be chosen by the Board Chair from among the trustee members of the committee.

Section 3.04. General Powers and Responsibilities of Committees. All matters that come before the Board of trustees shall be considered first by the appropriate committee. Any problem, concern, grievance or other matter referred to a committee shall be considered by such committee which shall consult with such interested parties as the committee deems appropriate. A committee to which any matter has been referred shall report on such matter to the Board of Trustees and, to the extent appropriate, make recommendations with respect thereto. Except as specifically provided by the Board of Trustees, each committee’s powers are advisory to the Board of Trustees.

Section 3.05. Executive Committee. The Executive Committee shall consist of no less than four (4) members, including the Board Chair and Vice Chair and such other Trustees as may be designated by the Board of Trustees. The Board Chair shall be the Chair of the Executive Committee. The Executive Committee shall set the policy agenda, conduct evaluations of the Executive Director and of the Board of trustees, coordinate committee agendas, and set the agenda for the full Board of Trustees. The Executive Committee shall operate in place of the Board of Trustees during those times when the Board of Trustees does not or cannot meet. Between meetings of the Board of Trustees, the Executive Committee may take any action on behalf of the Board of Trustees that could authorized by a vote of the majority of the whole Board of Trustees or is limited to the Board of Trustees by law. An action taken by the Executive Committee may be subject to ratification by the Board of Trustees. A member of the Executive Committee shall record the minutes of each meeting and include a report on any actions taken. Such member shall forward the Minutes to the Secretary and the Secretary shall distribute the minutes of such meetings to the full Board of Trustees.

Section 3.06. Finance/Audit Committee. The Finance/Audit committee shall consist of no less than three (3) members. The Treasurer shall be the Chair of the Finance/Audit Committee. The Finance/Audit Committee shall be responsible for overseeing the preparation of budgets, financial reports and for supervising the management of CCS’s finances, including notifying the Board of Trustees of significant deviations from the approved budget. The Finance/Audit Committee shall review, analyze and recommend for approval the annual audit. On a periodic basis, the Finance/Audit Committee shall review investment policies, objectives, and performance.

Section 3.10. Education Committee. The Education committee shall consist of no less than three (3) members. The Education Committee shall be responsible for evaluating whether CCS is adhering to its Charter and achieving its accountability goals. It will examine the results from city, state, national, and internally developed assessments, which are both criterion and norm-referenced. In addition, the Education Committee will meet with the Executive Director to analyze assessment data.

Section 3.11. Development Committee. The Development Committee shall consist of no less than three (3) members. The Development Committee shall be responsible for developing fundraising plans and initiatives

for CCS, to the extent necessary and strategically desirable. It will review the financial condition of the Organization and will seek funding for various aspects of the school's day to day operating needs as well as new projects.

ARTICLE IV

Officers

Section 4.01. Titles. The officers of the Board of Trustees shall be a Board Chair, one Vice Chair, a Secretary, a Treasurer and such other officers as may be appointed in accordance with these Bylaws.

Section 4.02. Election, Term of Office, and Qualifications. The Board of Trustees shall elect the Board Chair, one Vice Chair, a Secretary, a Treasurer and any other officers annually at the Annual Meeting or Regular Meeting designated for that purpose or a Special Meeting called for that purpose, except that officers appointed to fill vacancies shall be elected as vacancies occur.

Section 4.03. Subordinate Officers and Agents. The Board of Trustees from time to time may appoint subordinate officers or agents (including one or more Assistant Secretaries and one or more Assistant Treasurers) to hold office for such period, have such authority, and perform such duties as may be provided in the resolutions appointing them. The Board of Trustees may delegate to any officer or agent the power to appoint any such subordinate officers or agents and to proscribe their respective terms of office, authorities and duties.

Section 4.04. Resignations. Any officer may resign at any time by giving written notice of such resignation to the Board of Trustees or the Board Chair. Unless otherwise specified in such written notice, such resignation shall take effect upon receipt thereof.

Section 4.05. Removal or Suspension. Any officer elected or appointed by the Board of Trustees or by any officer of CCS may be removed or suspended by the Board of Trustees at any time by a majority of the whole Board of Trustees. Such action shall be taken only upon written complaint of misconduct, incapacity or neglect of duty submitted to the Board of Trustees. No officer shall be removed without at least seven (7) days' notice of the proposed removal and a copy of the complaint.

Section 4.06. Vacancies. A vacancy in an office by reason of death, resignation, removal, disqualification or another cause shall be filled in the manner prescribed in section 4.02.

Section 4.07. The Board Chair. The Board Chair shall be the chief presiding officer of the Board of Trustees and shall perform such other duties as may be assigned to him or her from time to time by the Board of Trustees. The Board Chair shall preside at all meetings of the Board of Trustees and the Executive Committee and shall, when directed by the Board of Trustees, sign on behalf of CCS all contracts, securities and other obligations of CCS, when the authority to sign is not otherwise delegated by the Board of Trustees.

Section 4.08. Vice Chairs. The Vice Chair shall have such power and perform such duties as may be assigned by the Chair on the Board of Trustees. The Vice Chair shall in the absence or disability of the Board Chair or at the Board Chair's request, perform the duties and exercise the powers of the Board Chair.

Section 4.09. Executive Director. The Executive Director shall be the chief administrative officer of CCS, and shall be appointed by the Board of Trustees to exercise control over the affairs of CCS, subject to the supervision of the Board of Trustees.

Section 4.10. The Secretary. The Secretary shall keep the minute books of CCS, be responsible for the minutes of the meetings of the Board of Trustees and in general perform all duties incident to the office of

Secretary and such other duties as from time to time may be assigned to him or her by the Board of Trustees or the Board Chair.

Section 4.11. The Treasurer. The Treasurer shall have general custody of all money and securities of CCS and from time to time shall render to the Board of Trustees, and to the Chair, upon request, a statement of the financial conditions of CCS and all of his or her transactions as treasurer. In general, the Treasurer should perform all duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him or her by the Board of Trustees or the Board Chair.

Section 4.12. Agreements, Contracts, Checks Requiring Signatures of Officers. All agreements, contracts, checks and other instruments of CCS requiring an expenditure or imposing an obligation of more than \$25,000 shall be executed by the Board Chair or the Treasurer. All agreements, contracts, checks and other instruments of CCS requiring an expenditure or imposing an obligation of less than \$25,000 may be executed by any one officer or by such other person or persons as may be designated by the Board of Trustees.

Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Board Chair, the Executive Director, or Treasurer. Such items for amounts of \$25,000.00 or greater must be signed by two of these individuals.

ARTICLE V Miscellaneous Matters

Section 5.01. Corporate Seal. The corporate seal of the Organization shall be circular in form and shall bear the name CCS and the words and figures denoting its organization under the laws of the State of New York and otherwise shall be in such form as shall be approved by the Board of Trustees.

Section 5.02. Fiscal Year. The fiscal year of the Organization shall begin on the first day of July in each year and shall end on the thirtieth day of the following June.

Section 5.03. Conflict with Bylaws. To the extent a conflict exists between any provision in these Bylaws and Open Meetings Law, the Open Meetings Law shall control. Moreover, to the extent a conflict exists between any provision in these Bylaws and a provision in CCS's Charter, the Charter shall prevail and control.

Section 5.04 Conflict with Charter. To the extent there are any conflicts between the terms of the charter of the Organization, and the terms of these by-laws, the terms of the charter will control.

Section 5.05. Indemnification.

To the maximum extent permitted by applicable law, as is in effect at the time of the adoption of these Bylaws or as amended from time to time, the Organization shall indemnify any person who was or is a party, or threatened to be made a party, to any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative, by reason of the fact that he/she is or was a trustee or an officer of CCS's acting within the scope of his/her normal duties, against expenses (including attorney's fees), judgments, fines, and amounts paid in settlement actually and reasonably incurred by such person in connection with such action, suit, or proceeding. The Organization, however, will not indemnify a trustee or an officer against any costs incurred, in any action, suit, or proceeding if there is judicial determination that such person failed to act in good faith or that such acts were the result of active and deliberate dishonesty, and were material to the cause of action so adjudicated, or from which the person personally gained financial profit or their advantage to which he or she was not legally entitled. The foregoing right of indemnification shall not be deemed exclusive of any other rights to which a person seeking indemnification may be entitled under the Charter (as may be amended and/or restated from time to time) or any Bylaw, agreement, vote of

disinterested Trustee, or otherwise. The Organization may maintain insurance, at its expense, to protect itself and any person described in subsection (a) against any expense, liability or loss, whether or not the Organization would have the power to indemnify such person against such expense, liability or loss under applicable law.

Section 5.06. Closure or Dissolution. In the event of closure or dissolution of the Corporation for any reason, transfer of students and student records, and disposition of the Corporation's assets shall occur as required under New York State Charter Schools Act (Article 56) of the Education Law of the State of New York.

Section 5.07. Amendments. These Bylaws may be altered, repealed, or amended and new Bylaws may be made by the affirmative vote of a majority of the Board of Trustees. Any proposed alteration, repeal, amendment or new Bylaws shall be provided to the Board of Trustees at least thirty (30) days in advance of the meeting at which such changes in the Bylaws will be voted on.

Section 5.08. Notice. Unless otherwise required by law or these Bylaws, notices required by these Bylaws may be given in writing, by messenger, regular mail, email, or facsimile.

Amended June 21, 2016

Adopted September 13, 2006



CLASSICAL
CHARTER SCHOOLS

ATTACHMENT 6b

APPENDIX E

MANAGEMENT ORGANIZATION BUSINESS PLAN

ATTACHMENTS A - M

ATTACHMENT B

BOARD MEETING SCHEDULES



CLASSICAL
CHARTER SCHOOLS

BOARD OF TRUSTEES

MEETING SCHEDULE 2020-2021

DAY	DATE	LOCATION
Tuesday	August 19, 2020	3458 Third Avenue
Tuesday	September 16, 2020	977 Fox Street
Tuesday	October 20, 2020	333 East 135 th Street
Tuesday	November 17, 2020	757 Concourse Village West
Tuesday	December 15, 2020	3458 Third Avenue
Tuesday	January 19, 2021	977 Fox Street
Tuesday	February 16, 2021	333 East 135 th Street
Tuesday	March 16, 2021	757 Concourse Village West
Tuesday	April 20, 2021	3458 Third Avenue
Tuesday	May 10, 2021	977 Fox Street
Tuesday	June 15, 2021	333 East 135 th Street
Tuesday	July 20, 2021	757 Concourse Village West

All meetings held at 6pm.



CLASSICAL
CHARTER SCHOOLS

BOARD OF TRUSTEES

MEETING SCHEDULE 2017-2018

DAY	DATE	LOCATION
Tuesday	August 22, 2017	3458 Third Avenue
Tuesday	September 12, 2017	977 Fox Street
Tuesday	October 17, 2017	3458 Third Avenue
Tuesday	November 14, 2017	333 East 135 th Street
Tuesday	December 12, 2017	320 Park Avenue
Tuesday	January 16, 2018	977 Fox Street
Tuesday	February 13, 2018	320 Park Avenue
Tuesday	March 20, 2018	3458 Third Avenue
Tuesday	April 17, 2018	320 Park Avenue
Tuesday	May 8, 2018	333 East 135 th Street
Tuesday	June 12, 2018	320 Park Avenue

All meetings held at 6pm.



CLASSICAL
CHARTER SCHOOLS

ATTACHMENT 6b

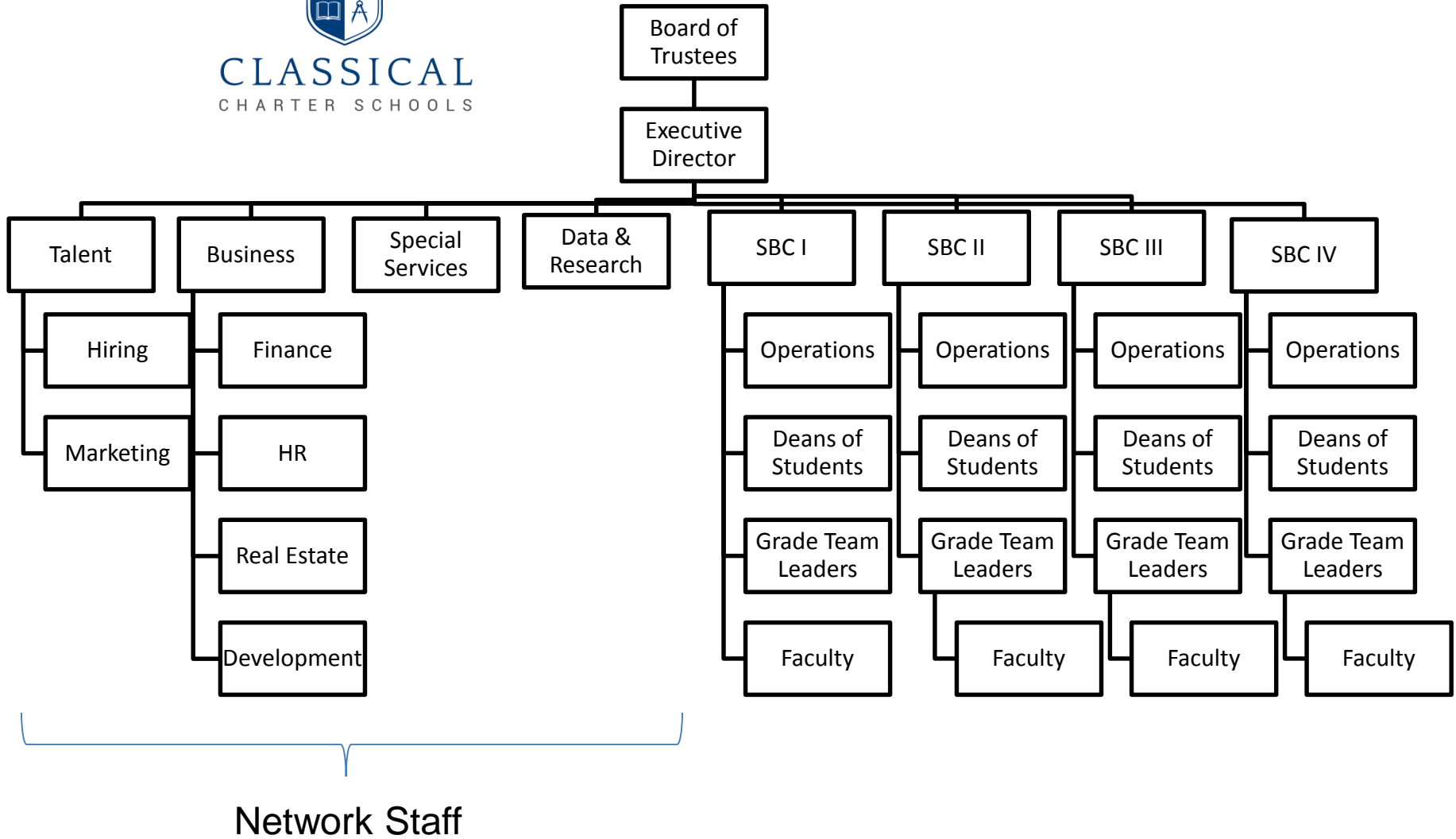
APPENDIX E

MANAGEMENT ORGANIZATION BUSINESS PLAN

ATTACHMENTS A - M

ATTACHMENT C

ORGANIZATIONAL CHART





CLASSICAL
CHARTER SCHOOLS

ATTACHMENT 6b

APPENDIX E

MANAGEMENT ORGANIZATION BUSINESS PLAN

ATTACHMENTS A - M

ATTACHMENT D

NYSED ANNUAL REPORTS



Entry 1 School Information and Cover Page

Last updated: 07/13/2018

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, 2018**) or you may not be assigned the correct tasks.

a. SCHOOL NAME SOUTH BRONX CLASSICAL CS II (REGENTS)

(Select name from the drop down menu)

b. CHARTER AUTHORIZER (As of June 30th, 2018) Regents-Authorized Charter School

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

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			

d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

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

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

Variable 1	Classical Framework: We strongly believe that our school model best meets the needs of all students in our target population. The key components of a classical education in the early years focus on a core curriculum, the development of strong literacy and numeracy skills, knowledge, and understanding of elementary facts, with less emphasis on “higher level” thinking, until later grades. In all grades, our scholars develop core knowledge in the basic subjects of reading, writing, math, science, and history. Subjects are taught directly and sequentially, as clearly elucidated in the Common Core State Standards, so scholars can master skills and content each step of the way. Within this classical framework, SBCCS II provides an educational program firmly based on two principles: <ul style="list-style-type: none">• 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

	<p>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.</p> <p>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.</p>
Variable 3	<p>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.</p> <p>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.</p>
Variable 4	<p>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.</p>
Variable 5	<p>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</p>

	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, 2018 302

j. GRADES SERVED IN SCHOOL YEAR 2017-18

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5
---------------	------------------

k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION? No

l1. FACILITIES

Does the school maintain or operate multiple sites?

	Yes, 2 sites
--	--------------

12. 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 (K-5, 6-9, etc.)	Receives Rental Assistance	Rental Assistance for Which Grades (write N/A if applicable)
Site 1 (same as primary site)	333 east 134th St. Bronx, NY 10454		NYC CSD 7	K-5		
Site 2			NYC CSD 7	6	Yes	6
Site 3						

12a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Leena Gyftopoulos			
Operational Leader	Joshua Weld-Wallis			
Compliance Contact	John Macapagal			
Complaint Contact	Leena Gyftopoulos			
DASA Coordinator	Mirlina Ragin			

13. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Leena Gyftopoulos			
Operational Leader				
Compliance Contact				
Complaint Contact				
DASA Coordinator				

m1. Are any sites in co-located space? If yes, please proceed to the next question. Yes

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

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

n1. Were there any revisions to the school’s charter during the 2017-18 school year? (Please include approved or pending material and non-material charter revisions). Yes

n2. Summary of Charter Revisions

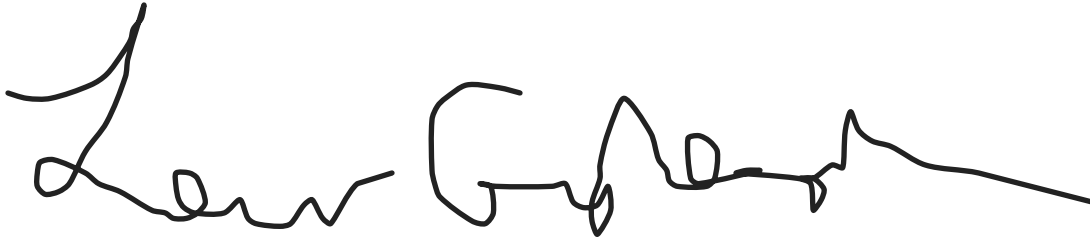
	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in Grade Level Configuration	SBCCS II requested an amendment to its charter to expand the grades served from K-5 to K-8.	10/01/2017	05/08/2018
2				
3				
4				
5				

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

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

Yes

Signature, Head of Charter School

A handwritten signature in black ink, appearing to read "Lew G. [unclear]". The signature is fluid and cursive, with a long horizontal stroke at the end.

Signature, President of the Board of Trustees

A handwritten signature in black ink, appearing to read "Stephen Baldwin". The signature is fluid and cursive, with a large initial "S" and a long horizontal stroke at the end.

Date

2018/07/13

Thank you.



Entry 2 NYS School Report Card Link

Last updated: 07/13/2018

SOUTH BRONX CLASSICAL CS II (REGENTS)

1. CHARTER AUTHORIZER (As of June 30th, 2018)

REGENTS-Authorized Charter School

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

2. 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

Created: 07/13/2018 • Last updated: 07/26/2018

PROGRESS TOWARD CHARTER GOALS

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

1. ACADEMIC STUDENT PERFORMANCE GOALS

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

2017-18 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
Academic Goal 1	Scholars will demonstrate proficiency in reading.	(a) 80% of all scholars who have been enrolled at SBCCS 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.
		(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		

Academic Goal 2	Scholars will demonstrate proficiency in mathematics.	<p>State Mathematics Test.</p> <p>(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.</p>		SBCCS II is awaiting NYS assessment results.
Academic Goal 3	Scholars will demonstrate proficiency in science.	<p>(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.</p> <p>(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.</p>		SBCCS II is awaiting NYS assessment results.
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal				

2. Do have more academic goals to add? No

3. Do have more academic goals to add? No

4. ORGANIZATIONAL GOALS

2017-18 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.	<p>(a) The average daily attendance rate will meet or exceed 95% each year.</p> <p>(b) the SBCCS II waiting list will exceed 1.5 applications per available seat.</p> <p>(c) SBCCS II will retain its scholars at an annual rate of 90% or more during the term of its charter.</p>		<p>(a) SBCCS II's average daily attendance was 96% in 2016-2017. This goal was met.</p> <p>(b) This goal was met. SBCCS II received 626 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.</p> <p>(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.</p>

Org Goal 2	SBCCS II will provide scholars with a safe learning environment with strong communication on scholar achievement between home and school.	<p>(a) 85% of SBCCS II parents through the NYC Department of Education's Learning Environment Survey will consider SBCCS II a "safe" school.</p> <p>the NYC Department of Education's Learning Environment Survey will consider SBCCS II a "safe" school.</p> <p>(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.</p>		The NYC DOE Learning Environment Survey has not yet been released.
Org Goal 3				
Org Goal 4				
Org Goal 5				

5. Do you have more organizational goals to add?

No

6. FINANCIAL GOALS

2017-18 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.	<p>(a) SBCCS II will use Generally Accepted Accounting Practices (GAAP) independently verified through an annual external audit.</p> <p>(b) SBCCS II will produce financial reports demonstrating fiscal transparency and sound financial standing.</p>		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 2017-2018 financial audit will occur in September 2018.
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				



Entry 4 Expenditures per Child

Last updated: 07/13/2018

SOUTH BRONX CLASSICAL CS II (REGENTS)Section Heading

Financial Information

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

1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2017-18 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	4016182
Line 2: Year End FTE student enrollment	302
Line 3: Divide Line 1 by Line 2	13298

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 2017-18 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)	343977
Line 2: Management and General Cost (Column)	559924
Line 3: Sum of Line 1 and Line 2	903901
Line 5: Divide Line 3 by the Year End FTE student enrollment	2993

Thank you.

Classical Charter Schools

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

June 30, 2018 and 2017

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

June 30, 2018 and 2017

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Independent Auditors' Report

Board of Trustees
Classical Charter Schools

Report on the Financial Statements

We have audited the accompanying financial statements of Classical Charter Schools (the "School"), which comprise the statements of financial position as of June 30, 2018 and 2017, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2018 and 2017, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the School's 2017 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 30, 2017. In our opinion, the summarized comparative statement of functional expenses presented herein for the year ended June 30, 2017 is consistent, in all material respects, with the audited financial statements from which it was derived.

Other Matters

Report on Supplementary Information

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of activities by school for the year ended June 30, 2018 on page 16 is presented for purposes of additional analysis and is not a required part of the financial statements. The accompanying schedule of expenditures of federal awards on page 17 as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 17, 2018 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

PKF O'Connor Davies, LLP

Classical Charter Schools

Statements of Financial Position

	June 30,	
	2018	2017
ASSETS		
Current Assets		
Cash and cash equivalents	\$ 2,055,672	\$ 1,055,245
Investments	2,340,446	2,293,905
Grants and contracts receivable	1,728,157	981,057
Prepaid expenses and other current assets	333,120	235,011
Total Current Assets	6,457,395	4,565,218
Property and equipment, net	2,239,340	1,990,190
Restricted cash	249,353	248,357
Security deposits	530,963	472,563
	\$ 9,477,051	\$ 7,276,328
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable and accrued expenses	\$ 539,938	\$ 273,642
Accrued payroll and payroll taxes	631,104	501,519
Refundable advances	15,000	420,999
Total Liabilities	1,186,042	1,196,160
Net Assets, Unrestricted		
Undesignated	7,991,009	5,780,168
Board-designated	300,000	300,000
Total Net Assets, Unrestricted	8,291,009	6,080,168
	\$ 9,477,051	\$ 7,276,328

See notes to financial statements

Classical Charter Schools

Statements of Activities

	Year Ended June 30,	
	2018	2017
REVENUE AND SUPPORT		
State and local per pupil operating revenue	\$ 18,811,820	\$ 13,609,404
Federal grants	1,467,189	906,325
Federal E-Rate and IDEA	146,276	49,332
State and city grants	248,303	66,494
Contributions and grants	1,401,968	334,491
Investment income	30,804	20,476
Other income	17,600	7,385
Total Revenue and Support	22,123,960	14,993,907
EXPENSES		
Program Services		
Regular education	14,151,897	10,181,885
Special education	1,212,902	765,834
Total Program Services	15,364,799	10,947,719
Supporting Services		
Management and general	4,548,320	3,018,517
Total Expenses	19,913,119	13,966,236
Change in Net Assets	2,210,841	1,027,671
NET ASSETS, UNRESTRICTED		
Beginning of year	6,080,168	81,335
Transfer of net assets pursuant to merger of related charter schools	-	4,971,162
End of year	\$ 8,291,009	\$ 6,080,168

See notes to financial statements

Classical Charter Schools

Statement of Functional Expenses

Year Ended June 30, 2018

(with summarized totals for the year ended June 30, 2017)

	No. of Positions	2018			Management and General	Total	2017	
		Program Services					Total	Total
		Regular Education	Special Education	Total				
Personnel Services Costs								
Administrative staff personnel	52	\$ 1,128,369	\$ -	\$ 1,128,369	\$ 2,608,366	\$ 3,736,735	\$ 2,692,316	
Instructional personnel	154	7,134,655	749,103	7,883,758	-	7,883,758	5,838,509	
Non-instructional personnel	18	-	-	-	257,300	257,300	187,178	
Total Salaries and Staff	224	8,263,024	749,103	9,012,127	2,865,666	11,877,793	8,718,003	
Fringe benefits and payroll taxes		1,616,788	146,456	1,763,244	559,329	2,322,573	1,677,006	
Retirement		273,541	24,832	298,373	94,234	392,607	285,568	
Legal services		-	-	-	58,690	58,690	6,232	
Accounting/Audit services		-	-	-	80,251	80,251	85,750	
Other purchased/Professional/Consulting services		442,805	-	442,805	61,425	504,230	314,793	
Building and land rent/Lease		830,841	56,050	886,891	304,088	1,190,979	607,189	
Repairs and maintenance		112,114	9,661	121,775	42,130	163,905	50,589	
Insurance		88,996	8,067	97,063	32,849	129,912	98,331	
Utilities		34,828	2,156	36,984	12,110	49,094	38,308	
Supplies/Materials		198,397	22,979	221,376	-	221,376	208,827	
Equipment/Furnishing		113,040	9,237	122,277	40,027	162,304	17,087	
Staff development		47,091	-	47,091	-	47,091	44,925	
Marketing/Recruitment		124,290	11,597	135,887	45,094	180,981	139,049	
Technology		126,698	11,508	138,206	43,304	181,510	100,335	
Food services		307,006	35,557	342,563	-	342,563	33,713	
Student services		784,645	81,831	866,476	135,795	1,002,271	836,191	
Office expense		202,830	18,393	221,223	72,137	293,360	195,075	
Depreciation and amortization		186,479	17,113	203,592	63,957	267,549	233,090	
Other		398,484	8,362	406,846	37,234	444,080	276,175	
Total Expenses		<u>\$ 14,151,897</u>	<u>\$ 1,212,902</u>	<u>\$ 15,364,799</u>	<u>\$ 4,548,320</u>	<u>\$ 19,913,119</u>	<u>\$ 13,966,236</u>	

See notes to financial statements

Classical Charter Schools

Statements of Cash Flows

	Year Ended June 30,	
	2018	2017
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	\$ 2,210,841	\$ 1,027,671
Adjustments to reconcile change in net assets to net cash from operating activities		
Depreciation and amortization	267,549	233,090
Unrealized loss (gain) on investments	3,701	(1,601)
Loss on disposal of fixed assets	54,290	-
Changes in operating assets and liabilities		
Grants and contracts receivable	(747,100)	(263,186)
Prepaid expenses and other current assets	(98,109)	(191,446)
Security deposits	(58,400)	212,272
Accounts payable and accrued expenses	266,296	78,655
Accrued payroll and payroll taxes	129,585	(85,173)
Refundable advances	(405,999)	416,364
Net Cash from Operating Activities	1,622,654	1,426,646
 CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of investments	(3,652,264)	(4,386,618)
Proceeds from sale of investments	3,602,022	5,525,138
Purchases of property and equipment	(570,989)	(1,601,091)
Restricted cash	(996)	(75,266)
Net Cash from Investing Activities	(622,227)	(537,837)
 Net Change in Cash and Cash Equivalents	1,000,427	888,809
 CASH AND CASH EQUIVALENTS		
Beginning of year	1,055,245	166,436
End of year	\$ 2,055,672	\$ 1,055,245

See notes to financial statements

Classical Charter Schools

Notes to Financial Statements
June 30, 2018 and 2017

1. Organization and Tax Status

Classical Charter Schools (the "School") is a New York State, not-for-profit educational corporation that operates charter schools in the borough of Bronx, New York. The School's mission is to provide its students with a solid foundation for academic success, through achievement that exceeds citywide averages and meets or exceeds New York State standards and national norms in all curriculum areas tested, especially in mathematics and language arts. The accompanying financial statements include the following charter schools collectively forming the School:

South Bronx Classical Charter School I ("SBC I") – SBC I was granted a provisional charter on December 7, 2005, valid for a term of five years and renewable upon expiration by the Board of Regents of the New York State Education Department. SBC I obtained multiple renewals to its charter expiring on June 30, 2019.

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

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

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

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

The School provided education to approximately 1175 students in grades kindergarten through eighth grade during the 2017-2018 academic year.

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

Classical Charter Schools

Notes to Financial Statements
June 30, 2018 and 2017

1. Organization and Tax Status (*continued*)

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

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

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

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

2. Summary of Significant Accounting Policies

Basis of Presentation and Use of Estimates

The accompanying financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America ("U.S. GAAP"), which requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Accordingly actual results could differ from those estimates.

Net Assets Presentation

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

Unrestricted - consist of resources available for the general support of the School's operations. Unrestricted net assets may be used at the discretion of the School's management and Board of Trustees. The Board of Trustees has designated \$300,000 as a facility fund to be available to meet future needs of the School.

Classical Charter Schools

Notes to Financial Statements
June 30, 2018 and 2017

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

Net Assets Presentation (continued)

Temporarily Restricted - represent amounts restricted by donors for specific activities of the School or to be used at some future date. The School records contributions as temporarily restricted if they are received with donor stipulations that limit their use either through purpose or time restrictions. When a donor restriction expires, that is, when a time restriction ends or a purpose restriction is fulfilled, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statements of activities as net assets released from restrictions. However, when restrictions on donor-restricted contributions are met in the same accounting period in which they are received, such amounts are reported as unrestricted net assets.

Permanently Restricted - consist of net assets that are subject to donor imposed restrictions that require the School to maintain them permanently, including funds that are subject to restrictions of gift instruments requiring that the principal be invested in perpetuity and the income be used for specific or general purposes. Income and gains earned on endowment fund investments are available to be used in the unrestricted or temporarily restricted net asset classes based upon stipulations by the donors.

The School had no temporarily or permanently restricted net assets at June 30, 2018 and 2017.

Cash and Cash Equivalents

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

Fair Value Measurements

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

Investment Valuation

Investments are stated at fair value.

Classical Charter Schools

Notes to Financial Statements
June 30, 2018 and 2017

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

Investment Income Recognition

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

Restricted Cash

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

Property and Equipment

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

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

Property and equipment are reviewed for impairment if the use of the asset significantly changes or another indicator of possible impairment is identified. If the carrying amount for the asset is not recoverable, the asset is written down to its fair value. There were no asset impairments for the years ended June 30, 2018 and 2017.

Revenue and Support

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

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

Classical Charter Schools

Notes to Financial Statements
June 30, 2018 and 2017

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

Functional Expense Allocation

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

Accounting for Uncertainty in Income Taxes

The School recognizes the effect of income tax positions only if those positions are more likely than not to be sustained. Management has determined that the School had no uncertain tax positions that would require financial statement recognition or disclosure. The School is no longer subject to examinations by the applicable taxing jurisdictions for years prior to June 30, 2015.

Prior Year Summarized Comparative Financial Information

The statement of functional expenses includes prior-year summarized comparative information in total but not by function. Such information does not include sufficient detail to constitute a presentation in conformity with U.S. GAAP. Accordingly, such information should be read in conjunction with the School's statement of functional expenses for the year ended June 30, 2017, from which the summarized information was derived.

Subsequent Events Evaluation by Management

Management has evaluated subsequent events for disclosure and/or recognition in the financial statements through the date that the financial statements were available to be issued, which date is October 17, 2018.

3. Grants and Contracts Receivable

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

4. Conditional Promise to Give

On January 17, 2018, the School received a \$2,250,000 grant from one foundation for project specific support and general development of the School. The grant contains various grantor conditions related to specific milestones and time periods through November 30, 2020. Since this grant represents a conditional promise to give, it is not recognized as grants and contributions revenue until grantor conditions are met. For the year ended June 30, 2018, revenue recognized under this grant totaled \$375,000. At June 30, 2018, the remaining balance of this conditional promise to give was \$1,875,000.

Classical Charter Schools

Notes to Financial Statements
June 30, 2018 and 2017

5. Fair Value of Investments

The School's investments as of June 30, 2018 and 2017 consist of U.S. Treasury Bills in the amount of \$2,340,446 and \$2,293,905 categorized as Level 1 in the fair value hierarchy. The composition of investment return as reported in the statements of activities for the years ended June 30, 2018 and 2017 is as follows:

	<u>2018</u>	<u>2017</u>
Interest from investments	\$ 22,649	\$ 15,927
Interest from other bank accounts	11,856	2,948
Net unrealized loss (gain) on investments	<u>(3,701)</u>	<u>1,601</u>
	<u>\$ 30,804</u>	<u>\$ 20,476</u>

6. Property and Equipment

Property and equipment consists of the following at June 30:

	<u>2018</u>	<u>2017</u>
Computers and equipment	\$ 980,594	\$ 663,509
Furniture and fixtures	472,770	389,034
Leasehold improvements	2,029,216	583,180
Construction in progress	-	1,336,868
Website	<u>49,875</u>	<u>49,875</u>
	3,532,455	3,022,466
Accumulated depreciation and amortization	<u>(1,293,115)</u>	<u>(1,032,276)</u>
	<u>\$ 2,239,340</u>	<u>\$ 1,990,190</u>

Construction in progress at June 30, 2017 consisted of architect fees and other soft costs for the planning, development, and construction of SBC III and SBC IV's permanent facilities and was placed into service and transferred to leasehold improvements during the year ended June 30, 2018. During the year ended June 30, 2018, the School recorded a loss on disposal of property and equipment totaling \$54,290.

7. Employee Benefit Plan

The School maintains a pension plan qualified under Internal Revenue Code 401(k) for the benefit of its eligible employees. Under the plan, the School provided matching contributions of 4% to the plan. The amount charged for matching contributions to this plan amounted to \$392,607 and \$285,568 for the years ended June 30, 2018 and 2017.

Classical Charter Schools

Notes to Financial Statements
June 30, 2018 and 2017

8. Concentration of Credit Risk

Financial instruments that potentially subject the School to concentrations of credit and market risk consist principally of cash and cash equivalents on deposit with financial institutions, which from time to time may exceed the Federal Deposit Insurance Corporation ("FDIC") limit. The School does not believe that a significant risk of loss due to the failure of a financial institution presently exists. As of June 30, 2018 and 2017, approximately \$2,039,700 and \$1,038,000 of cash was maintained with an institution in excess of FDIC limits.

9. Concentration of Revenue and Support

The School receives a substantial portion of its revenue and support from the New York City Department of Education. For the years ended June 30, 2018 and 2017, the School received approximately 85% and 91% of its total revenue and support from the New York City Department of Education. If the charter School laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

10. Commitments

On June 29, 2015, SBC III entered into a lease agreement with 3490 Third Avenue Realty, LLC for the rental of temporary office/classroom space located in the Bronx, New York. The lease term commenced on August 1, 2015 and expired on July 31, 2017. Under the terms of the lease, SBC III paid a security deposit in the amount of \$148,500. SBC III is responsible for utilities, custodial services, and maintenance. SBC III did not recognize rent expense on a straight-line basis due to the short term of this lease. Building and land rent/lease expense for the year ended June 30, 2018 was \$607,189. Future minimum lease payments under the preceding lease through July 31, 2017 totaled \$52,000. Upon expiration of this lease, SBC III has paid rent on a monthly basis until they moved into their permanent facility on June 1, 2018.

On November 6, 2015, SBC III entered into a lease agreement with 3458 Third Avenue Realty, LLC for the rental of permanent office/classroom space located in the Bronx, New York for SBC III and SBC IV. The lease term commenced June 1, 2018 and expires on May 31, 2037, with two options to extend the lease for an additional five years each. Under the terms of the lease, the School paid a security deposit in the amount of \$317,193. The School is responsible for real estate taxes, utilities, custodial services, and maintenance. The School will recognize rent expense on a straight line basis starting with the fiscal year ending June 30, 2019.

SBC IV entered into a lease agreement with Renaissance Youth Center for the rental of shared temporary office/classroom space located in the Bronx, New York. The lease commenced on August 1, 2017 and expired on January 31, 2018. In addition, SBC IV paid a monthly license fee in an amount equal to twenty four dollars per square foot of shared space.

Classical Charter Schools

Notes to Financial Statements
June 30, 2018 and 2017

10. Commitments *(continued)*

The future minimum lease payments under the lease agreement is as follows for the years ending June 30:

2019	\$ 1,580,050
2020	1,611,651
2021	1,643,884
2022	1,676,762
2023	1,710,297
Thereafter	<u>26,166,588</u>
	<u>\$ 34,389,232</u>

11. Merger Information

As stated in note 1, the New York State Education Department approved a merger of SBC I, II, and III effective July 1, 2016, into a single legal entity under SBC II, which serves as the sole surviving entity. Below is a summary of opening balances as of July 1, 2016 for SBC I and III:

	<u>SBC I</u>	<u>SBC III</u>	<u>Total</u>
ASSETS			
Cash and cash equivalents	\$ 91,790	\$ 37,918	\$ 129,708
Investments	3,430,824	-	3,430,824
Grants and contracts receivable	228,743	398,205	626,948
Due from related parties	1,113,021	-	1,113,021
Prepaid expenses and other current assets	27,247	2,902	30,149
Property and equipment, net	256,670	149,515	406,185
Restricted cash	72,932	25,030	97,962
Security deposits	-	684,835	684,835
	<u>\$ 5,221,227</u>	<u>\$ 1,298,405</u>	<u>\$ 6,519,632</u>
LIABILITIES AND NET ASSETS			
Accounts payable and accrued expenses	\$ 83,903	\$ 36,103	\$ 120,006
Accrued payroll and payroll taxes	373,696	78,302	451,998
Refundable advances	-	666	666
Due to related parties	-	975,800	975,800
Total Liabilities	<u>457,599</u>	<u>1,090,871</u>	<u>976,466</u>
Net Assets, Unrestricted			
Undesignated	4,463,628	207,534	4,671,162
Board-designated	<u>300,000</u>	-	<u>300,000</u>
Total Net Assets, Unrestricted	<u>4,763,628</u>	<u>207,534</u>	<u>4,971,162</u>
	<u>\$ 5,221,227</u>	<u>\$ 1,298,405</u>	<u>\$ 5,947,628</u>

Classical Charter Schools

Notes to Financial Statements
June 30, 2018 and 2017

12. Contingency

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

Classical Charter Schools

Supplementary Information

June 30, 2018

Classical Charter Schools

Schedule of Activities by School
Year Ended June 30, 2018

	<u>SBC I</u>	<u>SBC II</u>	<u>SBC III</u>	<u>SBC IV</u>	<u>Total</u>
REVENUE AND SUPPORT					
State and local per pupil operating revenue	\$ 7,333,572	\$ 4,753,139	\$ 4,794,376	\$ 1,930,733	\$ 18,811,820
Federal grants	401,531	279,226	438,264	348,168	1,467,189
Federal E-Rate and IDEA	63,652	46,977	24,878	10,769	146,276
State and city grants	-	-	7,027	241,276	248,303
Contributions and grants	1,076,968	-	-	325,000	1,401,968
Investment income	30,745	28	28	3	30,804
Other income	15,460	1,303	(643)	1,480	17,600
Total revenue and support	<u>8,921,928</u>	<u>5,080,673</u>	<u>5,263,930</u>	<u>2,857,429</u>	<u>22,123,960</u>
EXPENSES					
Program Services					
Regular education	5,538,712	3,305,873	3,779,322	1,527,990	14,151,897
Special education	490,199	341,605	234,835	146,263	1,212,902
Total Program Services	<u>6,028,911</u>	<u>3,647,478</u>	<u>4,014,157</u>	<u>1,674,253</u>	<u>15,364,799</u>
Supporting Services					
Management and general	1,627,451	1,025,667	1,181,987	713,215	4,548,320
Total Expenses	<u>7,656,362</u>	<u>4,673,145</u>	<u>5,196,144</u>	<u>2,387,468</u>	<u>19,913,119</u>
Change in Net Assets	1,265,566	407,528	67,786	469,961	2,210,841
NET ASSETS, UNRESTRICTED					
Beginning of year	<u>5,298,188</u>	<u>352,128</u>	<u>451,514</u>	<u>(21,662)</u>	<u>6,080,168</u>
End of year	<u>\$ 6,563,754</u>	<u>\$ 759,656</u>	<u>\$ 519,300</u>	<u>\$ 448,299</u>	<u>\$ 8,291,009</u>

Classical Charter Schools

Uniform Guidance
Reports and Schedules

June 30, 2018

Classical Charter Schools

Schedule of Expenditures of Federal Awards
Year Ended June 30, 2018

Federal Grantor/Pass-through Grantor Program or Cluster Title	Federal CFDA Number	Pass-through Entity Identifying Number	Passed through to Subrecipients	Total Federal Expenditures
U.S. Department of Education				
Pass-through New York State				
Education Department:				
Title I Grants to Local Educational Agencies (LEAs)	84.010	021-17-4361	\$ -	\$ 321,444
Title I Grants to Local Educational Agencies (LEAs)	84.010	021-17-5030	-	232,920
Title I Grants to Local Educational Agencies (LEAs)	84.010	021-17-5185	-	113,005
Title I Grants to Local Educational Agencies (LEAs)	84.010	021-17-5335	-	81,734
			<u>-</u>	<u>749,103</u>
Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147-17-4361	-	80,087
Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147-17-5030	-	46,306
Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147-17-5185	-	26,058
Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147-17-5335	-	21,036
			<u>-</u>	<u>173,487</u>
Charter School Program	84.282A	0089-18-01 C402982	-	245,398
Total U.S. Department of Education			<u>-</u>	<u>1,167,988</u>
U.S. Department of Agriculture				
Pass-through New York State Education Department				
Child Nutrition Cluster:				
School Breakfast Program	10.553		-	54,570
National School Lunch Program	10.555		-	244,631
Total Child Nutrition Cluster			<u>-</u>	<u>299,201</u>
Total U.S. Department of Agriculture			<u>-</u>	<u>299,201</u>
Total Expenditures of Federal Awards			<u>\$ -</u>	<u>\$ 1,467,189</u>

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

Classical Charter Schools

Notes to Schedule of Expenditures of Federal Awards Year Ended June 30, 2018

1. Basis of Presentation

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal award activity of the School under programs of the federal government for the year ended June 30, 2018. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the School.

2. Summary of Significant Accounting Policies

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

3. Indirect Cost Rate

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



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

Independent Auditors' Report

**Board of Trustees
Classical Charter Schools**

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Classical Charter Schools (the "School"), which comprise the statement of financial position as of June 30, 2018, and the related statements of activities, functional expense and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 17, 2018.

Internal Control Over Financial Reporting

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

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

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

Compliance and Other Matters

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

Purpose of this Report

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

PKF O'Connor Davies, LLP

Harrison, New York
October 17, 2018



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

Independent Auditors' Report

Board of Trustees Classical Charter Schools

Report on Compliance for Each Major Federal Program

We have audited Classical Charter Schools' (the "School") compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2018. The School's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

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

Auditors' Responsibility

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

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

Opinion on Each Major Federal Program

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2018.

Report on Internal Control Over Compliance

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

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

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

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

PKF O'Connor Davies, LLP

Harrison, New York
October 17, 2018

Classical Charter Schools

Schedule of Findings and Questioned Costs
Year Ended June 30, 2018

Section I - Summary of Auditors' Results

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with U.S. GAAP:

Unmodified

Internal control over financial reporting:

Material weakness (es) identified?

_____ yes X no

Significant deficiency (ies) identified?

_____ yes X none reported

Noncompliance material to the financial statements noted?

_____ yes X no

Federal Awards

Internal control over major federal programs:

Material weakness(es) identified?

_____ yes X no

Significant deficiency(ies) identified?

_____ yes X none reported

Type of auditors' report issued on compliance for major federal programs:

Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?

_____ yes X no

Identification of major federal programs:

CFDA Number(s)

84.010

Name of Federal Program or Cluster

Title I Grants to Local Educational Agencies

Dollar threshold used to distinguish between type A and type B programs:

\$750,000

Auditee qualified as low-risk auditee?

_____ yes X no

Section II - Financial Statement Findings

During our audit, we noted no material findings for the year ended June 30, 2018.

Section III – Federal Award Findings and Questioned Costs

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

Section IV - Prior Years Findings

There were no prior year audit findings.

Classical Charter Schools

Independent Auditors' Report on Communication of
Internal Control Matters

June 30, 2018

Independent Auditors' Communication on Internal Control Matters

Board of Trustees Classical Charter Schools

In planning and performing our audit of the financial statements of Classical Charter Schools (the "School") as of and for the year ended June 30, 2018, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting ("internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

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

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be deficiencies, significant deficiencies, or material weaknesses and, therefore, there can be no assurance that all such deficiencies have been identified.

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

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

We would like to take this opportunity to acknowledge the courtesy and assistance extended to us by the personnel of the School during the course of our audit.

PKF O'Connor Davies, LLP

Harrison, New York
October 17, 2018



October 17, 2018

PKF O'Connor Davies LLP
500 Mamaroneck Ave, Suite 301
Harrison, NY 10528

This representation letter is provided in connection with your audit of the financial statements of Classical Charter Schools Charter School (the "School"), which comprise the statement of financial position as of June 30, 2018 and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, for the purpose of expressing an opinion as to whether the financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America (US GAAP).

Certain representations in this letter are described as being limited to matters that are material. Items are considered material, regardless of size, if they involve an omission or misstatement of accounting information that, in light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement. An omission or misstatement that is monetarily small in amount could be considered material as a result of qualitative factors.

We confirm, to the best of our knowledge and belief, having made such inquiries as we considered necessary for the purpose of appropriately informing ourselves as of the date of this letter, the following representations made to you during your audit:

Our Responsibilities

- We acknowledge that we have fulfilled our responsibilities for:
 - The preparation and fair presentation of the financial statements in accordance with US GAAP;
 - The design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error; and
 - The design, implementation, and maintenance of internal control to prevent and detect fraud.
 - We understand that the term "fraud" refers to intentional acts by one or more individuals among management, those charged with governance, employees, or third parties, involving the use of deception that results in a misstatement in financial statements. Two types of intentional misstatements are relevant to your audit – misstatements resulting from fraudulent financial reporting and misstatements resulting from misappropriation of assets. Fraudulent financial reporting involves intentional misstatements, including omissions of amounts or disclosures in financial statements to deceive financial statement users. Misappropriation of assets involves the theft of an entity's assets.
-

- We acknowledge our responsibility for presenting the Schedule of Financial Position by School and Schedule of Activities by School (“supplementary information”) in accordance with US GAAP, and we believe the supplementary information, including its form and content, is fairly presented in accordance with US GAAP. The methods of measurement and presentation of the supplementary information have not changed from those used in the prior period, and we have disclosed to you any significant assumptions or interpretations underlying the measurement and presentation of the supplementary information.

Financial Statements

- The financial statements referred to above are fairly presented in conformity with US GAAP and include all disclosures necessary for such fair presentation. In that connection, we specifically confirm that:
 - The School’s accounting policies, and the practices and methods followed in applying them, are appropriate and are as disclosed in the financial statements.
 - There have been no changes during the period audited in the School’s accounting policies and practices.
 - All material transactions have been recorded in the accounting records and are reflected in the financial statements.
- Significant assumptions we used in making accounting estimates, including those measured at fair value, are reasonable.
- The following, where they exist, have been appropriately disclosed to you and accounted for and/or disclosed in the financial statements in accordance with the requirements of US GAAP:
 - The identity of all related parties and related party relationships and transactions.
 - Material concentrations. We understand that concentrations refer to volumes of business, revenues, available sources of supply, or markets or geographic areas for which it is reasonably possible that events could occur which would significantly disrupt normal finances within the next year.
 - Guarantees, whether written or oral, under which the School is contingently liable, including guarantee contracts and indemnification agreements.
 - The effects of all known actual, possible, pending or threatened litigation, claims, and assessments.
 - Significant common ownership or management control relationships, economic interests and/or financial interests in related entities, requiring disclosure.
- The School does not have any uncertain tax positions that require disclosure or recognition in the financial statements.
- We have evaluated events subsequent to the date of the financial statements through the date of this letter, and no such events have occurred which would require adjustment or disclosure in the financial statements.

Information Provided

- We have provided you with:
 - Access to all information, of which we are aware, that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, and other matters.
 - Access to all minutes of the meetings of The Board of Trustees.
 - Communications from regulatory agencies concerning noncompliance with or deficiencies in, financial reporting practices.
 - Additional information that you have requested from us for the purpose of the audit.
 - Unrestricted access to persons within the School from whom you determined it necessary to obtain audit evidence.

- We have disclosed to you our assessment of the risk that the financial statements may be materially misstated as a result of fraud.
- There are no deficiencies in the design or operation of internal control over financial reporting that are reasonably likely to adversely affect the School's ability to initiate, authorize, record, process, and report financial data reliably in accordance with US GAAP.
- We have no knowledge of any fraud or suspected fraud that affects the School and involves:
 - Management,
 - Employees who have significant roles in internal control, or
 - Others where the fraud could have a material effect on the financial statements.
- We have no knowledge of any allegations of fraud or suspected fraud affecting the School's financial statements communicated by employees, former employees, regulators, or others.
- We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to us; and we have identified and disclosed to you all laws, regulations and provisions of contracts and grant agreements that we believe have a direct and material effect on the determination of financial statement amounts or other financial data significant to the audit objectives.
- We have no knowledge of any instances of noncompliance or suspected noncompliance with laws and regulations whose effects should be considered when preparing financial statements.
- The School has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets nor has any asset been pledged as collateral.
- The School is an exempt organization under Section 501(c)(3) of the Internal Revenue Code. Any activities of which we are aware that would jeopardize the School's tax-exempt status, and all activities subject to tax on unrelated business income or excise or other tax, have been disclosed to you. All required filings with tax authorities are up-to-date.
- We have a reasonable basis for the allocation of functional expenses.
- With respect to contributions:
 - Adequate controls are in place over the receipt and recording of contributions.
 - There were no unrecorded contributions or pledges at June 30, 2018 that could materially affect the financial statements. In addition, we are unaware of any assets for which the School may be the beneficiary as prescribed by probated wills or held in trusts by independent trustees at June 30, 2018, which should be recorded in the financial statements.
- We have complied with all restrictions on resources (including donor restrictions) and all aspects of contractual agreements that would have a material effect on the financial statements in the event of noncompliance. This includes complying with donor restrictions to maintain an appropriate composition of assets needed to satisfy their restrictions.

Uniform Guidance Compliance Report

The following representations are provided in connection with your audit of the School's compliance with the types of compliance requirements described in *Title 2 U.S. Code of Federal Regulations ("CFR") Part 200, Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards ("Uniform Guidance")*, *Audits of States, Local Governments and Non-Profit Organizations* and *Government Auditing Standards* that could have a direct and material effect on each of its major federal programs (hereinafter referred to as "compliance requirements") for the year ended June 30, 2018 for the purpose of expressing an opinion as to whether the School complied with such requirements.

- With respect to federal award programs:
 - We are responsible for understanding and complying with, and have complied with the requirements of Uniform Guidance, including requirements relating to preparation of the schedule of expenditures of federal awards.
 - The schedule of expenditures of federal awards is in accordance with Uniform Guidance and identifies and discloses expenditures made during the audit period for all awards provided by federal agencies in the form of grants, federal cost-reimbursement contracts, loans, loan guarantees, property (including donated surplus property), cooperative agreements, interest subsidies, insurance, food commodities, direct appropriations, and other direct assistance.
 - We acknowledge our responsibility for presenting the schedule of expenditures of federal awards ("SEFA") in accordance with the requirements of Uniform Guidance §200.502, and we believe the SEFA, including its form and content, is fairly presented in accordance with Uniform Guidance §200.502. The methods of measurement and presentation of the SEFA have not changed from those used in the prior period, and we have disclosed to you any significant assumptions and interpretations underlying the measurement and presentation of the SEFA.
 - If the SEFA is not presented with the audited financial statements, we will make the audited financial statements readily available to the intended users of the SEFA no later than the date we issue the supplementary information and the auditors' report thereon.
 - We have identified and disclosed to you all of our government programs and related activities subject to Uniform Guidance.
 - We are responsible for understanding and complying with the requirements of laws, regulations, and the provisions of contracts and grant agreements related to each of our federal programs and have identified and disclosed to you the requirements of laws, regulations and the provisions of contracts and grant agreements that are considered to have a direct and material effect on each major program.
 - We are responsible for establishing and maintaining, and have established and maintained, effective internal control over compliance requirements applicable to federal programs that provides reasonable assurance that we are managing our federal awards in compliance with laws, regulations, and the provisions of contracts and grant agreements that could have a material effect on our federal programs. We believe the internal control system is adequate and is functioning as intended.
 - We have made available to you all contracts and grant agreements (including amendments, if any) and any other correspondence with federal agencies or pass-through entities relevant to federal programs and related activities.
 - We have received no requests from a federal agency to audit one or more specific programs as a major program.
 - We have complied with the direct and material compliance requirements (except for noncompliance disclosed to you), including when applicable, those set forth in the Uniform Guidance, relating to federal awards and have identified and disclosed to you all amounts questioned and all known noncompliance with the direct and material compliance requirements of federal awards.
 - We have disclosed any communications from grantors and pass-through entities concerning possible noncompliance with the direct and material compliance requirements, including communications received from the end of the period covered by the compliance audit to the date of the auditor's report.

- We have disclosed to you the findings received and related corrective actions taken for previous audits, attestation engagements, and internal or external monitoring that directly relate to the objectives of the compliance audit, including findings received and corrective actions taken from the end of the period covered by the compliance audit to the date of the auditor's report.
- Amounts claimed or used for matching were determined in accordance with relevant guidelines in Uniform Guidance.
- We have disclosed to you our interpretation of compliance requirements that may have varying interpretations.
- We have made available to you all documentation related to compliance with the direct and material compliance requirements, including information related to federal program financial reports and claims for advances and reimbursements.
- There are no such known instances of noncompliance with direct and material compliance requirements that occurred subsequent to the period covered by the auditors' report.
- No changes have been made in internal control over compliance or other factors that might significantly affect internal control, including any corrective action we have taken regarding significant deficiencies in internal control over compliance (including material weaknesses in internal control over compliance), have occurred subsequent to the date as of which compliance was audited.
- Federal program financial reports and claims for advances and reimbursements are supported by the books and records from which the basic financial statements have been prepared.
- The copies of federal program financial reports provided you are true copies of the reports submitted, or electronically transmitted, to the respective federal agency or pass-through entity, as applicable.
- We have charged costs to federal awards in accordance with applicable cost principles.
- We are responsible for and have accurately prepared the summary schedule of prior audit findings to include all findings required to be included by Uniform Guidance, and we have provided you with all information on the status of the follow-up on prior audit findings by federal awarding agencies and pass-through entities, including all management decisions.
- We are responsible for and have accurately prepared the auditee section of the Data Collection Form as required by Uniform Guidance.
- We are responsible for preparing and implementing a corrective action plan for each audit finding.
- We have disclosed to you all contracts or other agreements with service organizations, and we have disclosed to you all communications from the service organizations relating to noncompliance at the service organizations.
- We have identified to you any previous audits, attestation engagements, and other studies related to the audit objectives and whether related recommendations have been implemented.
- We have evaluated events subsequent to the date of the financial statements through the date of this letter, and no such events, including instances of noncompliance, have occurred which would require adjustment or disclosure in the financial statements or in the schedule of findings and questioned costs.
- As part of your audit, you prepared the draft financial statements and related notes and schedule of expenditures of federal awards. We have designated an individual with suitable skill, knowledge, or experience to oversee your services and have made all management decisions

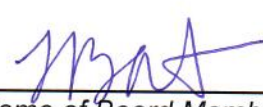
and performed all management functions. We have reviewed, approved, and accepted responsibility for those financial statements and related notes and schedule of expenditures of federal awards.

- In regards to the tax return preparation services performed by you, we have—
 - Made all management decisions and performed all management functions.
 - Designated an individual with suitable skill, knowledge, or experience to oversee the services.
 - Evaluated the adequacy and results of the services performed.
 - Accepted responsibility for the results of the services.



[Name of Executive Officer and Title]

Lester Long, Executive Director



[Name of Board Member]

Ingrid Bateman, Treasurer



Annual Financial Statement Audit Report

School Name:	South Bronx Classical Charter School II
Date (Report is due Nov. 1):	November 1, 2018
Primary District of Location (If NYC select NYC DOE):	New York City Department of Education
If located in NYC DOE select CSD:	NYCSD #7
School Fiscal Contact Name:	Christian V Gibbs
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	PFK O'Connor Davies, LLP
School Audit Contact Name:	Gus Saliba
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]
Audit Period:	2017-18
Prior Year:	2016-17

The following items are required to be included:

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

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

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

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

	<u>2018</u>	<u>2017</u>
CURRENT ASSETS		
Cash and cash equivalents	\$ 2,055,672	\$ 1,055,245
Grants and contracts receivable	1,728,157	981,057
Accounts receivables		
Prepaid Expenses	333,120	235,011
Contributions and other receivables		
Other current assets	2,340,446	2,293,905
TOTAL CURRENT ASSETS	6,457,395	4,565,218
NON-CURRENT ASSETS		
Property, Building and Equipment, net	\$ 2,239,340	\$ 1,990,190
Restricted Cash	249,353	248,357
Security Deposits	530,963	472,563
Other Non-Current Assets	-	-
TOTAL NON-CURRENT	3,019,656	2,711,110
TOTAL ASSETS	<u>9,477,051</u>	<u>7,276,328</u>
CURRENT LIABILITIES		
Accounts payable and accrued expenses	\$ 539,937	\$ 273,642
Accrued payroll, payroll taxes and benefits	631,105	501,519
Current Portion of Loan Payable	-	-
Due to Related Parties	-	-
Refundable Advances	15,000	420,999
Deferred Revenue	-	-
Other Current Liabilities	-	-
TOTAL CURRENT	1,186,042	1,196,160
LONG-TERM LIABILITIES		
Loan Payable; Due in More than One Year	\$ -	\$ -
Deferred Rent	-	-
Due to Related Party	-	-
Other Long-Term Liabilities	-	-
TOTAL LONG-TERM	-	-
TOTAL LIABILITIES	<u>1,186,042</u>	<u>1,196,160</u>
NET ASSETS		
Unrestricted	\$ 7,991,009	\$ 5,780,168

Temporarily restricted	300,000	300,000
Permanently restricted	-	-
TOTAL NET ASSETS	<u>8,291,009</u>	<u>6,080,168</u>
TOTAL LIABILITIES AND NET ASSETS	<u><u>9,477,051</u></u>	<u><u>7,276,328</u></u>

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

	2018			2017
	Unrestricted	Temporarily Restricted	Total	Total
OPERATING REVENUE				
State and Local Per Pupil Revenue - Reg. Ed	\$ 4,468,098	\$ -	\$ 4,468,098	\$ 4,000,251
State and Local Per Pupil Revenue - SPED	149,408	-	149,408	141,377
State and Local Per Pupil Facilities Revenue	-	-	-	-
Federal Grants	326,203	-	326,203	144,049
State and City Grants	135,633	-	135,633	142,504
Other Operating Income	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
TOTAL OPERATING REVENUE	5,079,342	-	5,079,342	4,428,181
EXPENSES				
Program Services				
Regular Education	\$ 3,305,873	\$ -	\$ 3,305,873	\$ 3,124,548
Special Education	341,604	-	341,604	183,655
Other Programs	-	-	-	-
Total Program Services	3,647,477	-	3,647,477	3,308,203
Management and general	1,025,667	-	1,025,667	858,263
Fundraising	-	-	-	-
TOTAL EXPENSES	4,673,144	-	4,673,144	4,166,466
SURPLUS / (DEFICIT) FROM OPERATIONS	406,198	-	406,198	261,715
SUPPORT AND OTHER REVENUE				
Interest and Other Income	\$ 28	\$ -	\$ 28	\$ 121
Contributions and Grants	-	-	-	7,333
Fundraising Support	-	-	-	-
Investments	-	-	-	-
Donated Services	-	-	-	-
Other Support and Revenue	1,303	-	1,303	1,624
TOTAL SUPPORT AND OTHER REVENUE	1,331	-	1,331	9,077
Net Assets Released from Restrictions / Loss on Disposal	\$ -	\$ -	\$ -	\$ -
CHANGE IN NET ASSETS	407,529	-	407,529	270,792
NET ASSETS - BEGINNING OF YEAR	\$ 352,127	\$ -	\$ 352,127	\$ 81,335
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-

NET ASSETS - END OF YEAR

\$ 759,656 \$ - \$ 759,656 \$ 352,127

South Bronx Classical Charter School II
Statement of Cash Flows

as of June 30

	<u>2018</u>	<u>2017</u>
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ 2,210,842	\$ 1,027,671
Revenues from School Districts	-	-
Accounts Receivable		
Due from School Districts		
Depreciation	267,548	233,090
Grants Receivable	(747,100)	(263,186)
Due from NYS		
Grant revenues		
Prepaid Expenses	(98,109)	(191,446)
Accounts Payable	266,295	78,655
Accrued Expenses		
Accrued Liabilities	129,586	(85,173)
Contributions and fund-raising activities		
Miscellaneous sources	54,290	
Deferred Revenue		
Interest payments	3,701	(1,601)
Refundable Advances	(405,999)	416,364
Other	(58,400)	212,272
NET CASH PROVIDED FROM OPERATING ACTIVITIES	<u>\$ 1,622,654</u>	<u>\$ 1,426,646</u>
CASH FLOWS - INVESTING ACTIVITIES	<u>\$</u>	<u>\$</u>
Purchase of equipment	(570,990)	(1,601,091)
Other	(51,237)	1,063,254
NET CASH PROVIDED FROM INVESTING ACTIVITIES	<u>\$ (622,227)</u>	<u>\$ (537,837)</u>
CASH FLOWS - FINANCING ACTIVITIES	<u>\$</u>	<u>\$</u>
Principal payments on long-term debt	-	-
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	<u>\$ -</u>	<u>\$ -</u>
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	<u>\$ 1,000,427</u>	<u>\$ 888,809</u>
Cash at beginning of year	1,055,245	166,436
CASH AND CASH EQUIVALENTS AT END OF YEAR	<u><u>\$ 2,055,672</u></u>	<u><u>\$ 1,055,245</u></u>

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

		2018						
		Program Services				Supporting Services		
	No. of Positions	Regular	Special	Other	Total	Fundraising	Management	Total
		Education	Education	Education		and General		
		\$	\$	\$	\$	\$	\$	\$
Personnel Services Costs								
Administrative Staff Personnel	-	306,026	-	-	306,026	-	648,171	648,171
Instructional Personnel	-	1,847,707	232,920	-	2,080,627	-	-	-
Non-Instructional Personnel	-	-	-	-	-	-	52,227	52,227
Total Salaries and Staff	-	2,153,733	232,920	-	2,386,653	-	700,398	700,398
Fringe Benefits & Payroll Taxes		422,994	45,746	-	468,740	-	137,559	137,559
Retirement		73,266	7,924	-	81,190	-	23,826	23,826
Management Company Fees		-	-	-	-	-	-	-
Legal Service		-	-	-	-	-	6,293	6,293
Accounting / Audit Services		-	-	-	-	-	9,563	9,563
Other Purchased / Professional / Consulting Services		76,365	-	-	76,365	-	15,412	15,412
Building and Land Rent / Lease		4,402	476	-	4,878	-	1,432	1,432
Repairs & Maintenance		31,476	3,404	-	34,881	-	10,236	10,236
Insurance		22,738	2,459	-	25,197	-	7,394	7,394
Utilities		-	-	-	-	-	-	-
Supplies / Materials		43,289	5,013	-	48,302	-	-	-
Equipment / Furnishings		19,742	2,135	-	21,877	-	6,420	6,420
Staff Development		11,235	-	-	11,235	-	-	-
Marketing / Recruitment		40,150	4,342	-	44,492	-	13,057	13,057
Technology		35,091	3,795	-	38,886	-	11,412	11,412
Food Service		7,268	842	-	8,110	-	-	-
Student Services		178,113	19,585	-	197,698	-	44,253	44,253
Office Expense		41,437	4,616	-	46,054	-	13,315	13,315
Depreciation		65,082	7,038	-	72,120	-	21,165	21,165
OTHER		79,491	1,308	-	80,799	-	3,933	3,933
Total Expenses		\$ 3,305,873	\$ 341,604	\$ -	\$ 3,647,477	\$ -	\$ 1,025,667	\$ 1,025,667

	2017
Total	
\$	\$
954,197	859,513
2,080,627	1,870,561
52,227	41,358
3,087,051	2,771,432
606,298	525,069
105,016	94,340
-	-
6,293	409
9,563	25,000
91,777	69,186
6,310	2,299
45,117	4,655
32,591	28,053
-	150
48,302	88,311
28,297	5,210
11,235	19,599
57,549	45,502
50,298	22,594
8,110	10,449
241,951	298,194
59,368	39,217
93,285	45,947
84,732	70,850
<u>\$ 4,673,144</u>	<u>\$ 4,166,466</u>



Entry 5c Additional Financial Docs

Last updated: 07/13/2018

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

Section Heading

1. Management Letter

(No response)

Explanation for not uploading the Management Letter. Not yet available.

2. Form 990

(No response)

Explanation for not uploading the Form 990. Not yet available.

3. Federal Single Audit

Note: A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to OMB Uniform Guidelines for the federal filing requirements.

(No response)

Explanation for not uploading the Federal Single Audit. Not yet available.

4. CSP Agreed Upon Procedure Report

(No response)

Explanation for not uploading the procedure report. Not yet available.

5. Evidence of Required Escrow Account

<https://nysed-cso-reports.fluidreview.com/resp/17607638/pN6H0Nalce/>

Explanation for not uploading the Escrow evidence. (No response)

6. Corrective Action Plan

A **Corrective Action Plan** for Audit Findings and Management Letter Recommendations, which must include:

- a. The person responsible
- b. The date action was taken, or will be taken
- c. Description of the action taken
- d. Evidence of implementation (if available)

(No response)

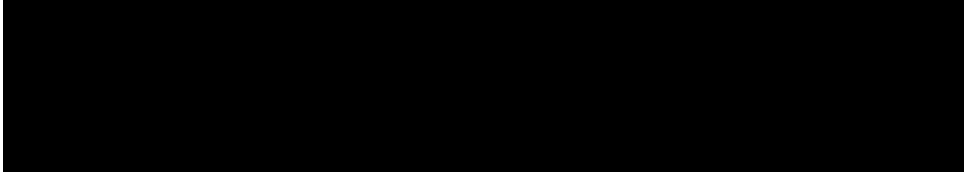
Explanation for not uploading the Corrective Action Plan. Not yet available.



Activity - Deposit Accounts

Report created: 07/11/2018 02:27:58 PM (ET)

Accounts:



Date range:

Transaction types

Account sort:

Detail option: Includes transaction detail

 • Savings • South Bronx Classical Charter School II • Available \$75,358.66

No items to display

 • Savings • South Bronx Classical Charter School • Available \$73,155.97

No items to display

 • Savings • South Bronx Classical Charter School III • Available \$75,908.20

No items to display

 • Savings • Classical Charter Schools • Available \$25,049.53

No items to display



Entry 5d Financial Services Contact Information

Last updated: 07/13/2018

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

SOUTH BRONX CLASSICAL CS II (REGENTS)Section Heading

1. School Based Fiscal Contact Information

School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
John Macapagal	[REDACTED]	[REDACTED]

2. Audit Firm Contact Information

School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
Gus Saliba	[REDACTED]	[REDACTED]	2

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

Firm Name	Contact Person	Mailing Address	Email	Phone	Years with Firm
Charter School Business Management					12

New York State Education Department

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

2018-19 Budget & Cash Flow Template

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

1	Complete ALL SIX columns in BLUE
2	Enter information into the GRAY cells
3	Cells containing RED triangles in the upper right corner in columns B through G contain guidance on that particular item
4	School district per-pupil tuition information is located on the State Aid website at https://stateaid.nysed.gov/charter/ . Rows may be inserted in the worksheet to accommodate 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 2018-2019

July 1, 2018 to June 30, 2019

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	5,647,855	201,264	-	-	-	5,849,119
Total Expenses	4,615,953	315,576	-	-	-	4,931,529
Net Income	1,031,902	(114,312)	-	-	-	917,590
Actual Student Enrollment	350	15				-
Total Paid Student Enrollment	350	15				365

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 12

\$14,827.00

- School District 2 (Enter Name)
- School District 3 (Enter Name)
- School District 4 (Enter Name)
- School District 5 (Enter Name)

5,189,450	-	-	-	-	5,189,450
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
5,189,450	-	-	-	-	5,189,450

Special Education Revenue

	155,850	-	-	-	155,850
--	---------	---	---	---	---------

Grants

- Stimulus
- Other

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

Other State Revenue

TOTAL REVENUE FROM STATE SOURCES

5,189,450	155,850	-	-	-	5,345,300
-----------	---------	---	---	---	-----------

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs

	45,414	-	-	-	45,414
--	--------	---	---	---	--------

Title I

140,738		-	-	-	140,738
---------	--	---	---	---	---------

Title Funding - Other

36,016		-	-	-	36,016
--------	--	---	---	---	--------

School Food Service (Free Lunch)

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

Grants

- Charter School Program (CSP) Planning & Implementation
- Other

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

Other Federal Revenue

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

TOTAL REVENUE FROM FEDERAL SOURCES

176,754	45,414	-	-	-	222,168
---------	--------	---	---	---	---------

LOCAL and OTHER REVENUE

Contributions and Donations, Fundraising

187,500		-	-	-	187,500
---------	--	---	---	---	---------

Erate Reimbursement

9,151		-	-	-	9,151
-------	--	---	---	---	-------

Interest Income, Earnings on Investments,

NYC-DYCD (Department of Youth and Community Developmt.)

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

Food Service (Income from meals)

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

Text Book

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

Other Local Revenue

85,000		-	-	-	85,000
--------	--	---	---	---	--------

TOTAL REVENUE FROM LOCAL and OTHER SOURCES

281,651	-	-	-	-	281,651
---------	---	---	---	---	---------

TOTAL REVENUE

5,647,855	201,264	-	-	-	5,849,119
-----------	---------	---	---	---	-----------

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

No. of Positions

Executive Management

1.25

288,482		-	-	-	288,482
---------	--	---	---	---	---------

Instructional Management

3.25

260,804		-	-	-	260,804
---------	--	---	---	---	---------

Deans, Directors & Coordinators

2.00

207,304		-	-	-	207,304
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CFO / Director of Finance

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

South Bronx Classical Charter School II

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

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	5,647,855	201,264	-	-	-	5,849,119
Total Expenses	4,615,953	315,576	-	-	-	4,931,529
Net Income	1,031,902	(114,312)	-	-	-	917,590
Actual Student Enrollment	350	15				-
Total Paid Student Enrollment	350	15				365

PROGRAM SERVICES

SUPPORT SERVICES

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Operation / Business Manager	7.00	320,745	-	-	-	320,745
Administrative Staff	1.00	81,273	-	-	-	81,273
TOTAL ADMINISTRATIVE STAFF	15	1,158,608	-	-	-	1,158,608
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	26.00	1,640,359	-	-	-	1,640,359
Teachers - SPED	2.00		140,000	-	-	140,000
Substitute Teachers	-	16,340	-	-	-	16,340
Teaching Assistants	3.00	90,917	-	-	-	90,917
Specialty Teachers	4.00		-	-	-	-
Aides	-		-	-	-	-
Therapists & Counselors	2.00		150,000	-	-	150,000
Other	-		-	-	-	-
TOTAL INSTRUCTIONAL	37	1,747,616	290,000	-	-	2,037,616
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	52	2,906,224	290,000	-	-	3,196,224
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		367,980	-	-	-	367,980
Fringe / Employee Benefits		258,021	-	-	-	258,021
Retirement / Pension		100,380	-	-	-	100,380
TOTAL PAYROLL TAXES AND BENEFITS	-	726,381	-	-	-	726,381
TOTAL PERSONNEL SERVICE COSTS	-	3,632,605	290,000	-	-	3,922,605
CONTRACTED SERVICES						
Accounting / Audit		20,000	-	-	-	20,000
Legal		2,826	-	-	-	2,826
Management Company Fee		-	-	-	-	-
Nurse Services		-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-
Payroll Services		-	-	-	-	-
Special Ed Services		-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		135,625	-	-	-	135,625
TOTAL CONTRACTED SERVICES	-	158,451	-	-	-	158,451
SCHOOL OPERATIONS						
Board Expenses						
Classroom / Teaching Supplies & Materials		23,214	2,296	-	-	25,510

South Bronx Classical Charter School II

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

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	5,647,855	201,264	-	-	-	5,849,119
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Net Income	1,031,902	(114,312)	-	-	-	917,590
Actual Student Enrollment	350	15	-	-	-	-
Total Paid Student Enrollment	350	15	-	-	-	365

PROGRAM SERVICES

SUPPORT SERVICES

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Special Ed Supplies & Materials		2,000	-	-	-	2,000
Textbooks / Workbooks	1,115	100	-	-	-	1,215
Supplies & Materials other			-	-	-	-
Equipment / Furniture			-	-	-	-
Telephone			-	-	-	-
Technology	40,561	4,011	-	-	-	44,572
Student Testing & Assessment	720	71	-	-	-	791
Field Trips	11,156	100	-	-	-	11,256
Transportation (student)			-	-	-	-
Student Services - other			-	-	-	-
Office Expense	133,757	13,228	-	-	-	146,985
Staff Development	105,771		-	-	-	105,771
Staff Recruitment	18,188		-	-	-	18,188
Student Recruitment / Marketing	7,437	735	-	-	-	8,172
School Meals / Lunch	9,225	912	-	-	-	10,137
Travel (Staff)	2,879		-	-	-	2,879
Fundraising	7,206		-	-	-	7,206
Other	23,586	2,123	-	-	-	25,709
TOTAL SCHOOL OPERATIONS	384,815	25,576	-	-	-	410,391

FACILITY OPERATION & MAINTENANCE

Insurance	38,891	-	-	-	-	38,891
Janitorial	235	-	-	-	-	235
Building and Land Rent / Lease	289,449	-	-	-	-	289,449
Repairs & Maintenance	12,894	-	-	-	-	12,894
Equipment / Furniture	9,157	-	-	-	-	9,157
Security						
Utilities	23,000	-	-	-	-	23,000
TOTAL FACILITY OPERATION & MAINTENANCE	373,626	-	-	-	-	373,626

DEPRECIATION & AMORTIZATION

	66,456	-	-	-	-	66,456
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DISSOLUTION ESCROW & RESERVES / CONTINGENCY

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

TOTAL EXPENSES	4,615,953	315,576	-	-	-	4,931,529
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NET INCOME	1,031,902	(114,312)	-	-	-	917,590
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ENROLLMENT - *School Districts Are Linked To Above Entries*

	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED
District 12	350	15	365
School District 2 (Enter Name)			-
School District 3 (Enter Name)			-
School District 4 (Enter Name)			-
School District 5 (Enter Name)			-
TOTAL ENROLLMENT	350	15	365

REVENUE PER PUPIL	16,137	13,418	-
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South Bronx Classical Charter School II

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

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	5,647,855	201,264	-	-	-	5,849,119
Total Expenses	4,615,953	315,576	-	-	-	4,931,529
Net Income	1,031,902	(114,312)	-	-	-	917,590
Actual Student Enrollment	350	15				-
Total Paid Student Enrollment	350	15				365

PROGRAM SERVICES

SUPPORT SERVICES

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
EXPENSES PER PUPIL	13,188	21,038	-			

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

Talent Director and Talent Associates (shared cost)

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 **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.

NONE

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote,	Name of person holding interest or engaging in
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1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is essential for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent and reliable data collection processes to ensure the validity of the findings.

3. The third part of the document describes the different types of data that are collected and how they are used to inform decision-making. It notes that a combination of quantitative and qualitative data is often used to provide a comprehensive view of the organization's performance.

4. The fourth part of the document discusses the challenges associated with data collection and analysis. It identifies common issues such as data quality, consistency, and availability, and offers strategies to address these challenges.

5. The fifth part of the document provides a summary of the key findings and conclusions. It emphasizes the importance of ongoing monitoring and evaluation to ensure that the organization remains on track and is able to adapt to changing circumstances.

6. The sixth part of the document discusses the implications of the findings for the organization's future. It suggests ways in which the data can be used to identify areas for improvement and to develop more effective strategies.

7. The seventh part of the document provides a final summary and conclusion. It reiterates the importance of data-driven decision-making and the need for a strong data management infrastructure to support the organization's goals.

8. The eighth part of the document discusses the role of technology in data collection and analysis. It highlights the benefits of using advanced tools and software to streamline the process and improve the accuracy of the data.

9. The ninth part of the document provides a final summary and conclusion. It emphasizes the need for a strong data management infrastructure to support the organization's goals and the importance of ongoing monitoring and evaluation.

10. The tenth part of the document discusses the importance of data security and privacy. It highlights the need for robust security measures to protect the organization's data from unauthorized access and ensure compliance with relevant regulations.

11. The eleventh part of the document provides a final summary and conclusion. It reiterates the importance of data-driven decision-making and the need for a strong data management infrastructure to support the organization's goals.

12. The twelfth part of the document discusses the role of data in the organization's overall strategy. It highlights the need for a clear data strategy that aligns with the organization's mission and vision.

13. The thirteenth part of the document provides a final summary and conclusion. It emphasizes the importance of data-driven decision-making and the need for a strong data management infrastructure to support the organization's goals.

		did not participate in discussion)	transaction and relationship to yourself
<i>None</i>	<i>Please write "None" if applicable. Do not leave this space blank.</i>		

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
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

C. Stephen Baldwin

 Signature

9 Jul 2018

 Date

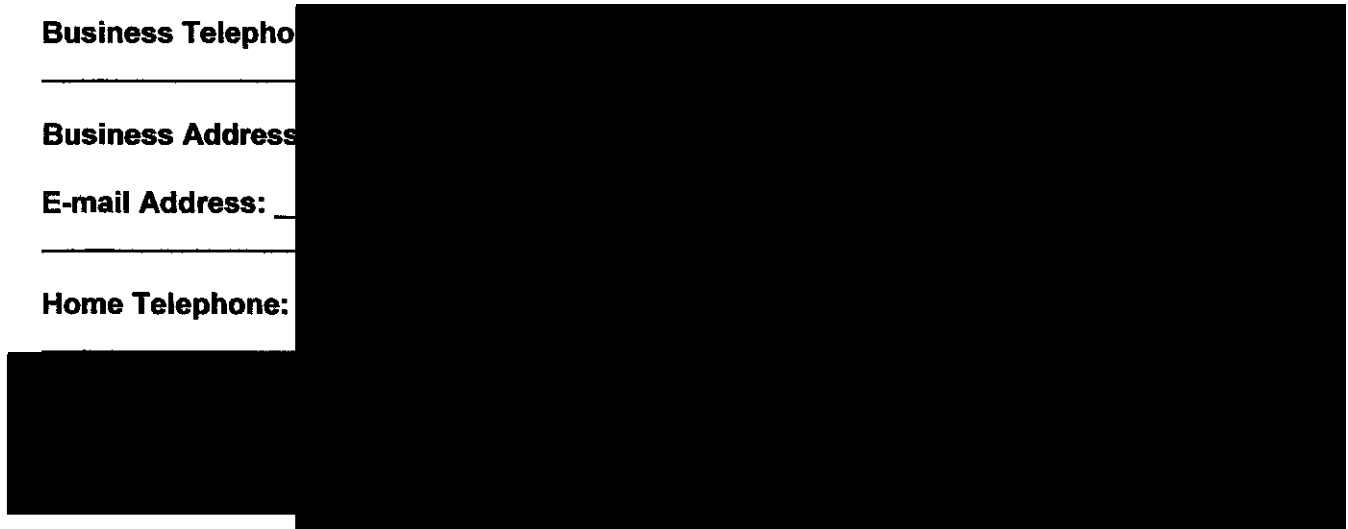
Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____



**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).

Past Vice-President Current Board Member

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
		<i>NONE</i>	

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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		

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: 212-542-7147

Business Address: US Dept. of HUD, 26 Federal Plaza, NYC, NY 10278

E-mail Address:
_lhirsch02@msn.com

Home Telephone: 973-378-7936

Home Address: 357 Beechspring Rd., South Orange, NJ 07079

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

Trustee Name:

_____ Benjamin Arabia _____

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).

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
	NONE		

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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			



7/2/18

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 Tele

Business Add

E-mail Address

Home Telepho

Home Address



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).
Trustee, Secretary

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

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

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

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

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

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

6/12/2018	Shareholder in JPM	Recused self from discussion and vote on change in banking relationship	JKM 401 (k) retirement account, JKM Non-Exempt Irrevocable Trust
-----------	--------------------	---	--

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
JPM from 7/1/2018	Commercial Banking Relationship	Incipient bank account transactions after 6/30/2018.	J. Kevin Murphy	Recused self from discussion & vote on choice of bank. No signing authority.

Signature J. Kevin Murphy Date 7/12/2018

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

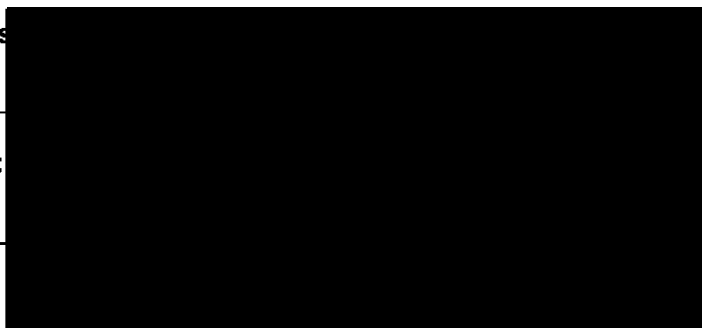
Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____



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

Trustee Name: Kevin M. Helwick

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

St. Ignace Catholic High School

Are you or a person held in the education corporation (owner, president, director, parent representative)

Yes / No

Have you or a person held in any school assigned to the Education Corporation?

Yes / No

Have you or a person held in any school assigned to the corporation held your salary with any individual and/or other law?

Are there any employees or agents of the management company or individual owner of a school assigned to the Education Corporation?

Yes / No

Have you or a person held in any school assigned to the corporation held your responsibility your salary and other law?

Specify with interest based on the requested information below on any of your immediate family members or any persons who live with you or your spouse have held or assigned to the charter school governed by the Education Corporation during the time you have served on the board and in the school's recent past to such persons. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Question 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, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, you need not answer again your salary, benefits, etc.

Details	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

2. Jan's own individual business, corporation, joint venture, firm, partnership, convertible partnership, franchise holding company, and other business, business or financial institution, or other organization or group of people who do business with the schools governed by the Education Corporation, and if what, with salary, during the time of your term as a trustee, you, and if your immediate family, partner or personal representative, or spouse, or partner, or other relationship, if you are a member, director, officer, or employee of the organization formally connected with the schools that do business with the

school(s) through a management or services agreement, please identify the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there are no financial interests, 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

Robert M. Williams July 21, 2010

Signature Date

Please indicate the school(s) you intend to attend and the school(s) you have attended. The school(s) you attend should include the school(s) you are currently attending. If you are currently attending a school, please indicate the school(s) you are currently attending.

Business T

Business O

Email Add

Home Tele

Home Add



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

Classical Charter School

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.

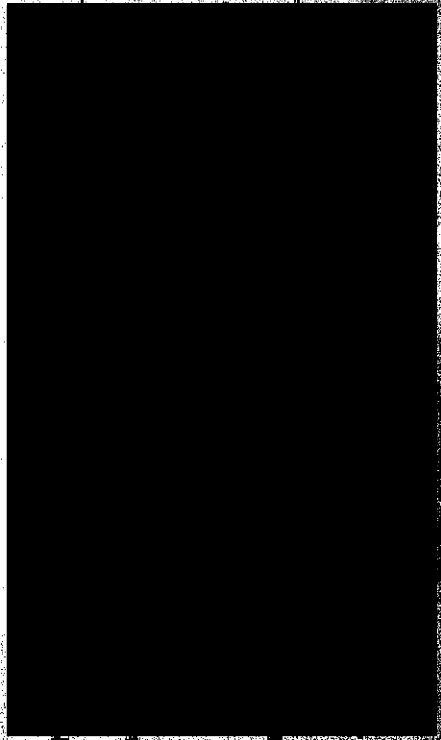
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the 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 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 the school
1/10	None		
1/10	None		

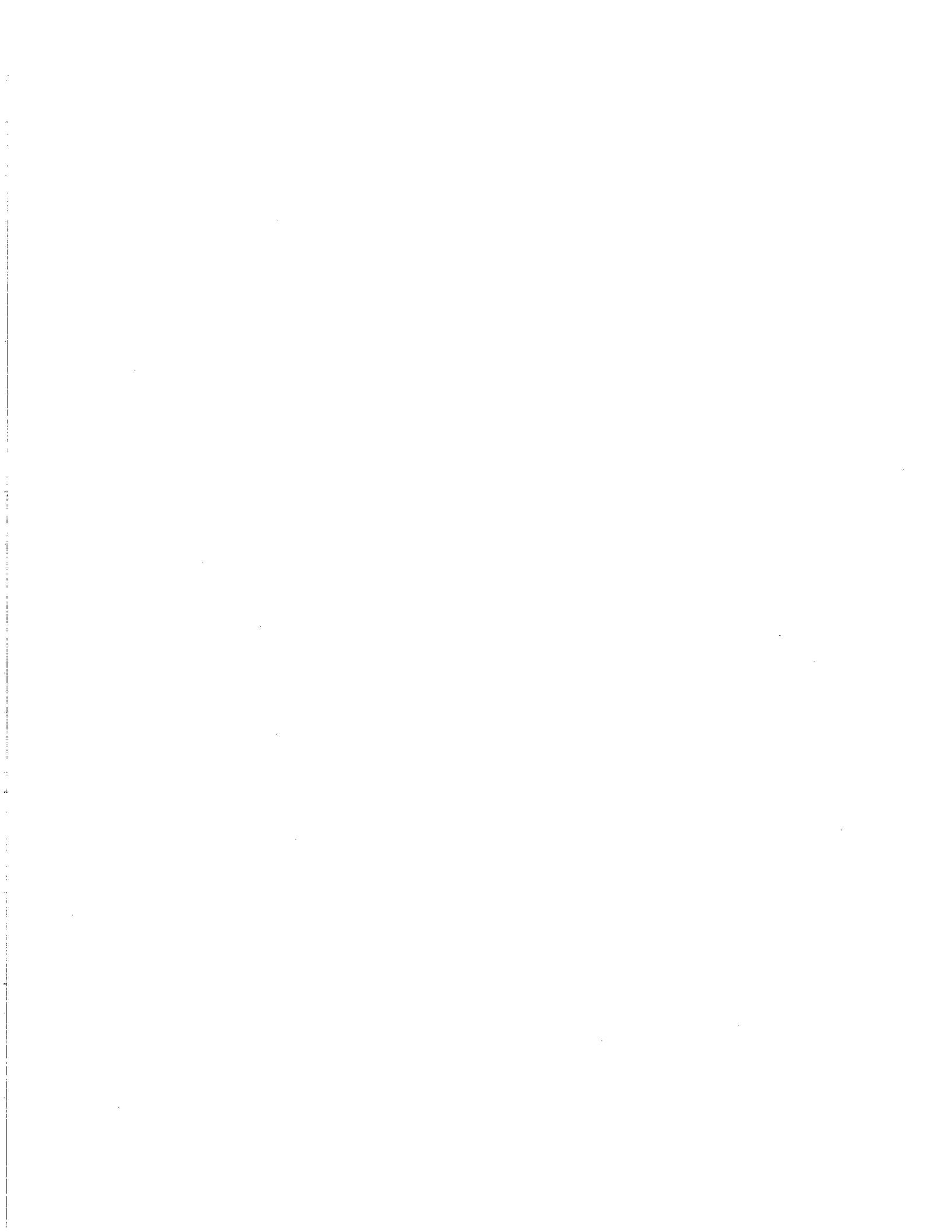
Businesses with the school(s)	Business conducted	value of the business conducted	immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
None				

[Signature] Date 1/31/18

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



- Business Telephone
- Business Address
- E-mail Address
- Home Telephone
- Home Address



Ingrid 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). 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
None			

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

[Handwritten Signature]

Signature _____

7/12/18

Date

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

Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____







Entry 8 BOT Table

Created: 07/13/2018 • Last updated: 07/27/2018

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

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2017-18
1	Stephen Baldwin, [REDACTED]	Chair	Executive, Education	Yes	6	05/16/2018	5/16/2020	12
2	Katherine Heleniak, [REDACTED]	Vice Chair	Executive, Education, Development	Yes	6	05/16/2018	5/16/2020	12
3	Kevin Murphy, [REDACTED]	Secretary	Executive, Education, Finance	Yes	6	05/16/2018	5/16/2020	12
4	William Higgins, [REDACTED]	Treasurer	Executive, Finance, Real Estate	Yes	6	05/16/2018	5/16/2020	12
5	Larry Hirsch, [REDACTED]	Trustee/Member	Real Estate, Development	Yes	6	05/16/2018	5/16/2020	12
6	Louisa Childs, [REDACTED]	Trustee/Member	Development	Yes	3	05/15/2017	5/15/2019	12
7	James Maher, [REDACTED]	Trustee/Member	Real Estate, Development	Yes	3	05/15/2017	5/15/2019	12

			ment					
8	Ingrid	Trustee/Member	Development, Education	Yes	3	09/14/2017	09/14/2019	12
9	Ben Arabia	Trustee/Member	Finance, Development	Yes	1	07/01/2017	07/01/2019	12

1a. Are there more than 9 members of the Board of Trustees? No

2. Total number of members on June 30, 2018 9

3. Total number of members joining the Board during the 2017-18 school year 1

4. Total number of members departing the Board during the 2017-18 school year 1

5. Number of voting members in 2017-18, as set by the by-laws, resolution or minutes 9

6. Number of Board meetings conducted during the 2017-18 School Year 12

7. Number of Board meetings scheduled for the coming 2018-19 school year 12

Thank you.



Entry 9 - Board Meeting Minutes

Created: 07/26/2018 • Last updated: 07/27/2018

[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 2017--June 2018, which should match the number of meetings held during the 2017-18 school year.

SOUTH BRONX CLASSICAL CS II (REGENTS)

Are all monthly BOT meeting minutes posted, which should match the number of meetings held during 2017-18 school year, on the charter school's website?

No

the charter school's website.

B. Upload all monthly Board meeting minutes, which should match the number of meetings held during the 2017-18 school year.

Combine all monthly meeting minutes into one .PDF file.

<https://nysed-cso-reports.fluidreview.com/resp/17886137/wNFCVDEEJA/>



CLASSICAL
CHARTER SCHOOLS

Board Meeting Minutes

August 22, 2017

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

Trustees Attending: Mr. C. Stephen Baldwin, Ms. Allison Davis, Mr. Lawrence Hirsch, Mr. James Maher Jr., Mr. Ben Arabia, Mr. Bill Higgins

Trustees Phoning in: Ms. Ingrid Bateman, Mr. James Murphy, Prof. Kathryn Heleniak

Guests: Mr. Lester Long, Lucy McLoughlin

Call to Order

There being a quorum, the Chairman called the Meeting to order at 6:00 Park Avenue at 6:00pm.

III. Addition of Ben Arabia to the Board

The Classical Charter Schools Board of Trustees, having conducted a thorough background check and fingerprint scan as required and having discovered no State or federal criminal history, and having provided such history to SED if found, has voted to select Benjamin Arabia as a final candidate to its Board of Trustees, with a term expiring on August 22, 2019, pending approval by SED. The resolution approving Benjamin Arabia is formally adopted upon SED's approval.

III. Ms. Davis Salary Increase

There was a unanimous vote to increase Ms. Davis' salary.

IV. Review of Minutes

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

V. Chairman's Remarks

Stephen attended the kick off staff retreat hosted at Fordham. It went very well. 183 staff members were there, which is a strength for Classical Charter Schools. It was a great turnout.

VI. Executive Director Report

The state made an error and did not charter School IV into our education corp.

Therefore two resolutions were made:

1. We, The Board of CCS, accept School IV as Classical Charter Schools.
2. We, The Board of IV, accept Classical Charter Schools as School IV (unanimous)

Two additional resolutions were made:

1. We, The Board of CCS, approve Ben Arabia as a board member for Classical Charter Schools.
2. We, The Board of IV, approve Ben Arabia as a board member for School IV (unanimous)

After distributing the results, a discussion of the results was held. The focus was on the 6th grade results, which lagged the other grades. Mr. Baldwin asked if there was a task force set up to review the drop in test results; Mr. Long confirmed that they were in the process of analyzing everything and that they are very focused on these issues. The disparity between the math and ELA scores was discussed. Mr. Long confirmed that data analysis would be complete at the next board meeting, and that we should table the discussion of results until they have been properly analyzed by Mr. Long's team. The Board Members acknowledged that the results still put Classical Charter Schools as the #2 system in New York City.

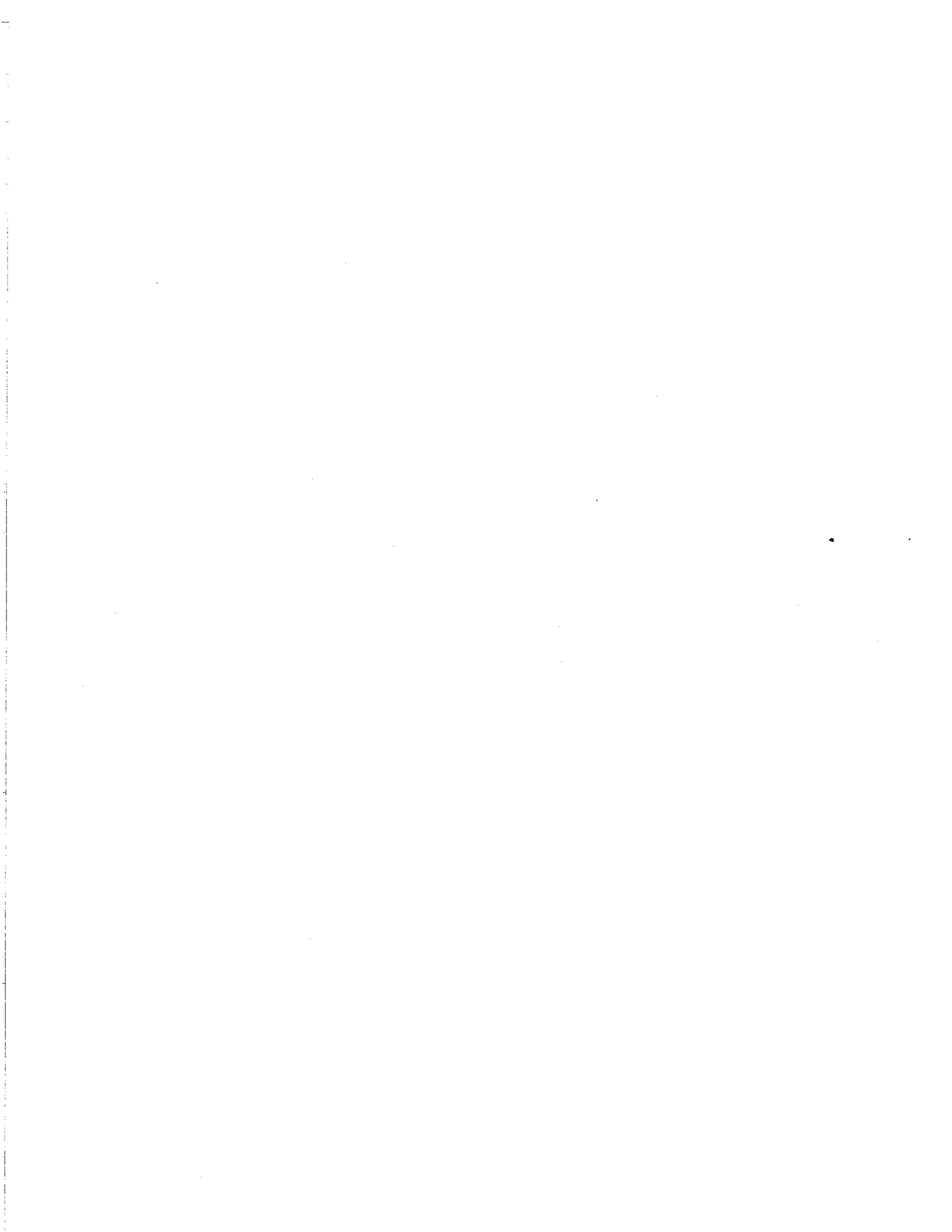
Mr. Long provided an update on real estate. School IV has officially opened in temporary space, and the new building is expected to be ready by November 2017. Mr. Long gave an overview of Civic Builders - a non-profit organization that helps build charter schools - and confirmed that Classical Charter Schools will need another new building by 2019. Mr. Long and Mr. Maher are exploring three different options for the new building.

Mr. Long reviewed the Executive Director's Report, noting the high attrition rate at School II. The Board also discussed the differences between the approaches taken by both Success Academies and Classical Charter Schools.

The Chairman called an end to the meeting at 7:43pm.

Respectfully submitted,

Draft





CLASSICAL CHARTER SCHOOLS

Board Meeting Minutes September 12, 2017

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

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

Trustees Absent: Mr. Lawrence Hirsch

Guests: Mr. Lester Long, Ms. Takesha Dozier

I. Call to Order

There being a quorum, the Chair called the Meeting to order at 727 Park Avenue at 6:00pm.

II. Review of Minutes

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

III. Chairman's Remarks

In view of the long agenda, the Chairman offered no comment.

IV. Executive Director Report

CCS School IV has won a \$325,000 grant from the Walton Family Foundation. These grants are one time donations and are offered to new schools.

The E.D. has decided to work with Civic Builders on their site at 757 Concourse West in the Bronx to construct a new facility for School IV in 2020. The site is located 1.4 miles east of School III, nearby the Grand Concourse and 149th Street, not far from Cardinal Hayes High School. The facility will be a 2 story structure of 22,000 square feet with a leasehold cost of \$35/square foot and an option to buy out the lease after year 8. To assess the quality of past construction projects of Civic Builders, the ED toured a recent project in Red Hook, Brooklyn and was very impressed by the construction. The cost/square foot represents a \$4 premium over the facility currently under construction to be occupied in November. The developer of our School III/IV facility received a last opportunity to review his bid for the project and was satisfied with his submission. While this expenditure represents a significant commitment to future expenses, no corporate resolution appears to be necessary.

The state test scores were delayed, complicating our promotional decision-making process. Indeed, some parents had to be contacted alerting them that their child would have to be retained in grade, contrary to their expectations. Our gross scores came in about 3 points under Success Academy, but nearly twice as good as the state-wide average. We slipped below Chappaqua in the Math rankings while Success Academy improved. We are researching the causes for the seemingly larger than usual variance in scores, by re-examining our backfilling policy for example. Many of the backfilled students come to us nearly 1½ years behind academically, so when they are removed from consideration scores tend to improve.

	Overall		Third		Fourth		Fifth		Sixth		Seventh		Eighth	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
CCS	81%	78%	81%	77%	86%	86%	65%	76%	64%	72%	84%	84%	93%	56%
NYS	40%	40%	43%	48%	41%	43%	35%	43%	30%	40%	42%	45%	22%	22%
NYC	41%	38%	43%	46%	42%	40%	36%	32%	36%	43%	48%	48%	24%	24%
NYC Charters	45%	48%	56%	65%	52%	55%	38%	47%	41%	41%	49%	49%	34%	34%
District #7	22%	18%	27%	28%	25%	22%	19%	13%	13%	20%	27%	27%	9%	9%
District #9	22%	19%	24%	28%	21%	21%	20%	18%	15%	21%	29%	29%	14%	14%
District #12	20%	17%	20%	23%	18%	18%	13%	14%	12%	20%	29%	29%	10%	10%
Success Academy	87%	95%	85%	97%	88%	96%	77%	95%	75%	96%	87%	91%	92%	84%

Our parent liaison observed that it might help to assign at-risk kids to the more experienced teachers. In comparing second to third grade, she noted that students' homework had been reviewed and feedback given with \checkmark -, \checkmark , and \checkmark + and the results of running records every 3 weeks for struggling students and that parents find such feedback very helpful. The ED noted that the completion rate of homework is about 70%. We do indeed vary the size of the class so that at risk students receive more attention. Both a psychologist and social worker assist our Dean of Students. We are even trying out 3 tutors to help with individual remediation on Saturdays.

We have retained a computer consultant, Innovative Architects, as consultants and programmers to build out CSS's IT infrastructure by compiling an extensive database on academic, behavioral, and demographic data relating to our scholars to enable the administration to transition from measuring performance to managing results. The Scholar Information System (SIS) will integrate data now being stored in a variety of "trackers" on an SQL Database, and make it available via dashboards to School Directors, Instructional Coaches, Deans, Grade Team Leaders, and Faculty. The project is scheduled for completion in early December at a cost of

\$80,000. Before selecting IA for the project, the ED interviewed 7 suppliers about their proposals for the project.

V. Development

Mrs. Bateman noted that this was our final board meeting before our fundraising cocktail reception on October 11 to which we have invited 50-60 donors to the school. Ms. Mc Loughlin is choreographing the event that our Mr. Higgins and his wife are hosting. This is characterized as a "friend" raising event at which we will present the school, its mission and rationale, and the staff and faculty who execute it to our guests. We will later follow-up with a more personal and direct solicitation. There are still myriad aspects of the program and the contacts on which to follow-up. In preparing for the event, trustees should be conversant with presenting the school and the reasons for the solicitation in filling a critical need in the financial plan that sustains our growth.

VI. Financials

The board reviewed the Consolidated Balance Sheet and Income Statement as of June 30, 2017 as well as the individual Budgets vs. Actuals for schools 1,2,3 and 4. On the strength of the enrollment, Total Consolidated Revenues for the year were \$15.2 million against a budgeted figure of \$13.8 million. Consolidated Net Income for the year was nearly \$1.5 million, largely on the strength of the revenues for school 1. This was primarily attributable to the enrollment at School 1 that had a student body of 490 scholars, nearly over capacity. All 3 schools in operation were in the black, though on small revenue margins. School 4, which had not enrolled any scholars yet, ran a small net loss. When schools 3 and 4 occupy the new building in November, occupancy expenses will be a factor.

The Consolidated Balance Sheet reveals \$7.6 million in Total Assets with an equity base of \$6.5 million. Much of the assets are liquid with nearly \$1.3 in Cash and Cash Equivalents, though some of this is by law restricted, and \$2.1 million in Treasury Investments. With the re-writing of the lease accounting rules under Generally Accepted Accounting Principals, CCS may be required to capitalize our leases and the present value of its obligations on the balance sheet from the date that the new rules go into effect. We have sought guidance on the accounting changes, both from our accountants and our charterers.

The ED also noted fundraising targets for the new year, with \$1,000,000 coming from external sources and \$250,000 coming from the board. There are 10 capital projects to which these resources would be allocated ranging in cost from \$60,000 to \$275,000, with the SIS system being a prime example of such expenditure. There was some uncertainty as to how these goals related to our approved budgets, not to mention the institutional resources that would have to be tapped. The trustees concluded that further elucidation of the budgeting was required.

VII. Adjournment

There being no further business, the trustees

VOTED to adjourn at 7:45 pm until the next meeting on October 17, 2017 at 320 Park Avenue.

Respectfully submitted,

J. Kevin Murphy, Secretary

Draft



CLASSICAL CHARTER SCHOOLS

Board Meeting Minutes October 17, 2017

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

Trustees Attending: Mr. Ben Arabia, Mr. C. Stephen Babin, Ms. Ingrid Bateman, Ms. Allison Fisch, Mr. Lawrence Hirsch, Mr. Bill Higgins, Mr. James Maher Jr., Mr. J. Kevin Murphy

Trustees Calling in: Prof. Kathryn Heleniak

Guests: Mr. Lester Long, Ms. Takesha Dozier

I. Call to Order

There being a quorum, the Chair called the Meeting to order at 6:00pm at 100 Park Avenue at 6:00pm.

II. Review of Minutes

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

III. Chairman's Remarks

On behalf of the Board and the City community, the Chair again expressed his gratitude to Mr. and his wife, Ms. Corcoran, for sponsoring a reception at their home that was attended by over 60 past and present donors. (Mr. Higgins observed that in order to claim a charitable tax deduction, in the future such events should be funded with a donation to the school, a §501 (c) 3 organization, which should then pay the vendors.) He noted with some disappointment that the Director of Development who had an important role in organizing the affair had resigned after the event, complicating the follow-up. In her absence, the ED has followed up with e-mails to each of the guests, inviting them to visit the school. Four had already responded with donations.

IV. Board Capacity

Mrs. Bateman reported on a presentation she attended at the New York Center for Charter School's on the development of "capacity" on the boards of charter schools. i.e. recruiting, developing, retaining successful board members. Members are generally chosen for their background in relevant functional specialties such as finance, real estate, community representation, education, and development. The number of board members is usually odd, about 11, but we have been operating with 9 recently. Besides a balance in functional backgrounds, boards should also try to achieve a balance in gender, age, and ethnicities, so that all points of

view on a matter can be effectively represented. She observed that even though an organization is always in flux, the formal legal obligation to have a succession plans in place for the ED as well as the obligation to reconstitute itself with able younger trustees was always fixed with the Board. She noted that there could be roles for individuals' whose time commitments are constrained, but are pleased to be able to contribute to and articulate CCS's mission.

V. Development

Mr. Arabia presented an analysis quantifying our development efforts and comparing them to those of other successful charter schools. The presentation usefully developed a metric of "Give or Get"/Trustee/ Student as a benchmark for comparing ourselves to Success Academy and KIPP, much larger and more established organizations. The advantage of using this metric is that it abstracts from the organization's size, and uses an income per capita as a benchmark for comparison. Whereas organizations like Success and KIPP on average are raising \$27/scholar, we raise about \$9/ scholar. Were we to apply their average to our current student body, the trustees would have to raise some \$244,000 in aggregate next year, far beyond the past levels of contributions. Consequently, he suggests that we approach such a goal over 2 years with an intermediate target of \$150,000 for next year. The rationale for augmenting the donations is in part to enable the ED to further invest in talented teachers, which he suggests is the most crucial need in order to achieve a larger scale of operation. Such a goal would, for example, cover the salary of Leadership Development Officer of \$100,000/ year plus \$25,000, enabling us to retain a more senior associate and shift the burden from the ED to the Board.

In comparing our fundraising structure with those of other charter schools that consistently raise significant amounts to fund their operations; it appears that comparable organizations have a bifurcated board structure: that is a Board of Trustees responsible for the school's operations and a separate Board or Council that may consist of 30 plus individuals who help make up the student funding gap between public school and charter school subventions of 30%. This gap together with the other break in points of new schools imposed by arranging our own facilities and the projected compound annual growth of 2.6% in NYS funding necessitates such fundraising to finance our expansion plans. By comparison, Success Academy schools have been nearly all co-located and hence become self sufficient in 2-3 years, although they have created a sizeable administrative and legal staff with the attendant fixed expenses. Moreover, they too are transitioning to some private space by leasing and renovating the former Bronx County Courthouse.

In approaching foundations and other sophisticated private donors, we are being asked to organize our plans into a meaningful capital budget, or group of "buckets", such as the student database project, and prioritize them in a manner that removes obstacles to further expansion. There should obviously be co-ordination between the projects as, for example, between development of facilities, technology, and faculty and staff. The ED noted that there are constraints on the investments, such as personnel turnover, that makes judging the right level of spending on items like professional development difficult.

Leadership development of school leaders, including the ED, is key. While other charter schools have developed central teams, we have relied on our Grade Team Leader model to empower faculty and develop coaches with proven skills in working with our scholars. In our experience, bringing outsiders into leadership positions just hasn't worked. Our aim, then, especially in staffing such positions has been to bring in a replacement for the departing leader who is just as strong, just as committed. Fostering this internal growth, which importantly contributes to the expansion plans through programs like our Classicorps has enabled us to partly address our personnel needs while serving our faculty's ambitions for development and advancement.

The discussion concluded with the notional, but not formal adoption of Mr. Arabia's fundraising goal of \$150,000 so as to fund the replacement of the Development Director for perhaps as long as 2 years.

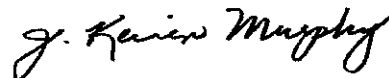
Attention then turned to the need for a new Development Director. As a follow up to the reception, the ED had already e-mailed all of our guests, from whom had volunteered donations. Since this is the first of this type of event, he will also track the conversion ratio of donations/expenses so as to judge the efficiency of this form of solicitation. This was followed by some discussion about the level of experience that should be asked of the replacement development director. The trustees' consensus was that a more seasoned person was required, possibly someone with contacts, but certainly a candidate with well developed skill sets in organization and communication, including drafting effective grant proposals, who could effectively leverage the time the ED would be able to invest in these efforts. While not requiring the allocation of a board position, we should begin where we left off by contacting our former consultant to assess the state of the market. Our follow up will be divided into short, medium, and longer-term time frames. The ED will immediately contact all guests who attended the reception to visit the school. In the medium term, he will continue the preparation of the grants currently in process. Over the longer term, Prof. Heleniak with Ms. Childs and Ms. Bateman develop a strategy to form a Founders' Circle.

VI. Adjournment

There being no further business, the trustees

VOTED to adjourn at 7:45 pm until the next meeting on November 14, 2017 at 977 Fox Street.

Respectfully submitted,



J. Kevin Murphy, Secretary



CLASSICAL CHARTER SCHOOLS

Board Meeting Minutes November 14, 2017

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

Trustees Attending: Mr. C. Stephen Baldwin, Ms. Ingrid Bateman, Prof. Cathryn Heleniak, Mr. Lawrence Hirsch, Mr. James Maher Jr., Mr. J. Kevin Murphy

Trustees Absent: Mr. Arabia, Ms. Fisch, and Mr. Higgins

Guests: Mr. Lester Long, ED, Ms. Esmeralda Santos, Parent & Polly Santos, Translator

I. Call to Order

There being a quorum, the Chair called the Meeting to order at 77 Fox Street at 6:00 pm.

Before addressing the agenda, the Chair welcomed our guests and invited them to voice the concerns that they wished to bring to the Trustees' attention. Ms. Santos has 2 children at the school and the younger scholar, a 3rd grader, felt very constrained by the school's code of behavior and its application to which she also took exception. She kindly provided instances in which she felt discriminated and so felt so strongly that she had withdrawn her son to a nearby public school. On reconsideration, she wanted to bring the matter to the Trustees' attention because she felt she had not received the attention from the Deans. Moreover, she also wanted to see if her son might be admitted.

The Chair thanked her for doing so and said the situation would be investigated. After several explanatory questions by both the ED and Ms. Bateman, Ms. Santos agreed to a meeting at 9:00 AM on 11/16 with the ED and a Spanish speaker from the school to work through the issues. The Chair expressed our gratitude that they shared their concerns with us.

II. Review of Minutes

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

III. Chairman's Remarks

The Chair waived his normal comments.

IV. Finance Committee

The Finance Committee reviewed with our Auditors the results of the annual audit that resulted in a clean opinion. There was, however, one issue during the period after our business director's departure and Mr. Macapagal coming on board wherein the credit card bills were not reviewed in a timely fashion. The auditor stated that the situation had already been corrected with Mr. Macapagal's employment.

Since our schools have all been combined under the umbrella of one educational corporation, the amount of funding that that entity receives from the US government now exceeds a \$750,000 threshold requiring audits under federal standards as well as GAAP.

The Financial Accounting Standards Board is making sweeping changes to the standard governing lease accounting rules. Our financial statements, which are prepared following the GAAP accounting standards, will also have to comply by December 15, 2019. In fact, the new accounting standards will require the educational corporation to capitalize the value of the lease both on the Asset side and the Liabilities side of the Balance Sheet. This will greatly increase both our Assets and Liabilities on a roughly \$1 for \$1 basis. We have already alerted the Charter School Office of the SED, who will face the issue not only with respect to us, but also with other Charters occupying leased, private space. Our auditors will be asked to present the effects of the accounting change to the Charter School Office of the new year.

With respect to the quarterly budget comparisons, the personnel costs seem to be understated at about 76% of budget when they should be coming in at 85-88% of budget. This seems to be due to a lack of accruals regarding the salary liabilities for July and August. The figures will be adjusted to reflect those accrued liabilities.

V. Executive Director

The ED was working simultaneously on several grants. We have applied to the Hecksher Foundation for financing of the data project. He was pleased to also announce a successful approach to the Robertson Family Foundation for an important grant covering several years of sustained support, the administration of which is going to be very demanding. Another application has been submitted to the Maverick Foundation. The Tiger Foundation visited School III in consideration of possible 2018-19 support. They focused on the constraints that limit the growth of the system: 1) systems that can't be scaled, 2) staffing and retaining talented personnel in a demanding environment with high turnover, and 3) facilities and real estate.

The new building housing for Schools III & IV will not be occupied until Christmas week due to some snags. There are weekly meetings with Civic Builders about the final site for School IV.

We are about 1/3 of the way through the data project that now will take about 1,400 hours. The input from the NYC Charter Center has been converted to standards for his performance as well as that of Trustees.

So far, last month's fundraiser yielded over \$2,000 (compared to its cost of about \$5,000). With the departure of our Director of Development, it has become clear that we need an experienced and senior development person if we are to garner the necessary \$1.2 million over a 3-year time frame to continue our expansion. Such a person should be capable of soliciting hedge fund managers, senior business people, and foundations and compiling concise, cogent reports relating to the administration of the grants. They should also be able to build a team to sustain the function, including work with the board. The Trustees' general sense was that this function should continue to be supported and developed in support of our planned growth.

VI. Adjournment

There being no further business, the trustees

VOTED to adjourn until the next meeting at 6:00 pm on December 12, 2017 at 320 Park Avenue.

Respectfully submitted,

J. Kevin Murphy

Kevin Murphy, Secretary

Draft





CLASSICAL
CHARTER SCHOOLS

Board Meeting Minutes
December 12, 2017

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

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

Trustees Absent: Ms. Fisch,

Guests: Mr. Lester Long, ED

I. Call to Order

There being a quorum, the Chair called the Meeting to order at 6:00 Park Ave. at 6:00 pm and immediately went into Executive Session to discuss matters relating to personnel and compensation.

Review of Minutes

After the Executive Session, the Board members began its regular agenda by approving the minutes from the last meeting.

Chairman's Remarks

The Chair observed that the presentation made to the Robertson Foundation was informative and concise. He recommended that the presentation be circulated electronically to the entire board for their review.

IV. Report of the Executive Director

November was a busy month in soliciting funds from institutional donors. The Hecksher Foundation has committed to underwriting our student data project. (The data project is, in part, an effort to capture and track a scholar's progress and behavior in real time and make the information readily available to the administration and faculty.) The Tiger Foundation has pledged support for the 2018/19 academic year, and the Robertson Foundation has also pledged a multi-year support. The Maverick Foundation has not replied to our grant application yet. The support by these amounts exceed our development goals for the current year by a wide margin and represent the greatest proportion of private contributions in support of our programs, followed by those of the board, and then additional individual contributions.

With the support of such knowing donors comes the expectation that the assistance will be effectively employed in the realization of our scholars' educational objectives. These organizations understandably insist on improvement on both the quality of the program and on increasing the number of scholars that benefit from it. Emphasizing the quality of CCS programs is a *sine qua non* because we are operating in an imperfect marketplace in which "quality", importantly defined by state test results, is our only comparative advantage. As we define it, however, "quality" not only consists of effective curriculum and instruction, as evidenced on state assessments, but also extends to the value added by placement in secondary programs with high graduation rates that are likely lead to college. The ED astutely observed that continued expansion to serve burgeoning demand is a collateral manifestation of "quality". It is an effect, not a cause.

Besides limitations on space, there are other constraints to growth, especially in attracting and developing school leaders. In the E. D.'s experience, outside general recruiters at almost every level have generally fallen short of our expectations. Continued expansion, then, implies achieving a series of successive balances achieved by retaining talented faculty and staff, as well as by supplying new leaders. With each new program, these demands are augmented beyond the normal turnover and even well laid plans are susceptible to unforeseen events necessitating ad hoc adjustments, as the unexpected departure of a school leader for compelling personal reasons demonstrated.

The building to house SBC III & IV has experienced a major delay and will not be ready for occupancy until late January. Separately, agreement on the ten-year lease with Civic Builders for SBC IV's facilities due 2020 has been approved on both sides and negotiations will begin on the lease. Under it's agreement with the City, NYS will subsidize the rent under the lease.

With respect to the parent who attended last month's meeting requesting we re-enroll her first grader, unfortunately, we will not be able to do so after having withdrawn and placed him in a nearby public school. Her rationale for withdrawing the child had to do with the tone of our discipline. The deans have emphasized to the faculty the need for clarity, so that a child understands the objection to his or her behavior and that the tone be less insistent, so that the child will respond to the message.

We have completed the half-way point on the Data Project that will amalgamate and integrate many of the current " trackers" that collect information on student progress and behavior. The purpose of the project is to make this information readily available to inform faculty and administrative planning.

The board should review the board "standards for governance" which have been converted to a "scorecard" for self-evaluation. Concrete steps should flow from these that lead to agreed "targets", such as opening a new school every other year. A similar scorecard was completed by the E.D.

Finally, Mr. Maher is going to investigate possible connections with the N.Y. Junior Tennis League's after school programs which are nearby in Crotona Park and with which both his family and our Parent Coordinator are involved.

VI. Adjournment

There being no further business, the trustees:

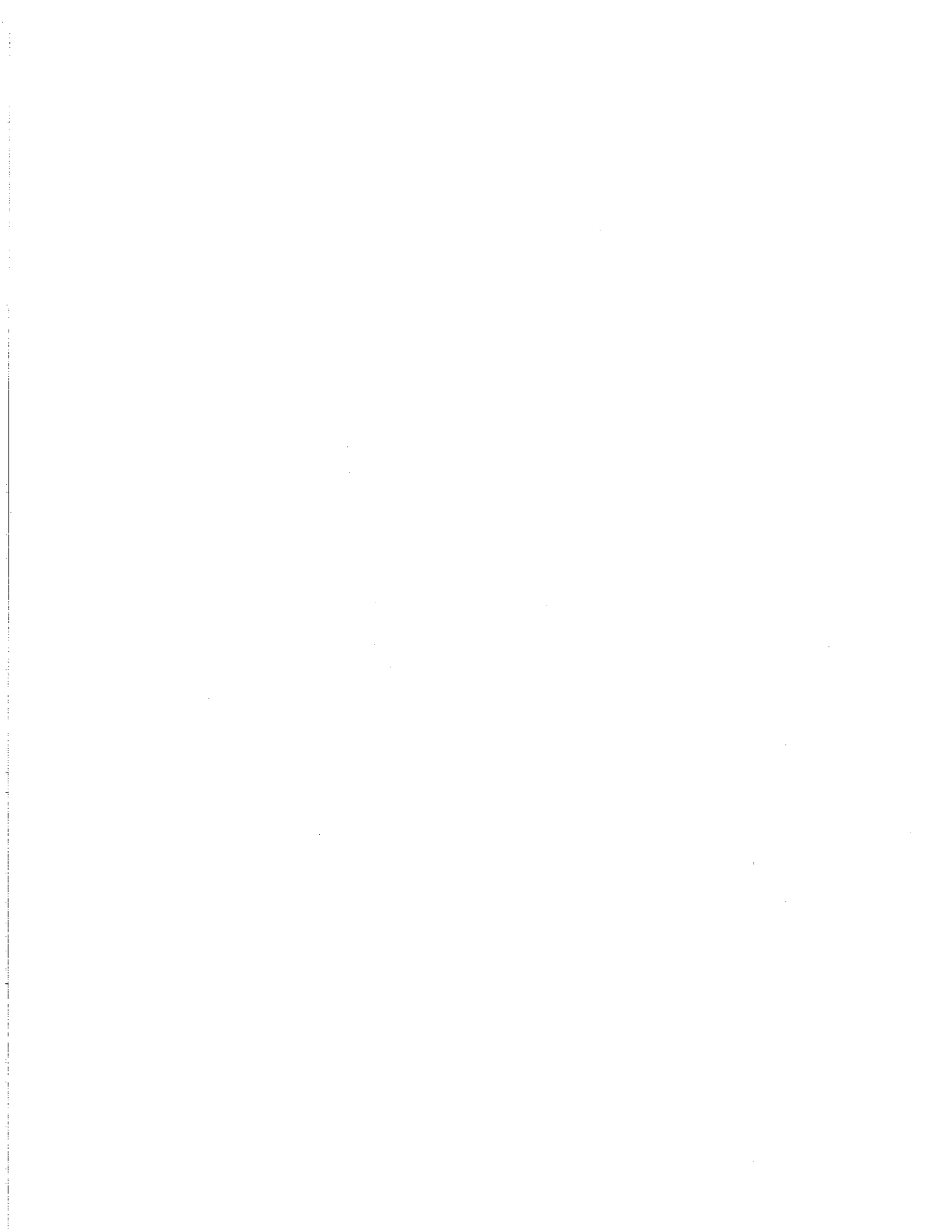
VOTED to adjourn until the next meeting at 6:00 pm on January 16, 2018 at 320 Park Avenue.

Respectfully submitted,

J. Kevin Murphy

Kevin Murphy, Secretary

Draft





CLASSICAL
CHARTER SCHOOLS

Board Meeting Minutes
February 13, 2018

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

Trustees Attending: Mr. C. Stephen Baldwin, Ms. Ingrid Bateman, Ms. Alison Fisch, Prof. Kathryn Heleniak, Mr. James Maher, Mr. J. Kevin Mahoney

Trustees Absent: Mr. Benjamin Arabia, Mr. Bill Higgins

Trustees Calling In: Mr. Lawrence Hirsch

Guests: Mr. Lester Long, ED, and Mrs. Takesha Dozier

I. Call to Order

There being a quorum, the Chair called the Meeting to order at 6:00 pm at 320 Park Ave.

II. Review of Minutes

The Trustees

VOTED to approve the minutes of the January 16, 2018 meeting.

III. Chairman's Remarks

The Chair began by momentarily ceding his time to the Executive Director for his report.

IV. Executive Director Report

The ED began by reviewing the Data Project, the status of construction, comments on strategy, and important Board decisions. One of the foundations supporting CCS has transferred the first tranche of its commitment pursuant to a 3-year grant that is an unrestricted donation. Mrs. Bateman, our Treasurer, went on to table an evaluation of the requirements and rationale for a software package to manage fundraising and the Financial Statements as of 12/31/2018.

With the cold weather, construction on 3458 Third Ave. has lagged several weeks and we now anticipate occupying the new facility in mid-April. Con Ed is scheduled to connect power to the building shortly. With regard to the School IV building, the term sheet has been completed and is agreeable to both sides, enabling both parties to move ahead with lease negotiations. The departure of our principal contact at Civic Builders hampers the progress somewhat, but the ED will meet with his successor this week.

The ED also met with the leadership and the board of trustees of the South Bronx Early College Academy, a charter school in its third year, with a view to exploring our potential support. SBECA is a middle school serving grades 6-8 in a 38,000 sq. ft. facility. It offers scholars a STEM curriculum through project-based learning, an approach with which it has experienced some difficulty. Obviously, the curriculum's emphasis is quite different from our more classically oriented approach and remedying the shortcomings of an existing school is generally more difficult than establishing a new one. Consequently, there seemed but little that CCS could usefully offer by way of meaningful help.

We have hired a new Director of Business and will be adding an Associate to supplement our current personnel in meeting the organizational demands of the school with respect to human resources, finance & accounting, development, and facilities. Mr. Gibbs is a N.J. native with an experience in both business, at Lehman Brothers and SoGen, and a bilingual charter school that he co-founded in New Jersey. The per pupil expenditures are slightly less than those in NY and, like many charters in NY, schools must absorb the cost of their facilities in their budgets. While he will supervise the accounting function and the preparation of Financial Statements, he will not have signing authority on the bank accounts. With respect to additional faculty staffing, we have doubled the number of "Classicorps" teachers hired as compared to the same time last year.

Most Trustees have reviewed and commented on the Welcome Packet for New Trustees that should be finalized by April when we will begin recruitment, as Mrs. Hersh will be leaving at year-end. Based on a presentation Mrs. Batenko attended at the NYC Charter School Center, the ED developed a "tracker" covering 6 areas of responsibility for trustees that can be used annually for self-evaluation. From this, we can identify weaknesses in governance and evaluate our performance in respect of the CCS's priorities and mandates. For example, CCS's expansion plans drive our medium-term financial planning and consequently our budgets that, together, help determine our Development tasks and solicitations. Moreover, the provisional charter of each school sets the expected educational outcomes and standards that the State Education Department requires and against which the SED's Office of Charter Schools will make its determination with respect to charter renewal. Trustees should be conversant with the objectives, their rationales, and use them to help direct their involvement. Each of us should complete the "tracker" and send it to Mr. Maher for him to collate prior to the next board meeting.

With respect to the expansion plans, the possibility of arranging some sort of ongoing "swing" space for incubation of newly chartered schools is under consideration. The major attraction of this alternative is that it would afford much more flexibility in arranging ongoing leased space while the schools are being organized, staffed, and launched. On the other hand, this option itself would imply a longer-term commitment to the temporary space since the minimum time frame of a commercial lease is at least five years.

In preparation for the state assessments in April, we are identifying at risk scholars with scores below 2 for remediation. Faculty will meet to evaluate and discuss scholars' academic data, likely causes of issues, and set priorities in addressing them before the assessments.

Mr. Frumkin's presentation of the high school admissions results will be delayed until the May board meeting.

V. Report on Software Package Options for organizing Development Efforts

Mrs. Bateman has investigated various software packages that will help us organize our solicitation efforts. The Development process requires several steps: tracking donors and their gifts, reporting on the status of the gift, communication both with respect to the donors and on behalf of the trustees, tracking and prioritizing the "next steps" in the solicitation, deadlines for reports and grants, and, finally, management of CCS events. After meetings with a couple of vendors, one clearly stood out in terms of applicable functionality and value. The pricing amounts to a \$1,200 upfront charge for customization, training, and data input, and also an annual usage fee of \$1,200; so total charges of \$2,400 the first year and then \$1,200 annually thereafter. Some consideration was given to adding a module to the School Information System, but it was deemed too large a project to take on in the near term with the Data Project running concurrently. There is a Donor Search function that can be added later. Since the trustees will be primary users of this, we can either sign up for a half an hour demonstration as a board or we may want to visit the vendor's website to schedule a demonstration. With regard to the installation of the software, a trustee noted that there were consulting/consulting professionals who *pro bono* may be able to help.

VI. Finance

The trustees briefly reviewed the Consolidated Income Statement, as compared with the Budget, and the Consolidated Balance Sheet, both as of 12/31/2017. Gross Revenues are marginally ahead of budgeted amounts. Underlying the total Income figure, however, State & City Funding has run behind projections. The shortfall has been more than exceeded by Contributions and Donations, largely through the efforts in attracting grants from foundations. Actual expenses are running far below projected budget amounts, notably due to lower occupancy as we have not yet moved into the new building, but also lower personnel expense. The excess has been the cost of the Data Project that has exceeded budget expectations. The balance sheet remains quite liquid with a current ratio of 2.58x, including the Deferred revenue item to be realized before 6/30/2018. Indeed, Total Equity exceeds the total of Fixed and Other Assets by more than 1x.

The Trustees:

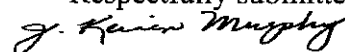
VOTED to accept the financial statements for 12/31/2017 as submitted.

VII. Adjournment

There being no further business, the trustees:

VOTED to adjourn until the next meeting at 6:00 pm on March 20, 2018 at School II at 333 East 135th Street, Bronx, NY, NOT at School III, 3458 Third Avenue, Bronx, NY.

Respectfully submitted,



J. Kevin Murphy, Secretary





CLASSICAL
CHARTER SCHOOLS

Board Meeting Minutes
January 16, 2018

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

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

Trustees Absent: None

Guests: Mr. Lester Long, ED

I. Call to Order

There being a quorum, the Chair called the Meeting to order at 6:00 pm at 320 Park Ave.

II. Review of Minutes

The Trustees:

VOTED to approve the minutes of the November 12, 2017 meeting.

III. Chairman's Remarks

Chair noted the success of fundraising that, thanks particularly to several large grants from foundations, vastly exceeded our goals. The donations from the Trustees also exceeded the much more modest target. The Chair then asked the Treasurer to report on the advice, insight and data of several consultants on fundraising at a conference organized by the NYC Charter School Center.

She aptly summarized the presentation by noting the board's responsibilities for oversight, insight, and funding of the schools and of the executive director. With regard to fundraising, a presenter at the Charter School Center conference estimated that 72% of donations came from individuals, 15% from foundations, 5% from corporations, and 8 % from bequests. After donations to churches and religious organizations, the next largest group of beneficiaries was educational institutions including universities. Given the difficulty in acquiring new donors, an important goal is to maintain contact with existing donors and if possible enhance the amounts of the gifts. The presenter at the conference has identified one inexpensive software program¹ for use as a tool to help development managers foster relationships with donors by

¹ The most important requirement for development software is to be able to segment donors for discovery and communication.

tracking their gifts and identifying their other eleemosynary priorities. While foundations may require a more analytical view of operations and metrics for progress towards objectives as a means of tracking and thereby justifying their grants, individual stories demonstrating the useful impacts the schools are having on scholars academic careers can motivate individuals. A story telling of admission to a selective secondary program or a scholarship award communicates to the donor that they have effectively helped change the trajectory of an impoverished student's early life. The donor is obviously due a timely "Thanks" along with the notification of the tax deduction. Indeed, some of the scholars (or maybe even alumni) may want to write a thank you note, or post a video on the school's website thanking the donors. Despite our past experiences with development personnel, the Charter School Center recommends staffing the function well and noted that good staff is expensive. After the first of the year, governmental budgets are just receiving their appropriations for their fiscal years; so now may be the time to scout the offices of the borough administration for allocable, discretionary funds.

The Chair followed up by noting that the grant from the Robertson Foundation required a plan for leadership succession that the ED is implementing. He also noted that the Board should start developing its own plans for succession, which should include the addition of at least one new trustee each year and the replacement of its officers including ². Rather than being caught out by events, the strong preference is to promote candidates with board experience from within.

Mr. Maher noted that it would aid management by having a collective if we included the board's agreed upon aims at each meeting along with the meeting minutes.

IV. Executive Director Report

Excepting the Robertson Foundation multi-year grant, our fundraising efforts yielded \$866,000 more than twice our objective. Foundations provide the lion's share of the subsidies. Trustees as a group raised \$171,000. The recent reception held for donors has already yielded about \$2,000 and we must begin to solicit the attendees in an organized fashion. While the records concerning donors and their gifts are fairly complete from 2004-2016, they are incomplete for 2017. Moreover, some classifications need to be clarified: for example, should the timing of donations be recorded according to the donor's tax year or our academic year. Next steps for communication and solicitation also should be outlined, recorded, coordinated and the results noted. Solicitation materials should also be updated, the Robertson presentation deck refreshed, and outstanding examples of achievement from the perspectives of a scholar or parent incorporated added to presentations to individual donors along with the data. The foundation's updated presentation should be circulated among trustees.

The occupancy of the building at 3458 Third Avenue has been again delayed. Con Ed has not connected the power, some supplies have not yet arrived on site, and there are concerns about "curing" the building materials because the water freezes before the cement sets at low temperatures. Expected occupancy has been pushed back to mid-February, but could well be further attenuated if the especially cold weather continues. While our scholars, faculty and staff are eager to move in, it is also in the developer's interest that we shortly occupy the space since the vacant building represents a growing and unproductive investment on his books.

² Although the Chair did not specifically point it out, replacement of the officers also requires such things as notification of our authorizing body and new signature authorities at the bank.

The term sheet for the School IV building has been agreed with Civic Builders and the lease is now being negotiated by Mr. Eric Grannis who is representing CCS. There was a notable change increasing the building's area from 43,000 to 54,000 sq. ft., causing the per square foot construction costs to escalate from \$36 to \$38/ sq.ft.

Mr. Grannis, who serves on the Board of Public Prep, also helped us negotiate temporary space for two years at a Public Prep facility in the Bronx for School II's rising 6th graders. The leasehold costs were very reasonable. These temporary arrangements will continue until School IV's building is complete in the summer of 2020, then the School II middle school will join the growing School IV in that school's new building. (Note that School IV has not yet been merged into the CCS educational corporation, something that is on the Reg. agenda for this spring.)

The amalgamation of the Excel "trackers" will likely continue for another couple months. The reporting, which consolidates information on scholars' academic and behavioral progress, will not only make that information available in real time for formative decisions by faculty and staff, but it will also alter the reporting to parents on their scholar's academic progress.

Mr. Christian Gibbs has joined as Director of Business Operations and will oversee Finance, Human Resources, Real Estate, and Development. A former teacher, he is from Rumson, N.J. and he worked at Lehman Brothers and Société Générale. He also brings experience supervising real estate projects. Mr. Macapagal will directly report to him, so now there will be a staff of three overseeing business operations. Mr. [redacted] has already read and edited the business plan.

With regard to faculty recruitment, we have been able to hire nearly twice as many teachers while our application pool is indicating that we are becoming more proficient in zeroing in on candidates who are likely to be effective in the classroom. Mr. Baum is now our Director of Talent overseeing two staff, one devoted to analytics and the other to the creative content, discharging this mission-critical responsibility. We are increasingly able to screen candidates through on-line A/B testing (an abbreviated form of hypothesis testing that omits tests for statistical significance), location, and stage of career. We have retained a photographer to supplement our recruitment ads with pictures and we vary the recruitment messages to focus on the responses of candidates that correlate to high-performing pedagogues. Recruitment materials are posted on "Indeed," "Monster," and the placement websites of the top 100 colleges. The costs run about \$1,800 per hire but are far more efficient than headhunter fees that can cost \$7,000 per hire. New hires are running at a rate of about 6% of applications. Given the importance of recruitment of a talented faculty, the function is separate from the HR function, which handles the employment formalities such as fingerprinting. The priority is focused on building a sustainable recruitment process rather than resolving an unexpected vacancy. It was suggested that these same marketing skills might be applied to Development.

After reviewing the roles and responsibilities of business management and talent recruitment, the ED displayed a modified organizational chart showing how each function relates to the other. Still to be identified is a Director of Deans, Behavior, and Events, which will be forthcoming. The roles should be transparent and the aim of each contributor will be to continually improve and document the qualitative and quantitative results of the processes for which they are responsible. All of the data will be digitally recorded and backed up both locally and on the cloud with Amazon. This is the foundation on which growth can be scaled.

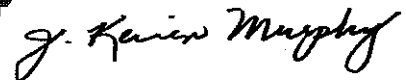
In evaluating the quality of our scholars' academic achievement, our benchmarks are to be competitive with the best school districts in the state, Scarsdale and Chappaqua, so that academic achievement gaps have been eliminated. We should be tracking scholars onward progress after graduation, perhaps by establishing a Facebook page or website for each cohort, although there could be some risk of cyber-bullying. Given the school's aim of developing scholars to become citizens of impeccable character and our Character curriculum, Mr. Maher wondered about a system of metrics to monitor progress as well.

VI. Adjournment

There being no further business, the trustees:

VOTED to adjourn until the next meeting at 6:00 pm on February 21, 2018 at 320 Park Avenue.

Respectfully submitted,



J. Kevin Murphy, Secretary



CLASSICAL
CHARTER SCHOOLS

Board Meeting Minutes
April 17, 2018

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

Trustees Attending: Mr. Benjamin Arabia, Mr. C. Stephen Baldwin, Ms. Mergrid Bateman, Ms. Allison Fisch Prof. Kathryn Heleniak, Mr. Bill Higgins, Ms. Lawrence Hill, Mr. James Maher, Mr. J. Kevin Murphy

Trustees Absent: None

Trustees Calling In: None

Guests: Mr. Lester Long, ED

I. Call to Order

There being a quorum, the Chair called the Meeting to order at 6:00 pm at 320 Park Ave.

Review of Minutes

The Trustees

VOTED to approve the minutes of the Meeting of the Board of Trustees, April 20, 2018 meeting, there being one amendment concerning the software package development.

Chairman's Remarks

The Chairman waived his report and proceed directly to that of the Executive Director.

Executive Director Report

A. Business Operations

Beginning with staffing, the ED related that the Business Operations team has been fully staffed with the addition of a SHRM-certified HR manager. The economics underlying the staffing is importantly to bring in-house the benefits, compensation, and payroll operations that had formerly been serviced by ADP in order to realize a savings of about \$300,000. Now the Director of Business Operations will be responsible for Accounting, Financial Statements & Budget, Real Estate & Facilities, Development, and Human Resource administration. The HR manager has a background both in human resources and education and a sum has been set aside pay for that staff member's further professional development.

After meeting for some time with an executive coach from Brooklyn who was unable to identify any immediate issues, the ED has opted to work with an experienced management consultant from Minneapolis on time management and communications issues. The consultant has over 20 years experience with for-profit entities, such as Cargill and Target, but only a little experience with non-profit entities. The aims of the consultation is to modify and hone some of the ED's management practices, although it's difficult at the outset to define what the metrics for successful realization may be until the consultant has had a chance to survey and evaluate the situation. Mrs. Fisch offered that she also could supply names of other such professionals if needed. If this consultancy proves useful, it may be worthwhile to extend it other school leaders in the succession plan.

There will be a change in the accounting threshold for depreciation of equipment, particularly computers. Formerly, equipment purchased for more than \$5,000 was capitalized and depreciated over a 3-year period, generating many small bookkeeping entries. Henceforward, the threshold for capitalizing an asset will become \$5,000 and smaller amounts will be expensed in the current year. This will have the effect of reducing net income in the current year but augmenting it in subsequent years because future earnings will not be charged with depreciation. As a non-profit entity, there should be no consequential effect.

B. School IV's Facility

No sooner had Civic Builders executed a lease with CCNY for a building on their site at 757 Concourse Village West, about 1.5 miles southwest of School IV's building, than they ran into major obstacles in financing the project. The \$20 million cost was to be financed by a mix of debt and equity. The investors were to earn a 3% return from the building rental and \$4 million in New Market Tax Credits offered by the Community Development Financial Institutions Fund of the U.S. Department of Treasury. (The credits extend for a period of 7 years at the rate of 5% for the first 4 years and 6% for the last 3 years to qualified entities investing in underserved communities. Civic Builders has obtained authorization amounts for \$40 million in 2016 and a like amount last year. In the recent U.S. budget, authorization amounts for the program have been halved from \$7 billion to \$3.5 billion.) Without the New Market Tax Credits, financing would have to be arranged on a commercial basis and the investors' return would have to come from leasehold rentals. While NYS offers a subsidy for up to \$45/sq.ft. per 100 sq. ft./student to charter schools for the rental of private space, the amount of the subsidy is unlikely to generate enough rental income to satisfy commercial investors' return requirements. At \$38/ sq. ft., our rental terms were competitive in the market. We have only 28 months in which to construct the new facility, so the Board and Mr. Maher are urgently working with the President of Civic Builders to resolve the issue.

C. Scholars

We now tentatively expect School III/IV to move into the building at 3458 about May 1, although this is subject to the issuance of a Temporary Certificate of Occupancy.

The scholars will sit for the NYS assessments this month, including School III which for the first time will sit for the third grade assessment. Assessments are now untimed and can run from 8:00 am to 3:00pm. We anticipate that the results will largely be in line with last year's results and that, as the network expands, there may be some slippage in quality. Success Academy, with 46 schools, consistently leads the results among Charter Schools and demonstrates that it is possible to expand while maintaining high standards of achievement.

V. Board Survey of Trustee Performance Standards

Mr. Maher presented a summary of the survey of Trustee Performance Standards submitted by each individual trustee to him as a means of identifying and evaluating the board's priorities. There were 6 rubrics defining standards: focus on school mission, ensuring exceptional leadership, commitment to exemplary governance, strategic action, raising and wisely deploying resources, and legal and regulatory compliance. Under each of these rubrics, were grouped about 7 process goals, actually 21 in all. Each trustee scored and commented on the board's performance with respect to each goal on a scale of the numbers from 1-4, with 1 being the lowest rating and 4 being the highest. These scores were tallied and averaged, with some investigation of both range and dispersion.

For all the categories taken together, the overall average was 2.97, with a range from 2.76 to 3.22. Ordering the categories from weakest to strongest, they ranked as: commitment to exemplary governance and strategic action (2.64), raise and wisely deploy resources (2.96), ensure exceptional school leadership (3.11), focus on student achievement (3.26), maintenance of legal and regulatory compliance (3.69). The dispersion of scoring for each of the 6 categories was generally within 1 point, with most trustees bringing strategic action similarly and the widest scoring differentials on raising and deploying resources wisely. To help prioritize issues, Mr. Maher grouped issues into 3 categories: those on which we scored ourselves below 2 (3 standards), those on which we scored ourselves below 3 (13 standards), and those on which we scored ourselves below 4 (25 standards). Generally, better organization of board functions including recruitment, succession, committee functions, and development were all high priorities.

There followed some discussion seeking to delineate our aims in raising our profile among key stakeholders: parents whose children we seek to enroll, candidates for faculty positions, putative donors, and our authorizers. Mr. Arabia volunteered to take the matter under consideration so as to better frame the pros and cons, and more rigorously define our purposes in making any changes in projecting a higher profile, particularly in our outreach to graduates and donors. With a much larger staff and 46 schools, Success Academy projects a much higher profile, but it equally attracts more scrutiny and criticism.

Work on a leadership succession plan, both for the ED and the Chair, will continue through June when comments will be solicited. This plan has implications for the articulation of the development goals of possible successors as well. An Ad Hoc committee consisting of the ED, Mrs. Bateman, Mrs. Fisch, and Mr. Maher, acting as Co-ordinator, will work on synthesizing the goals/objectives highlighted by the survey so as to ready them for steadier attention. Facilities & Real Estate are and likely will continue to be the critical issue predictably constraining expansion. This constraint may well be the prism through which our outreach efforts to our representatives in the borough, the city, and Albany should be focused. Meanwhile, as they work to define these issues, the final Trustee Welcome Packet will be tabled in May.

VII. Adjournment

There being no further business, the trustees:

VOTED to adjourn until the next meeting at 6:00 pm on May 1, 2018 at the offices of Pzena Investments, 320 Park Avenue, New York, NY.

Respectfully submitted,

J. Kevin Murphy

J. Kevin Murphy, Secretary

Draft



CLASSICAL
CHARTER SCHOOLS

Board Meeting Minutes
May 8, 2018

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

Trustees Attending: Mr. Benjamin Arabia, Mr. C. Stephen Baldwin, Ms. Merid Bateman, \ Prof. Kathryn Heleniak, Mr. Bill Higgins, Mr. Lawrence N. ... Mr. James Fisher, Mr. J. Kevin Murphy

Trustees Absent: None

Trustees Calling In: Ms. Allison Fisch

Guests: Mr. Lester Long, ED

I. Call to Order

There being a quorum, the Chair called the Meeting to order at 6:05 pm at 320 Park Ave.

Review of Minutes

The Trustees

VOTED to approve the minutes of the April 17, 2018 meeting.

Chairman's Remarks

The Chair noted that Mr. Friedman would not report at this meeting about the placement of the graduation class, but rather at the June 12 meeting.

Executive Director Report

A. Business Operations

Since CCS initiated operations over a decade ago, the school's banking relationship has been located Banco Popular who have served us well. After a dozen years and with the expansion to 4 schools, the ED felt it was opportune to review the banking relationship in light of our current and likely needs, and in the context of the services of other institutions. Together with the business staff, he compared the services that Banco Popular offers to those of JPMChase, Morgan Stanley, and Signature Bank on 5 criteria that are important to us: yield on short-term investments, accessibility to statement history, fees, website quality, convenience, and a subjective factor evaluating history and offering comments. The current relationship with Banco Popular continues to be very convenient, but investment returns, technological support and service lags the other competitors, and moderate fees applied to the chief operating account.

Although Signature Bank has an office in the Bronx, the main group is in Manhattan, the returns on short-term investments were the lowest of those surveyed, the operations lacked a sweep account and access to statement history beyond 18 months. Moreover, there would be significant credit exposure to the bank for amounts in excess of the FDIC minimums. Morgan Stanley's investment offerings were very competitive with JPMC, but they too lacked a local presence and there was a bit of a mismatch in their emphasis on investments and our ongoing operational needs. Overall, JPMC seemed to be the best positioned to serve our needs: they have had for sometime a convenient local branch staffed by an account manager who was a former charter school leader, the technology was up to date, with ready access to 7 years of history on-line, and very competitive investment returns. JPMC fees "will only be charged on investments and yields quoted post advisory fees" and can range from 25-65 basis points, still an acceptable value proposition, particularly if the bank re-credits some operational fees.

The Trustees:

VOTED to initiate the process of transferring the school's banking activity from Finance Popular to JPM Chase with effect from July 1, 2018 by completing and reviewing at the July 2018 meeting the bank's applicable banking resolution and completing signature cards to be duly signed by the officers who will be elected at that meeting for the preceding 2018-19 fiscal year. Those authorized officers will sign in the manner specified by and subject to the limits set out in the Financial Policies and Procedures Manual.

The depreciation and amortization policy minimums in the section of the Financial Policies and Procedures Manual will be updated to increase the minimums amounts to be capitalized and depreciated from \$1,000 to \$5,000. For purchases of less than \$5,000, mainly computer equipment, will automatically be expensed in the current fiscal year, eliminating the need for an increasing number of ongoing smallish depreciation charges. This is in line with current Federal auditing standards comparable to the practices of other charter schools of our size, and recommended by our auditor. The accounting change should not have a material effect on the matching of revenues with expenses and given the non-profit nature of the educational corporation there should be no tax effect.

The Board has authorized School IV to merge with the ongoing Classical Charter Schools educational corporation (School II). Further, the NYSED Office of Charter Schools has authorized the consolidation of the schools' individual escrow accounts of \$75,000 as a reserve against the liquidation of assets in the event its charter were terminated into a combined escrow account of \$300,000 the proceeds of which will be easier to invest.

School II's charter has been extended for a further period of 5 years. The K through 5 operations will remain at 333 East 135th street, but we have sub-leased space from Public Prep for the 6th grade near 154th Street and Grand Concourse, during the construction of School IV's facilities. Our School II Director and the 6th grade Team Leader will supervise the operation. Parents of rising middle school scholars have already been alerted to the transition.

Negotiations with Civic Builders about the School IV facility continue in light of the absence of the New Market Tax Credits afforded by the Community Development Financial

Institutions Fund of the U.S. Treasury Department. That Office has seen its funding halved from \$7 billion to \$3.5 billion in the coming fiscal year. By way of background, this fund awarded credits against U.S. taxes -5% for 3 years followed by 6% for 4 years- to qualifying investors, such as Civic Builders, who would invest in specified communities and limit their rate of return to 3%. The absence of this tax credit means that the investment returns will all have to come from increased rent rather than U.S. tax credits for investors. (Offsetting this, NYC, pursuant to an agreement with the state, does provide a rent subsidy for qualifying charter schools occupying private space, so a contribution to the occupancy expense-not \$1 for \$1- is effectively being transferred from the U.S. Treasury to NYC.) Consequently, the leasehold for the project will increase from \$38/ sq. ft. to \$43/sq.ft. Civic Builders have agreed to reduce the escalation in the rent from 3% annually to 2% annually, much closer to the NYS long-term forecast of increases in the rent subsidy. The term of the leasehold is projected to be 40 years and the projected cost of the project is \$28.8 million for a structure that will accommodate an estimated 515 students.

An alternate plan of development wherein the school would act as its own general contractor and oversee construction was judged to be so risky that the rough estimates of savings, perhaps \$1.2 million on the project, could be more than overwhelmed by variable and volatile overruns in construction costs. While Civic Builders has a creditable history with other charters of delivering a quality product, as evidenced by a recent inspection, price much on budget; in our short experience with them things have taken longer than expected and the New Markets Tax Credit issue has taken both organizations by surprise.

In view of the experience, the trustees generally felt that it may be prudent to proceed with Civic Builders on the School IV project. Even the closing period for construction, they also wanted to retain our current connection with the developer of the School III building even in light of repeated postponements of our occupancy of that facility. Moreover, there are lingering concerns about the amount of rent that could be usurped from the School IV's operating budget on a substantial security deposit that will be required. Indeed, rather than depositing cash in escrow as a trust, a trustee wondered if a bank letter of credit could not be substituted in its place but it seemed prudent to avoid a wholesale re-writing of the leasehold terms of which could deteriorate as interest rates rise.

Consequently, the Trustees

VOTED to proceed with the Civic Builders plan, subject to clarification of the amount of the net negative carry of rent for the project and if the amount of escalation in the leasehold rentals was locked in at 2%.

The ED has opted to work with an experienced management consultant from Minneapolis on time management and communications issues. The consultant has over 20 years experience with for-profit entities, such as Cargill and Target. The aims of the consultation are to modify and hone some of the ED's management practices, although it's difficult at the outset to define what the metrics for successful realization may be until the consultant has had a chance to survey and evaluate the situation. He has been retained for a period of 6 months, overlapping the summer, at an estimated cost of \$20,000.

The data project continues in an effort to capture and record in a “real” time in a Sequel database information about students that is readily accessible to the faculty for planning and decision-making. Longer-term consideration is being given to the applications of Visual Reality tools for interviewing, training, and communications. The aim of all the technology, that is hardware hosting software, is to improve the faculty’s ability to recognize patterns in scholars’ learning and behavior in order to formulate and execute effective interventions that will promote their mastery of the relevant skills defined by the New York State Learning Standards. Toward that end, we are engaging a Data Analyst that will apply more sophisticated analytical techniques to this data. Our reporting to the faculty charged with small group instruction, for example, and to our parents will take on much more specificity about a scholar’s mastery of her or his learning objectives.

We have recruited 33 Classicorps members for the coming year with the aim of engaging 50. These are young college graduates interested in teaching for whom the school will underwrite the costs of their graduate program and certification. This has proved to be a reliable source attracting would-be pedagogues to whom CCS can offer viable careers as they gain experience and progress toward certification. The retention rate for this program is about 75%.

B. Financial Committee Report

Pursuant to previous discussions and considerations, the trustees:

VOTED to approve the software developed by Neor Inc. to help organize and track solicitation of donations by the board.

The Finance Committee reviewed the Consolidated Balance Sheet and Income Statement for the Charter Schools as of 3/31/2018 as well as the Income Statements for each of the schools for the same date (most recently 3/31/2017) against each school’s budget. Revenue ran ahead of budget mainly on the strength of Contributions and Donations that were nearly a million over budget, thanks to the successful approaches to foundations initiated by the ED. Operating Expenses, chiefly of the instructional staff, were below budget due to some seasonality in accruals of faculty expense for the summer and also due to much lower than budgeted occupancy expense due to delays in relocation to the new building. Consequently, Consolidated Net Income, which had been budgeted at under \$500,000, was reported at better than \$2,000,000. This favorable situation will right itself with a substantial increase in occupancy expense when Schools III and IV relocate 3458 Third Avenue. The projected move-in date is over the Memorial Day weekend beginning May 25, 2018, assuming that the Temporary Certificate of Occupancy is shortly forthcoming. With regard to the Consolidated Balance Sheet, Total Consolidated Assets are now in excess of \$10,000,000 against Liabilities of just under \$2,000,000, netting to about \$8,500,000 in Equity. The Quick Ratio for the Consolidated Balance Sheet was 2.4 and the Current Ratio was 3.9. The ratio of Liabilities/Equity was about 0.23 inclusive of the Deferred Revenue that will be reduced over the course of our operations through the year.

Comparing the Income Statements against the budgeted amounts across Schools I-IV revealed some variation across Revenue sources, for example in School IV’s Lease Stipend

Funding, and some differences in the relative proportions of Expenses. These are largely attributable to the different stages of the schools' development, their location, and consequently the services for which they qualify, as in the costs for meals for the scholars, for example. Among other expenses, such as those related to personnel, there was broad consistency within a range, but clearly the greatest source of variation among the schools going forward will relate to occupancy expenses, especially with respect to Schools III & IV, but also with School II which will record the costs associated with the sublease of space from Public Prep for its middle school. Consequently, medium term planning for those expenses extending to the break-even point of the next school building should be a key factor in a sustainable financial strategy.

The Trustees:

VOTED to accept the recommendation of the Finance Committee and approve the Financial Statements as submitted.

V. Other Business

The ED has identified 3 possible candidates for the board and one with IT experience who would be especially welcome. After some advertising and outreach, those candidates will be introduced to the Executive Committee, which they will make their recommendations to the full board. Those candidates with a charter school affiliation in NYC who can contribute to the board's expertise, diversity, and balance and are who are committed to the organization's mission are most urgently sought.

School I's graduation school will take place later at Fordham University at 4:00 pm on June 11, 2018. All trustees are encouraged to attend.

VII. Adjournment

There being no further business the trustees:

VOTED to adjourn until the next meeting at 6:00 pm on June 12, 2018 at the offices of Pzena Investments, 320 Park Avenue, New York, NY.

Respectfully submitted,

J. Kevin Murphy

J. Kevin Murphy, Secretary





Entry 10 Enrollment and Retention of Special Populations

Created: 07/13/2018 • Last updated: 07/27/2018

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2017-18 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 2018-19.

SOUTH BRONX CLASSICAL CS II (REGENTS)Section Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2017-18	Describe Recruitment Plans in 2018-19)
Economically Disadvantaged	South Bronx Classical Charter School ("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 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	SBCCS II enrollment of English Language Learners grew from 10% in 2015-2016 to 16% in 2016-2017 and 2017-2018 so we will continue to implement successful strategies to recruit this population of scholars.

	language.	
Students with Disabilities	<p>To recruit students with disabilities, SBCCS II engages in an aggressive student recruitment plan, which includes:</p> <ol style="list-style-type: none"> 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 information sessions 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 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 2018-2019.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2017-18	Describe Retention Plans in 2018-19)
	<p>We know that the retention of our At-Risk population (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.</p>	

Economically Disadvantaged

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

When a scholar is struggling, we invite parents in to observe and work as a team to determine how to better support the scholar. We also see it as our role to educate parents about their scholar's needs. For scholars with disabilities, we work with the CSE and the parent to determine the appropriate setting. If we do not have a setting that is identified as appropriate for the scholar, we supplement our current services to ensure the scholar continues to make progress, and we also accompany parents when looking at alternate placements, if they wish to move to a different setting. In our communication with parents, we emphasize a commitment to each scholar's growth through whatever resources we have available. In 2016-2017, we began looking into expanding our current services to include more restrictive settings, special education focused parent groups, bilingual resources to support academics, and ongoing teacher development to support this population of students. We have found great success with these initiatives over the past two years.

SBCCS II will continue to reflect upon its support of its At-Risk population, including their families, and improve upon its practices. In 2017-2018, SBCCS hired a Director of Special Services, and an expanded Special Services team, which we believe will better support the needs of our scholars.

In 2018-2019, we are working to improve our instructional coaching of our special education teachers as well as the efficacy of our special education (SETSS) curriculum.

English Language Learners

See above.

See above.

Student
s with
Disabilit
ies

See above.

See above.



Entry 11 Classroom Teacher and Administrator Attrition

Last updated: 07/13/2018

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the tables titled 2017-2018 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing during the 2017-2018 school year. Please provide the full time equivalent (FTE) of staff on June 30, 2017; the FTE for any departed staff from July 1, 2017 through June 30, 2018; the FTE for added staff from July 1, 2017 through June 30, 2018; and the FTE of staff added in newly created positions from July 1, 2017 through June 30, 2018 using the tables provided.

1. Classroom Teacher Attrition Table

FTE Classroom Teachers on 6/30/17	FTE Classroom Teachers Departed 7/1/17 - 6/30/18	FTE Classroom Teachers Filling Vacant Positions 7/1/17 - 6/30/18	FTE Classroom Teachers Added in New Positions 7/1/17 - 6/30/18	FTE of Classroom Teachers on 6/30/18
29	2	1	0	27

2. Administrator Position Attrition Table

FTE Administrative Positions on 6/30/17	FTE Administrators Departed 7/1/17 - 6/30/18	FTE Administrators Filling Vacant Positions 7/1/17 - 6/30/18	FTE Administrators Added in New Positions 7/1/17 - 6/30/18	FTE Administrative Positions on 6/30/18
6	6	0	0	6

3. Tell your school's story

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

(No response)

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

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

Yes

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

Yes

Thank you



Entry 12 Uncertified Teachers

Last updated: 07/13/2018

**FTE Count of All Teachers 29
(Certified and Uncertified) as of
6/30/18**

**FTE Count of All Certified 2
Teachers as of 6/30/18**

Instructions for Reporting Percent of Uncertified Teachers

The table below is reflective of the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Enter the relevant full time equivalent (FTE) count of teachers in each column. For example, a school with 20 full time teachers and 5 half time teachers would have an FTE count of 22.5. If more than one column applies to a particular teacher, please select one column for the FTE count. Please do not include paraprofessionals, such as teacher assistants.

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

	FTE Count
1. Total FTE count of uncertified teachers (6-30-18)	2
2. FTE count of uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience (6-30-18)	1
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6-30-18)	0
4. FTE count of uncertified teachers with two years of Teach for America experience (6-30-18)	0
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6-30-18)	0
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6-30-18)	1

Thank you.

South Bronx Classical Charter School II ORGANIZATIONAL CHART

Lester Long, Executive Director



School Director
(Leena Gyftopoulos)

Instructional Support

Director of Curriculum and Instruction
(Jacqueline Davis)



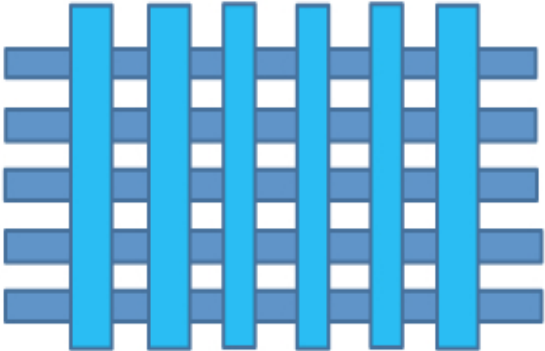
Instructional Coaches
(Monique Hibbert, Elizabeth Boak)

Deans of Students
(Mirlina Ragin, B. Ganaganayagam)

Director of Special Services
(Leah Esptein)



Grade Team Leaders



Teaching Faculty



Operations and Business Support

Operations Manager
(Joshua Weld-Wallis)

Director of Business
(Christian Gibbs)

Director of Talent
(Jefferson Baum)

IT Manager
(Ryan Sanoguet)



ANNUAL CALENDAR 2018 – 2019



CLASSICAL
CHARTER SCHOOLS

August 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	

September 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						

October 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			

November 2018

S	M	T	W	T	F	S
					1	2
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 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					

January 2019

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

February 2019

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

March 2019

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

April 2019

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

May 2019

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

June 2019

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

July 2019

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

There are 200 school days in the 2018 - 2019 academic year. Boxes indicate no school.
Diagonal lines indicate early dismissal days (at 1pm)

HOLIDAYS

August 15	First Day of School	November 12	Veterans Day	Feb 18-22	Midwinter Recess
September 3	Labor Day	Nov 22-23	Thanksgiving Recess	April 19-26	Spring Recess
September 10-11	Rosh Hashanah	Dec 24– Jan 1	Winter Recess	May 27	Memorial Day
September 19	Yom Kippur	January 21	MLK Day	June 4	Eid al-Fitr
October 8	Columbus Day	November 12	Veterans Day	June 6	Chancellor's Day
November 6	Election Day	February 5th	Lunar New Year	June 26	Last Day of School



Entry 1 School Information

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

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# SOUTH BRONX CLASSICAL CS III (REGENTS)

(Select name from the drop down menu)

b. CHARTER AUTHORIZER Regents-Authorized Charter School

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

c. DISTRICT / CSD OF LOCATION NYC CSD 9

d1. SCHOOL INFORMATION

	PRIMARY ADDRESS		
	3490 Third Avenue Bronx, New York 10456		

d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Rebecca Geary
Title	School Director
Emergency Phone Number (###-###-####)	

e. SCHOOL WEB ADDRESS (URL) <http://classicalcharterschools.org/>

f. DATE OF INITIAL CHARTER 07/2014

g. DATE FIRST OPENED FOR INSTRUCTION 08/2015

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	<p>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:</p> <ul style="list-style-type: none">• 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	<p>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</p>

	<p>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.</p> <p>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.</p>
Variable 3	<p>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.</p>
Variable 4	<p>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.</p>
Variable 5	<p>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</p>

	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 163

j. GRADES SERVED IN SCHOOL YEAR 2016-17

Check all that apply

Grades Served	K, 1, 2
---------------	---------

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.
--	--------------------

12. 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)	3490 Third Avenue Bronx, New York 10456		CSD 9	K-3	No	Rent/Lease
Site 2	3458 Third Avenue, Bronx, New York 10456		CSD 9	K-3	No	Rent/Lease
Site 3						

12a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Rebecca Geary			
Operational Leader	Stephanie Mont			
Compliance Contact	John Macapagal			
Complaint Contact	Rebecca Geary			

m1. Is the school or are the school sites co-located? No

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

Handwritten signature of Rebecca Gearry in black ink.

Signature, President of the Board of Trustees

Handwritten signature of Stephen Baldwin in black ink.

Date

2017/07/05

Thank you.



Entry 2 NYS School Report Card Link

Last updated: 07/05/2017

1. NEW YORK STATE REPORT CARD

<https://data.nysed.gov/profile.php?instid=800000084246>

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

Created: 07/05/2017 • Last updated: 07/23/2017

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), please state this in the last 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 III 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 III average score on the ELA will exceed the average score of its home district and of the City as a whole, for each grade.	Met	SBCCS III enrolled Kindergarten through 2nd grade scholars in 2016-2017, thus does not have NYS assessment data. Using internal assessment data, more than 80% of scholars met end of grade ELA benchmarks.
		(a) 80% of all scholars who have been enrolled at SBCCS III for 2 full academic years or more will score at Level 3		SBCCS III enrolled Kindergarten through 2nd grade scholars in

Academic Goal 2	Scholars will demonstrate proficiency in mathematics.	<p>or higher on the State Mathematics Test.</p> <p>(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.</p>	Met	<p>2016-2017, thus does not have NYS assessment data.</p> <p>Using internal assessment data, more than 80% of scholars met end of grade Math benchmarks.</p>
Academic Goal 3	Scholars will demonstrate proficiency in science.	<p>(a) 60% of all fourth grade scholars who have been enrolled at SBCCS III for 2 full academic years or more will score at Level 3 or higher on the State Science Test</p> <p>(b) 60% of all eighth grade scholars who have been enrolled at SBCCS III for 2 full academic years or more will score at Level 3 or higher on the State Science Test.</p>		SBCCS III enrolled Kindergarten through 2nd grade scholars in 2016-2017, thus does not have NYS assessment data.
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal				

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 III will demonstrate strong annual attendance and enrollment.	<p>(a) The average daily attendance rate will meet or exceed 95% each year.</p> <p>(b) the SBCCS III waiting list will exceed 1.5 applications per available seat.</p> <p>(c) SBCCS III will retain its scholars at an annual rate of 90% or more during the term of its charter.</p>		<p>(a) SBCCS III's average daily attendance was 96% in 2016-2017.</p> <p>(b) This goal was met. SBCCS III received 692 Kindergarten student applications for 60 available seats. SBCCS III's waiting list for Kindergarten included 632 students, which far exceeds the 1.5 ratio.</p> <p>(c) SBCCS II retained 80% of its scholars in 2013-2014. We do not yet have retention data for 2014-2015. This goal was not met.</p>
		(a) 85% of SBCCS		

Org Goal 2	SBCCS III will provide scholars with a safe learning environment with strong communication on scholar achievement between home and school.	<p>III parents through the NYC Department of Education's Learning Environment Survey will consider SBCCS III a "safe" school.</p> <p>(b) 85% of SBCCS III parents through the NYC Department of Education's Learning Environment Survey will indicate strong communication between school and home regarding scholar achievement.</p>		The NYC DOE Learning Environment Survey has not yet been released.
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 III will demonstrate fiduciary responsibility in managing public and private resources.	<p>(a) SBCCS III will use Generally Accepted Accounting Practices (GAAP) independently verified through an annual external audit.</p> <p>(b) SBCCS III will produce financial reports demonstrating fiscal transparency and sound financial standing.</p>		SBCCS III operates in accordance with its Financial Policies 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

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	2688969
Line 2: Year End FTE student enrollment	162
Line 3: Divide Line 1 by Line 2	16598

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)	266900
Line 2: Management and General Cost (Column)	131791
Line 3: Sum of Line 1 and Line 2	398692
Line 5: Divide Line 3 by the Year End FTE student enrollment	2461

Thank you.

Classical Charter Schools

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

June 30, 2017

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

June 30, 2017

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Independent Auditors' Report

Board of Trustees Classical Charter Schools

Report on the Financial Statements

We have audited the accompanying financial statements of Classical Charter Schools (the "School"), which comprise the statement of financial position as of June 30, 2017, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the School's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2017, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The schedules of financial position and activities by school as of and for the year ended June 30, 2017 on pages 14 and 15 are presented for purposes of additional analysis and are not a required part of the financial statements. The accompanying schedule of expenditures of federal awards on page 16 as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 30, 2017 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

PKF O'Connor Davies, LLP

Harrison, New York
October 30, 2017

Classical Charter Schools

Statement of Financial Position June 30, 2017

ASSETS

Current Assets

Cash and cash equivalents	\$ 1,055,245
Investments	2,293,905
Grants and contracts receivable	981,057
Prepaid expenses and other current assets	<u>235,011</u>
Total Current Assets	4,565,218

Property and equipment, net	1,990,190
Restricted cash	248,357
Security deposits	<u>472,563</u>
	<u>\$ 7,276,328</u>

LIABILITIES AND NET ASSETS

Current Liabilities

Accounts payable and accrued expenses	\$ 273,642
Accrued payroll and payroll taxes	501,519
Refundable advances	<u>420,999</u>
Total Liabilities	<u>1,196,160</u>

Net Assets, Unrestricted

Undesignated	5,780,168
Board-designated	<u>300,000</u>
Total Net Assets, Unrestricted	<u>6,080,168</u>
	<u>\$ 7,276,328</u>

See notes to financial statements

Classical Charter Schools

Statement of Activities
Year Ended June 30, 2017

REVENUE AND SUPPORT

State and local per pupil operating revenue	\$ 13,609,404
Federal grants	906,325
E-Rate and IDEA	49,332
State and city grants	66,494
Contributions	334,491
Investment income, net	20,476
Other income	<u>7,385</u>
Total Revenue and Support	<u>14,993,907</u>

EXPENSES

Program Services	
Regular education	10,181,885
Special education	<u>765,834</u>
Total Program Services	10,947,719
Supporting Services	
Management and general	<u>3,018,517</u>
Total Expenses	<u>13,966,236</u>

Change in Net Assets 1,027,671

NET ASSETS, UNRESTRICTED

Beginning of year	81,335
Transfer of net assets pursuant to merger of related charter schools	<u>4,971,162</u>
End of year	<u>\$ 6,080,168</u>

See notes to financial statements

Classical Charter Schools

Statement of Functional Expenses
Year Ended June 30, 2017

	No. of Positions	Program Services			Management and General	Total
		Regular Education	Special Education	Total		
Personnel Services Costs						
Administrative staff personnel	36	\$ 885,583	\$ -	\$ 885,583	\$ 1,806,733	\$ 2,692,316
Instructional personnel	120	5,375,676	462,833	5,838,509	-	5,838,509
Non-instructional personnel	15	-	-	-	187,178	187,178
Total Salaries and Staff	<u>171</u>	<u>6,261,259</u>	<u>462,833</u>	<u>6,724,092</u>	<u>1,993,911</u>	<u>8,718,003</u>
Fringe benefits and payroll taxes		1,215,647	90,971	1,306,618	370,388	1,677,006
Retirement		207,206	15,378	222,584	62,984	285,568
Legal services		-	-	-	6,232	6,232
Accounting/Audit services		-	-	-	85,750	85,750
Other purchased/Professional/Consulting services		280,589	-	280,589	34,204	314,793
Building and land rent/Lease		392,891	48,519	441,410	165,779	607,189
Repairs and maintenance		33,182	3,864	37,046	13,543	50,589
Insurance		69,152	5,402	74,554	23,777	98,331
Utilities		24,789	3,060	27,849	10,459	38,308
Supplies/Materials		186,291	22,536	208,827	-	208,827
Equipment/Furnishing		12,562	878	13,440	3,647	17,087
Staff development		44,925	-	44,925	-	44,925
Marketing/Recruitment		99,923	7,765	107,688	31,361	139,049
Technology		72,477	5,615	78,092	22,243	100,335
Food services		30,075	3,638	33,713	-	33,713
Student services		681,540	67,633	749,173	87,018	836,191
Office expense		141,887	10,598	152,485	42,590	195,075
Depreciation and amortization		161,952	14,947	176,899	56,191	233,090
Other		265,538	2,197	267,735	8,440	276,175
Total Expenses		<u>\$ 10,181,885</u>	<u>\$ 765,834</u>	<u>\$ 10,947,719</u>	<u>\$ 3,018,517</u>	<u>\$ 13,966,236</u>

See notes to financial statements

Classical Charter Schools

Statement of Cash Flows Year Ended June 30, 2017

CASH FLOWS FROM OPERATING ACTIVITIES

Change in net assets	\$ 1,027,671
Adjustments to reconcile change in net assets to net cash from operating activities	
Depreciation and amortization	233,090
Unrealized gain on investments	(1,601)
Changes in operating assets and liabilities	
Grants and contracts receivable	(263,186)
Prepaid expenses and other current assets	(191,446)
Security deposits	212,272
Accounts payable and accrued expenses	78,655
Accrued payroll and payroll taxes	(85,173)
Refundable advances	416,364
Net Cash from Operating Activities	<u>1,426,646</u>

CASH FLOWS FROM INVESTING ACTIVITIES

Purchases of investments	(4,386,618)
Proceeds from sale of investments	5,525,138
Purchases of property and equipment	(1,601,091)
Restricted cash	<u>(75,266)</u>
Net Cash from Investing Activities	<u>(537,837)</u>

Net Change in Cash and Cash Equivalents 888,809

CASH AND CASH EQUIVALENTS

Beginning of year	<u>166,436</u>
End of year	<u>\$ 1,055,245</u>

See notes to financial statements

Classical Charter Schools

Notes to Financial Statements
June 30, 2017

1. School and Tax Status

Classical Charter Schools (the "School") is a New York State, not-for-profit educational corporation that operates charter Schools in the borough of Bronx, New York. The School's mission is to provide its students with a solid foundation for academic success, through achievement that exceeds citywide averages and meets or exceeds New York State standards and national norms in all curriculum areas tested, especially in mathematics and language arts. The accompanying financial statements include the following charter schools collectively forming the School:

South Bronx Classical Charter School I ("SBC I") – SBC I was granted a provisional charter on December 7, 2005, valid for a term of five years and renewable upon expiration by the Board of Regents of the New York State Education Department. SBC I obtained multiple renewals to its charter expiring on June 30, 2019.

South Bronx Classical Charter School II ("SBC II") – SBC II was granted a provisional charter on June 19, 2012, valid for a term of five years and renewable upon expiration by the Board of Regents of the New York State Education Department. SBC II will seek to obtain a renewal to its charter expiring on June 30, 2018.

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

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

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

The School provided education to approximately 917 students in grades kindergarten through eight during the 2016-2017 academic year.

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

Classical Charter Schools

Notes to Financial Statements
June 30, 2017

1. School and Tax Status *(continued)*

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

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

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

2. Summary of Significant Accounting Policies

Basis of Presentation and Use of Estimates

The accompanying financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America ("U.S. GAAP"), which requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Accordingly actual results could differ from those estimates.

Net Assets Presentation

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

Unrestricted - consist of resources available for the general support of the School's operations. Unrestricted net assets may be used at the discretion of the School's management and Board of Trustees. The Board of Trustees has designated \$300,000 as a facility fund to be available to meet future needs of the School.

Classical Charter Schools

Notes to Financial Statements
June 30, 2017

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

Net Assets Presentation (continued)

Temporarily Restricted - represent amounts restricted by donors for specific activities of the School or to be used at some future date. The School records contributions as temporarily restricted if they are received with donor stipulations that limit their use either through purpose or time restrictions. When a donor restriction expires, that is, when a time restriction ends or a purpose restriction is fulfilled, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions. However, when restrictions on donor-restricted contributions are met in the same accounting period in which they are received, such amounts are reported as unrestricted net assets.

Permanently Restricted - consist of net assets that are subject to donor imposed restrictions that require the School to maintain them permanently, including funds that are subject to restrictions of gift instruments requiring that the principal be invested in perpetuity and the income be used for specific or general purposes. Income and gains earned on endowment fund investments are available to be used in the unrestricted or temporarily restricted net asset classes based upon stipulations by the donors.

The School had no temporarily or permanently restricted net assets at June 30, 2017 and 2016.

Cash and Cash Equivalents

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

Fair Value Measurements

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

Investment Valuation

Investments are stated at fair value.

Classical Charter Schools

Notes to Financial Statements
June 30, 2017

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

Investment Income Recognition

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

Restricted Cash

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

Property and Equipment

The School follows the practice of capitalizing all expenditures for property and equipment with costs in excess of \$1,000 and a useful life in excess of one year. Leasehold improvements are amortized over the shorter of the term of the lease, inclusive of all renewal periods, which are reasonably assured, or the estimated useful life of the asset which is five years. Purchased property and equipment are recorded at cost at the date of acquisition. Minor costs of maintenance and repairs are expensed as incurred. All property and equipment purchased with government funding is capitalized, unless the government agency retains legal title to such assets, whereby such assets are expensed as incurred.

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

Property and equipment are reviewed for impairment if the use of the asset significantly changes or another indicator of possible impairment is identified. If the carrying amount for the asset is not recoverable, the asset is written down to the fair value. There were no asset impairments for the year ended June 30, 2017.

Revenue and Support

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

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

Classical Charter Schools

Notes to Financial Statements
June 30, 2017

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

Functional Expense Allocation

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

Accounting for Uncertainty in Income Taxes

The School recognizes the effect of income tax positions only if those positions are more likely than not to be sustained. Management has determined that the School had no uncertain tax positions that would require financial statement recognition or disclosure. All Forms 990 since inception by the School are subject to examination.

Subsequent Events Evaluation by Management

Management has evaluated subsequent events for disclosure and/or recognition in the financial statements through the date that the financial statements were available to be issued, which date is October 30, 2017.

3. Grants and Contracts Receivable

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

4. Fair Value of Investments

The School's investments as of June 30, 2017 consist of U.S. Treasury Bills in the amount of \$2,293,905 categorized as Level 1 in the fair value hierarchy.

The composition of investment return as reported in the statement of activities for the year ended June 30, 2017 is as follows:

Interest from investments	\$	15,927
Interest from other bank accounts		2,948
Net unrealized gain		<u>1,601</u>
	\$	<u>20,476</u>

Classical Charter Schools

Notes to Financial Statements
June 30, 2017

5. Property and Equipment

Property and equipment consists of the following at June 30, 2017:

Computers and equipment	\$ 663,509
Furniture and fixtures	389,034
Leasehold improvements	583,180
Construction in progress	1,336,868
Website	<u>49,875</u>
	3,022,466
Accumulated depreciation and amortization	<u>(1,032,276)</u>
	<u>\$ 1,990,190</u>

Construction in progress at June 30, 2017 is comprised of architect fees and other soft costs for the planning, development, and construction of SBC III's permanent facility.

6. Employee Benefit Plan

The School maintains a pension plan qualified under Internal Revenue Code 401(k) for the benefit of its eligible employees. Under the plan, the School provided matching contributions of 4% to the plan. The amount charged for matching contributions to this plan amounted to \$285,568 for the year ended June 30, 2017.

7. Concentration of Credit Risk

Financial instruments that potentially subject the School to concentrations of credit and market risk consist principally of cash and cash equivalents on deposit with financial institutions, which from time to time may exceed the Federal Deposit Insurance Corporation ("FDIC") limit. The School does not believe that a significant risk of loss due to the failure of a financial institution presently exists. As of June 30, 2017, approximately \$1,038,000 of cash was maintained with an institution in excess of FDIC limits.

8. Concentration of Revenue and Support

The School receives a substantial portion of its revenue and support from the New York City Department of Education. For the year ended June 30, 2017, the School received approximately 91% of total revenue and support from the New York City Department of Education. If the charter School laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

Classical Charter Schools

Notes to Financial Statements
June 30, 2017

9. Commitment

On June 29, 2015, SBC III entered into a lease agreement with 3490 Third Avenue Realty, LLC for the rental of temporary office/classroom space located in Bronx, New York. The lease term commenced on August 1, 2015 and expired on July 31, 2017. Under the terms of the lease, SBC III paid a security deposit in the amount of \$148,500. SBC III is responsible for utilities, custodial services, and maintenance. SBC III did not recognize rent expense on a straight-line basis due to the short term of this lease. Building and land rent/lease expense for the year ended June 30, 2017 was \$607,189. Future minimum lease payments under the preceding lease through July 31, 2017 totaled \$52,000. Upon expiration of this lease SBC III has paid rent on a monthly basis until they move into their permanent facility during November 2017.

On November 6, 2015, SBC III entered into a lease agreement with 3458 Third Avenue Realty LLC for the rental of permanent office/classroom space located in Bronx, New York. The lease term commences November 2017 and expires on July 31, 2037, with two options to extend the lease for an additional five years each. Under the terms of the lease, SBC III paid a security deposit in the amount of \$317,193 and prepaid rent in the amount of \$211,462. SBC III is responsible for real estate taxes, utilities, custodial services, and maintenance.

SBC IV entered into a lease agreement with Renaissance Youth Center for the rental of shared temporary office/classroom space located in Bronx, New York. The lease commenced on August 1, 2017 and expires on January 31, 2018. In addition, SBC IV pays a monthly license fee in an amount equal to twenty four dollars per square foot of shared space.

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

2018	\$	1,549,069
2019		1,580,050
2020		1,611,651
2021		1,643,884
2022		1,676,762
Thereafter		<u>27,876,885</u>
	\$	<u>35,938,301</u>

10. Contingency

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

Classical Charter Schools

Supplementary Information

June 30, 2017

Classical Charter Schools

Schedule of Financial Position by School
June 30, 2017

	<u>SBC I</u>	<u>SBC II</u>	<u>SBC III</u>	<u>SBC IV</u>	<u>Total</u>
ASSETS					
Current assets					
Cash and cash equivalents	\$ 997,822	\$ 49,814	\$ 7,609	\$ -	\$ 1,055,245
Investments	2,293,905	-	-	-	2,293,905
Grants and contracts receivable	299,804	180,097	420,074	81,082	981,057
Due from affiliates	1,384,942	796,363	(2,009,305)	(172,000)	-
Prepaid expenses and other current assets	<u>54,202</u>	<u>(7,599)</u>	<u>188,408</u>	<u>-</u>	<u>235,011</u>
Total Current Assets	5,030,675	1,018,675	(1,393,214)	(90,918)	4,565,218
Property and equipment, net	232,162	269,655	1,426,374	61,999	1,990,190
Restricted cash	73,139	75,154	75,057	25,007	248,357
Security deposits	<u>-</u>	<u>-</u>	<u>472,563</u>	<u>-</u>	<u>472,563</u>
	<u>\$ 5,335,976</u>	<u>\$ 1,363,484</u>	<u>\$ 580,780</u>	<u>\$ (3,912)</u>	<u>\$ 7,276,328</u>
LIABILITIES AND NET ASSETS					
Current Liabilities					
Accounts payable and accrued expenses	\$ 105,409	33,538	116,945	17,750	\$ 273,642
Accrued payroll and payroll taxes	501,519	-	-	-	501,519
Refundable advances	<u>(569,140)</u>	<u>977,818</u>	<u>12,321</u>	<u>-</u>	<u>420,999</u>
Total Current Liabilities	<u>37,788</u>	<u>1,011,356</u>	<u>129,266</u>	<u>17,750</u>	<u>1,196,160</u>
Net Assets, Unrestricted					
Undesignated	4,998,188	352,128	451,514	(21,662)	5,780,168
Board-designated	<u>300,000</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>300,000</u>
Total Net Assets, Unrestricted	<u>5,298,188</u>	<u>352,128</u>	<u>451,514</u>	<u>(21,662)</u>	<u>6,080,168</u>
	<u>\$ 5,335,976</u>	<u>\$ 1,363,484</u>	<u>\$ 580,780</u>	<u>\$ (3,912)</u>	<u>\$ 7,276,328</u>

Classical Charter Schools

Schedule of Activities by School
Year Ended June 30, 2017

	<u>SBC I</u>	<u>SBC II</u>	<u>SBC III</u>	<u>SBC IV</u>	<u>Total</u>
REVENUE AND SUPPORT					
State and local per pupil operating revenue	\$ 6,528,378	\$ 4,262,129	\$ 2,818,897	\$ -	\$ 13,609,404
Federal grants	235,193	124,357	407,843	138,932	906,325
E-Rate and IDEA	16,152	19,692	13,488	-	49,332
State and city grants	12,527	22,003	31,964	-	66,494
Contributions	317,075	7,333	10,083	-	334,491
Investment income	20,323	121	32	-	20,476
Other income	<u>2,337</u>	<u>1,624</u>	<u>3,424</u>	<u>-</u>	<u>7,385</u>
Total revenue and support	<u>7,131,985</u>	<u>4,437,259</u>	<u>3,285,731</u>	<u>138,932</u>	<u>14,993,907</u>
EXPENSES					
Program Services					
Regular education	5,005,086	3,124,548	2,005,098	47,153	10,181,885
Special education	<u>350,421</u>	<u>183,655</u>	<u>231,753</u>	<u>5</u>	<u>765,834</u>
Total Program Services	5,355,507	3,308,203	2,236,851	47,158	10,947,719
Supporting Services					
Management and general	<u>1,241,918</u>	<u>858,263</u>	<u>804,900</u>	<u>113,436</u>	<u>3,018,517</u>
Total Expenses	<u>6,597,425</u>	<u>4,166,466</u>	<u>3,041,751</u>	<u>160,594</u>	<u>13,966,236</u>
Change in Net Assets	534,560	270,793	243,980	(21,662)	1,027,671
NET ASSETS, UNRESTRICTED					
Beginning of year	<u>-</u>	<u>81,335</u>	<u>-</u>	<u>-</u>	<u>81,335</u>
Transfer of net assets pursuant to merger of related charter schools	<u>4,763,628</u>	<u>-</u>	<u>207,534</u>	<u>-</u>	<u>4,971,162</u>
End of year	<u>\$ 5,298,188</u>	<u>\$ 352,128</u>	<u>\$ 451,514</u>	<u>\$ (21,662)</u>	<u>\$ 6,080,168</u>

Classical Charter Schools

Uniform Guidance
Reports and Schedules

June 30, 2017

Classical Charter Schools

Schedule of Expenditures of Federal Awards
Year Ended June 30, 2017

Federal Grantor/Pass-through Grantor Program or Cluster Title	Federal CFDA Number	Pass-through Entity Identifying Number	Passed through to Subrecipients	Total Federal Expenditures
U.S. Department of Education				
Passed Through the New York State				
Education Department:				
Title I Grants to Local Educational Agencies	84.010	021-17-4361	\$ -	\$ 226,808
Title I Grants to Local Educational Agencies	84.010	021-17-5030	-	117,536
Title I Grants to Local Educational Agencies	84.010	021-17-5185	-	118,489
			<u>-</u>	<u>462,833</u>
Improving Teacher Quality State Grants	84.367	0147-17-4361	-	8,385
Improving Teacher Quality State Grants	84.367	0147-17-5030	-	6,821
Improving Teacher Quality State Grants	84.367	0147-17-5185	-	6,405
			<u>-</u>	<u>21,611</u>
Charter School Program	84.282A	0089-17-1219	-	282,949
Charter School Program	84.282A	0089-17-0119	-	138,932
			<u>-</u>	<u>421,881</u>
Total Expenditures of Federal Awards			<u>-</u>	<u>\$ 906,325</u>

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

Classical Charter Schools

Notes to Schedule of Expenditures of Federal Awards Year Ended June 30, 2017

1. Basis of Presentation

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal award activity of the School under programs of the federal government for the year ended June 30, 2017. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the School.

2. Summary of Significant Accounting Policies

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

3. Non-Monetary Assistance

Non-monetary assistance is reported in the Schedule based on the amount disbursed or received. The School received no non-monetary assistance for the year ended June 30, 2017.

4. Indirect Cost Rate

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

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

Independent Auditors' Report

**Board of Trustees
Classical Charter Schools**

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Classical Charter Schools (the "School"), which comprise the statement of financial position as of June 30, 2017, and the related statements of activities, functional expense and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 30, 2017.

Internal Control Over Financial Reporting

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

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

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

Compliance and Other Matters

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

Purpose of this Report

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

PKF O'Connor Davies, LLP

Harrison, New York
October 30, 2017



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

Independent Auditors' Report

Board of Trustees Classical Charter Schools

Report on Compliance for Each Major Federal Program

We have audited Classical Charter Schools (the "School") compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2017. The School's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

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

Auditors' Responsibility

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

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

Opinion on Each Major Federal Program

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2017.

Report on Internal Control over Compliance

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

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

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

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

PKF O'Connor Davies, LLP

Classical Charter Schools

Notes to Schedule of Expenditures of Federal Awards
Year Ended June 30, 2017

Section I - Summary of Auditors' Results

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with GAAP:

Unmodified

Internal control over financial reporting:

Material weakness(es) identified?

_____ yes X no

Significant deficiency(ies) identified?

_____ yes X none reported

Noncompliance material to the financial statements noted?

_____ yes X no

Federal Awards

Internal control over major federal programs:

Material weakness(es) identified?

_____ yes X no

Significant deficiency(ies) identified?

_____ yes X none reported

Type of auditors' report issued on compliance for major federal programs:

Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?

_____ yes X no

Identification of major federal programs:

CFDA Number(s)

84.010

Name of Federal Program or Cluster

Title I Grants to Local Educational Agencies

Dollar threshold used to distinguish between type A and type B programs:

\$750,000

Auditee qualified as low-risk auditee?

_____ yes X no

Section II - Financial Statement Findings

There were no current year findings.

Section III – Federal Award Findings and Questioned Costs

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

Section IV - Prior Years Findings

There were no prior year audit findings.



Annual Financial Statement Audit Report

School Name:	South Bronx Classical Charter School III
Date (Report is due Nov. 1):	November 1, 2017
School Fiscal Contact Name:	John Macapagal
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	PFK O'Connor Davies, LLP
School Audit Contact Name:	Gus Saliba
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]
Audit Period:	2016-17
Prior Year:	2015-16

The following items are required to be included:

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

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

Item	If not included, state the reason(s) below (if not applicable fill in N/A):
Management Letter	
Management Letter Response	
Form 990	
Federal Single Audit (A-133)	
Corrective Action Plan	

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

	<u>2017</u>	<u>2016</u>
CURRENT ASSETS		
Cash and cash equivalents	\$ 7,609	\$ 37,918
Grants and contracts receivable	420,074	398,205
Accounts receivables	-	-
Prepaid Expenses	188,408	2,902
Contributions and other receivables	-	-
Other current assets	-	-
TOTAL CURRENT ASSETS	616,091	439,025
NON-CURRENT ASSETS		
Property, Building and Equipment, net	\$ 1,426,374	\$ 149,515
Restricted Cash	75,057	25,030
Security Deposits	472,563	684,835
Other Non-Current Assets	-	-
TOTAL NON-CURRENT	1,973,994	859,380
TOTAL ASSETS	<u>2,590,085</u>	<u>1,298,405</u>
CURRENT LIABILITIES		
Accounts payable and accrued expenses	\$ 116,945	\$ 36,103
Accrued payroll, payroll taxes and benefits	-	78,302
Current Portion of Loan Payable	-	-
Due to Related Parties	2,009,305	975,800
Refundable Advances	12,321	666
Deferred Revenue	-	-
Other Current Liabilities	-	-
TOTAL CURRENT	2,138,571	1,090,871
LONG-TERM LIABILITIES		
Loan Payable; Due in More than One Year	\$ -	\$ -
Deferred Rent	-	-
Due to Related Party	-	-
Other Long-Term Liabilities	-	-
TOTAL LONG-TERM	-	-
TOTAL LIABILITIES	<u>2,138,571</u>	<u>1,090,871</u>
NET ASSETS		

Unrestricted	\$ 451,514	\$ 207,534
Temporarily restricted	-	-
Permanently restricted	-	-
TOTAL NET ASSETS	<u>451,514</u>	<u>207,534</u>
TOTAL LIABILITIES AND NET ASSETS	<u>2,590,085</u>	<u>1,298,405</u>

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

	2017			2016
	Unrestricted	Temporarily Restricted	Total	Total
OPERATING REVENUE				
State and Local Per Pupil Revenue - Reg. Ed	\$ 2,231,920	\$ -	\$ 2,231,920	\$ 1,919,395
State and Local Per Pupil Revenue - SPED	69,592	-	69,592	-
State and Local Per Pupil Facilities Revenue	449,257	-	449,257	358,809
Federal Grants	421,331	-	421,331	521,714
State and City Grants	100,092	-	100,092	304,738
Other Operating Income	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
TOTAL OPERATING REVENUE	3,272,192	-	3,272,192	3,104,656
EXPENSES				
Program Services				
Regular Education	\$ 2,005,098	\$ -	\$ 2,005,098	\$ 1,773,631
Special Education	231,753	-	231,753	438,150
Other Programs	-	-	-	-
Total Program Services	2,236,851	-	2,236,851	2,211,781
Management and general	804,900	-	804,900	703,174
Fundraising	-	-	-	-
TOTAL EXPENSES	3,041,751	-	3,041,751	2,914,955
SURPLUS / (DEFICIT) FROM OPERATIONS	230,441	-	230,441	189,701
SUPPORT AND OTHER REVENUE				
Interest and Other Income	\$ 32	\$ -	\$ 32	\$ 3,633
Contributions and Grants	10,083	-	10,083	14,200
Fundraising Support	-	-	-	-
Investments	-	-	-	-
Donated Services	-	-	-	-
Other Support and Revenue	3,424	-	3,424	-
TOTAL SUPPORT AND OTHER REVENUE	13,539	-	13,539	17,833
Net Assets Released from Restrictions / Loss on Disposal	\$ -	\$ -	\$ -	\$ -
CHANGE IN NET ASSETS	243,980	-	243,980	207,534
NET ASSETS - BEGINNING OF YEAR	\$ 207,534	\$ -	\$ 207,534	\$ -
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-

NET ASSETS - END OF YEAR

\$ 451,514 \$ - \$ 451,514 \$ 207,534

**South Bronx Classical Charter School III
Statement of Cash Flows**

as of June 30

	<u>2017</u>	<u>2016</u>
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ 243,980	\$ 207,534
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	115,442	28,804
Grants Receivable	(21,869)	(398,205)
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	(185,506)	(2,902)
Accounts Payable	80,842	36,103
Accrued Expenses	-	-
Accrued Liabilities	(78,302)	78,302
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	1,263
Deferred Revenue	11,655	666
Interest payments	-	-
Security Deposits	212,272	(684,835)
Due to Related Parties	1,033,505	975,800
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ 1,412,019	\$ 242,530
CASH FLOWS - INVESTING ACTIVITIES	\$	\$
Purchase of equipment	(1,392,301)	(179,582)
Other	(50,027)	(25,030)
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ (1,442,328)	\$ (204,612)
CASH FLOWS - FINANCING ACTIVITIES	\$	\$
Principal payments on long-term debt	-	-
Restricted Cash	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ -	\$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ (30,309)	\$ 37,918
Cash at beginning of year	37,918	-
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 7,609	\$ 37,918

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

		2017						
		Program Services				Supporting Services		
	No. of Positions	Regular	Special	Other	Total	Fundraising	Management	Total
		Education	Education	Education		and General		
		\$	\$	\$	\$	\$	\$	\$
Personnel Services Costs								
Administrative Staff Personnel	-	168,090	-	-	168,090	-	355,247	355,247
Instructional Personnel	-	789,165	118,489	-	907,654	-	-	-
Non-Instructional Personnel	-	-	-	-	-	-	49,189	49,189
Total Salaries and Staff	-	957,255	118,489	-	1,075,744	-	404,436	404,436
Fringe Benefits & Payroll Taxes		195,041	24,142	-	219,183	-	82,404	82,404
Retirement		31,727	3,927	-	35,654	-	13,405	13,405
Management Company Fees		-	-	-	-	-	-	-
Legal Service		-	-	-	-	-	3,271	3,271
Accounting / Audit Services		-	-	-	-	-	26,500	26,500
Other Purchased / Professional / Consulting Services		70,708	-	-	70,708	-	9,794	9,794
Building and Land Rent / Lease		391,192	48,422	-	439,614	-	165,277	165,277
Repairs & Maintenance		29,469	3,648	-	33,117	-	12,451	12,451
Insurance		16,065	1,988	-	18,053	-	6,787	6,787
Utilities		24,677	3,054	-	27,731	-	10,426	10,426
Supplies / Materials		46,044	5,570	-	51,614	-	-	-
Equipment / Furnishings		826	102	-	928	-	349	349
Staff Development		7,365	-	-	7,365	-	-	-
Marketing / Recruitment		21,849	2,705	-	24,554	-	9,231	9,231
Technology		13,646	1,689	-	15,335	-	5,765	5,765
Food Service		2,929	354	-	3,283	-	-	-
Student Services		43,111	5,299	-	48,410	-	12,593	12,593
Office Expense		18,546	2,293	-	20,839	-	7,836	7,836
Depreciation		74,658	9,241	-	83,899	-	31,543	31,543
OTHER		59,990	830	-	60,820	-	2,832	2,832
Total Expenses		\$ 2,005,098	\$ 231,753	\$ -	\$ 2,236,851	\$ -	\$ 804,900	\$ 804,900

		2016	
Total			
\$		\$	
	523,337		369,861
	907,654		867,521
	49,189		10,992
	1,480,180		1,248,374
	301,587		249,628
	49,059		33,934
	-		-
	3,271		19,309
	26,500		22,500
	80,502		304,564
	604,891		544,500
	45,568		39,900
	24,840		23,792
	38,157		39,289
	51,614		117,185
	1,277		4,812
	7,365		54,060
	33,785		41,376
	21,100		9,203
	3,283		7,925
	61,003		51,125
	28,675		61,879
	115,442		28,804
	63,652		12,795
\$	<u>3,041,751</u>	\$	<u>2,914,954</u>



Entry 6d Additional Financial Docs

Last updated: 11/01/2017

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

1. Management Letter

<https://nysed-cso-reports.fluidreview.com/resp/12020167/8mMlunnVv3/>

Explanation for not uploading the Management Letter. (No response)

2. Form 990

<https://nysed-cso-reports.fluidreview.com/resp/12020167/FINDqRIBTE/>

Explanation for not uploading the Form 990. (No response)

3. Federal Single Audit

Note: A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to OMB Uniform Guidelines for the federal filing requirements.

(No response)

Explanation for not uploading the Federal Single Audit. (No response)

4. CSP Agreed Upon Procedure Report

(No response)

Explanation for not uploading the procedure report. (No response)

5. Evidence of Required Escrow Account

<https://nysed-cso-reports.fluidreview.com/resp/12020167/pN6H0Nalce/>

Explanation for not uploading the Escrow evidence. (No response)

6. Corrective Action Plan

A **Corrective Action Plan** for Audit Findings and Management Letter Recommendations, which must include:

- a. The person responsible
- b. The date action was taken, or will be taken
- c. Description of the action taken
- d. Evidence of implementation (if available)

(No response)

Explanation for not uploading the Corrective Action Plan. (No response)



Entry 5d Financial Services Contact Information

Last updated: 11/01/2017

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

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	John Macapagal	[REDACTED]	[REDACTED]

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Gus Saliba	[REDACTED]	[REDACTED]	1

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

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years with Firm
	Charter School Business Management					

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 III

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	5,017,438	246,069	-	-	-	5,263,507
Total Expenses	4,022,875	217,799	-	-	545,389	4,786,063
Net Income	994,563	28,270	-	-	(545,389)	477,444
Actual Student Enrollment	270	11				-
Total Paid Student Enrollment	260	11				271

REGULAR EDUCATION	PROGRAM SERVICES SPECIAL EDUCATION	OTHER	SUPPORT SERVICES FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
----------------------	--	-------	---------------------------------	-------------------------	-------

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

CY Per Pupil Rate

District of Location 7

\$14,027.00

- School District 2 (Enter Name)
- School District 3 (Enter Name)
- School District 4 (Enter Name)
- School District 5 (Enter Name)

3,855,020	-	-	-	-	3,855,020
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
3,855,020	-	-	-	-	3,855,020

Special Education Revenue

-	114,290	-	-	-	114,290
---	---------	---	---	---	---------

Grants

Stimulus

Other

Other State Revenue

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

TOTAL REVENUE FROM STATE SOURCES

3,855,020	114,290	-	-	-	3,969,310
-----------	---------	---	---	---	-----------

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs

-	2,000	-	-	-	2,000
---	-------	---	---	---	-------

Title I

-	129,779	-	-	-	129,779
---	---------	---	---	---	---------

Title Funding - Other

5,912	-	-	-	-	5,912
-------	---	---	---	---	-------

School Food Service (Free Lunch)

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

Grants

Charter School Program (CSP) Planning & Implementation

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

Other

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

Other Federal Revenue

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

TOTAL REVENUE FROM FEDERAL SOURCES

5,912	131,779	-	-	-	137,691
-------	---------	---	---	---	---------

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

1,156,506	-	-	-	-	1,156,506
-----------	---	---	---	---	-----------

TOTAL REVENUE FROM LOCAL and OTHER SOURCES

1,156,506	-	-	-	-	1,156,506
-----------	---	---	---	---	-----------

TOTAL REVENUE

5,017,438	246,069	-	-	-	5,263,507
-----------	---------	---	---	---	-----------

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

No. of Positions

Executive Management

1.33

93,975	-	-	-	93,975	187,950
--------	---	---	---	--------	---------

Instructional Management

2.33

171,413	-	-	-	-	171,413
---------	---	---	---	---	---------

Deans, Directors & Coordinators

1.00

88,200	-	-	-	-	88,200
--------	---	---	---	---	--------

CFO / Director of Finance

1.32

-	-	-	-	103,188	103,188
---	---	---	---	---------	---------

Operation / Business Manager	3.33	-	-	-	-	247,601	247,601
Administrative Staff	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	9	353,588	-	-	-	444,764	798,352
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	34.00	1,297,261	-	-	-	-	1,297,261
Teachers - SPED	5.00	-	175,000	-	-	-	175,000
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	5.00	177,300	-	-	-	-	177,300
Specialty Teachers	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-
Other	-	57,730	-	-	-	-	57,730
TOTAL INSTRUCTIONAL	44	1,532,291	175,000	-	-	-	1,707,291
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	53	1,885,879	175,000	-	-	444,764	2,505,643
PAYROLL TAXES AND BENEFITS							
Payroll Taxes	-	295,666	-	-	-	-	295,666
Fringe / Employee Benefits	-	169,954	-	-	-	-	169,954
Retirement / Pension	-	60,000	-	-	-	-	60,000
TOTAL PAYROLL TAXES AND BENEFITS	-	525,620	-	-	-	-	525,620
TOTAL PERSONNEL SERVICE COSTS	-	2,411,499	175,000	-	-	444,764	3,031,263
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	-	-	-	-	-	-	-
Titlment 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	-	27,000.00	3,000.00	-	-	-	30,000
Special Ed Supplies & Materials	-	-	1,000	-	-	-	1,000
Textbooks / Workbooks	-	21,600	2,400.00	-	-	-	24,000
Supplies & Materials other	-	11,038	1,226	-	-	-	12,264
Equipment / Furniture	-	45,000	5,000.00	-	-	-	50,000
Telephone	-	1,350	150	-	-	-	1,500
Technology	-	33,750	3,750.00	-	-	-	37,500
Student Testing & Assessment	-	-	-	-	-	-	-
Field Trips	-	4,500	500.00	-	-	-	5,000
Transportation (student)	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-
Office Expense	-	40,590	4,510.00	-	-	-	45,100
Staff Development	-	9,450	1,050.00	-	-	-	10,500
Staff Recruitment	-	139,950	15,550.00	-	-	-	155,500
Student Recruitment / Marketing	-	1,350	150.00	-	-	-	1,500
School Meals / Lunch	-	7,200	800.00	-	-	-	8,000
Travel (Staff)	-	12,411	1,379.00	-	-	-	13,790
Fundraising	-	-	-	-	-	-	-
Other	-	21,000	2,333.30	-	-	-	23,333
TOTAL SCHOOL OPERATIONS	-	376,188	42,799	-	-	-	418,987

FACILITY OPERATION & MAINTENANCE

Insurance			-	-	4,625	4,625
Janitorial	31,000		-	-	-	31,000
Building and Land Rent / Lease	1,031,088		-	-	-	1,031,088
Repairs & Maintenance	7,100		-	-	-	7,100
Equipment / Furniture	96,500		-	-	-	96,500
Security	500		-	-	-	500
Utilities	4,000		-	-	-	4,000
TOTAL FACILITY OPERATION & MAINTENANCE	1,170,188	-	-	-	4,625	1,174,813

DEPRECIATION & AMORTIZATION

	65,000		-	-		65,000
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-

TOTAL EXPENSES

	4,022,875	217,799	-	-	545,389	4,786,063
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NET INCOME

	994,563	28,270	-	-	(545,389)	477,444
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ENROLLMENT - *School Districts Are Linked To Above Entries*

	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED
District of Location 7	260	11	271
School District 2 (Enter Name)			-
School District 3 (Enter Name)			-
School District 4 (Enter Name)			-
School District 5 (Enter Name)			-
TOTAL ENROLLMENT	260	11	271

REVENUE PER PUPIL

	19,298	22,370	-
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EXPENSES PER PUPIL

	15,473	19,800	-
--	--------	--------	---

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

Lease Stipend Funding

List exact titles and staff FTE's (Full time equivalent)

1 SD, .33 ED - .66 allocated to SBC II & III

Includes .33 DCI & 2 ICs

Includes 1 Dean

Includes 1 Director of Business, 1 Director of Talent, 1 Talent Associate, and 1 IT

Manager - Salary is allocated to SBC I, II, III

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 No

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

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

Yes No

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

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

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
NONE	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
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="text-align: center; font-size: 2em;">NONE</p>				

C. Stephen Baldwin
Signature

6 July 2017
Date

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

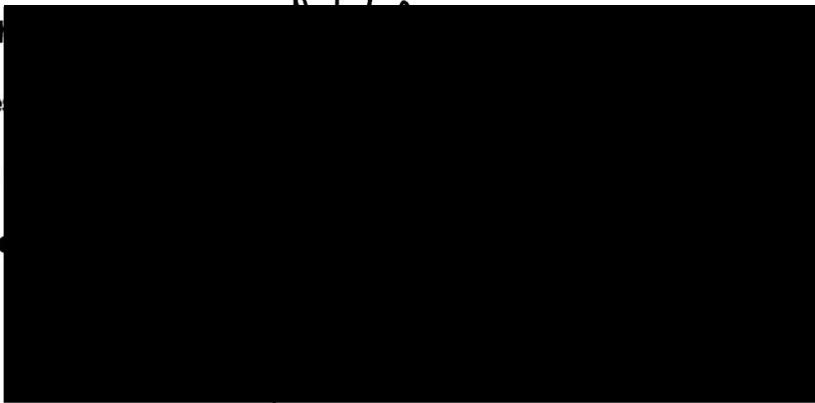
Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____



**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 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

<i>Please write "None" if applicable. Do not leave this space blank.</i>	None		
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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
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
None				

Signature J. Kevin Murphy Date 7/1/2017

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

Business Telephone: _____

Business Address:

E-mail Address:

Home Telephone:

Home Address:



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 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 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

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. <i>None</i>		
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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.				
		<i>None</i>		

[Handwritten Signature] _____ *7/6/17*
 Signature Date

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

Business Telephone
Business Address
E-mail Address
Home Telephone
Home Address

**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 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.

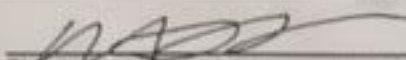
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the 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				

 _____ Date _____

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

Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____



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 Helenate

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 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. 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



Entry 9 BOT Table

Last updated: 07/05/2017

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

1. Current Board Member Information

	Trustee Name	Email Addresses	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 2nd term, 2 years (elected May 15, 2016, expiration May 16, 2018)	11
2	Katherine Heleniak	[REDACTED]	Vice Chair/ Vice President	Executive, Education, Development	Yes	Education	Serving 2nd term, 2 years (elected May 15, 2016, expiration May	9

							16, 2018)	
3	Kevin Murphy		Secretary	Executive, Education, Finance	Yes	Education, Finance	Serving 2nd term, 2 years (elected May 15, 2016, expiration May 16, 2018)	11
4	William Higgins		Treasurer	Executive, Finance, Real Estate	Yes	Real Estate	Serving 2nd term, 2 years (elected May 15, 2016, expiration May 16, 2018)	11
5	Larry Hirsch		Trustee/Member	Real Estate, Development	Yes	Real Estate	Serving 2nd term, 2 years (elected May 15, 2016, expiration May 16, 2018)	7
							Serving 2nd term, 2 years	

6	Louisa Childs		Trustee/Member	Development	Yes	Law	(elected May 15, 2016, expiration May 16, 2018)	10
7	James Maher		Trustee/Member	Real Estate, Development	Yes	Real Estate	Serving 2nd term, 2 years (elected May 15, 2016, expiration May 16, 2018)	9
8	Ingrid Bateman		Trustee/Member	Development, Education	Yes	Education	Serving 2nd term, 2 years (elected May 15, 2016, expiration May 16, 2018)	11
9	Allison Fisch		Trustee/Member	Development, Finance	Yes	Finance	Serving 1st term (elected August 2015, expiration August 2017)	7
10								

11								
12								
13								
14								
15								
16								
17								
18								
19								
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

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 (No response)
Monthly Board Meeting Minutes
which are posted on the School's
web page.

OR

B. Upload All Monthly Board Meeting Minutes

Combine into one .PDF file

<https://nysed-cso-reports.fluidreview.com/resp/10745593/wNFCVDEEJA/>



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 III ("SBCCS III") consistently attracts scholars from its home district (9), with little recruitment effort. SBCCS III consistently enjoys a long student waitlist and has had continued to serve a population that is at least 90% economically disadvantaged.	SBCCS III 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 III 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 III 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 III's enrollment of English Language Learners remained a consistent 12% in 2015-2016 and 2016-2017 so we will continue to implement successful strategies to recruit this population of scholars.

	<p>In addition to this, SBCCS III 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.</p>	
<p>Students with Disabilities</p>	<p>To recruit students with disabilities, SBCCS III engages in an aggressive student recruitment plan, which includes:</p> <ol style="list-style-type: none"> 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 III information sessions 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 III 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 III, 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. 	<p>SBCCS III will continue to implement successful strategies in 2017-2018.</p>

Retention Efforts Toward Meeting Targets

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

English Language Learners, and Students with Disabilities) is important. At SBCCS III, 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 III 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 III will have a Director of Special Services, and an expanded Special Services team, which we believe will better support the needs of our scholars.

Economically Disadvantaged

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



Entry 12 Classroom Teacher and Administrator Attrition

Last updated: 07/05/2017

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
	18	6	6	2	12

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
	3	1	1	0	3

Thank you



Entry 13 Uncertified Teachers

Created: 07/05/2017 • Last updated: 07/23/2017

**FTE Count of All Teachers 13
(Certified and Uncertified) as of
June 30, 2017**

**FTE Count of All Certified 11
Teachers as of June 30, 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.

FTE count of uncertified teachers on June 30, 2017, and each uncertified teacher should be counted only once.

1. Total FTE count of uncertified teachers (6-30-17)	2
2. FTE count of uncertified teachers 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

Board of Trustees



Executive Director



School Director



Teachers

Instructional Support

Instructional Coach →

Special Education Coordinator →

Dean of Students →

Operations and Business Support

← Business Manager

← Operations Manager



Operations Assistants

Bus Escorts

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



Entry 1 School Information and Cover Page

Last updated: 07/13/2018

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, 2018**) or you may not be assigned the correct tasks.

a. SCHOOL NAME SOUTH BRONX CLASSICAL CS III (REGENTS)

(Select name from the drop down menu)

b. CHARTER AUTHORIZER (As of June 30th, 2018) Regents-Authorized Charter School

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

c. DISTRICT / CSD OF LOCATION NYC CSD 9

d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	3458 3rd Avenue Bronx, NY 10456			

d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Rebecca Geary
Title	School Director
Emergency Phone Number (###-###-####)	

e. SCHOOL WEB ADDRESS (URL) <http://classicalcharterschools.org/>

f. DATE OF INITIAL CHARTER 07/2014

g. DATE FIRST OPENED FOR INSTRUCTION 08/2015

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

Variable 1	Classical Framework: We strongly believe that our school model best meets the needs of all students in our target population. The key components of a classical education in the early years focus on a core curriculum, the development of strong literacy and numeracy skills, knowledge, and understanding of elementary facts, with less emphasis on “higher level” thinking, until later grades. In all grades, our scholars develop core knowledge in the basic subjects of reading, writing, math, science, and history. Subjects are taught directly and sequentially, as clearly elucidated in the Common Core State Standards, so scholars can master skills and content each step of the way. Within this classical framework, SBCCS III provides an educational program firmly based on two principles: <ul style="list-style-type: none">• 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 III 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

	<p>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.</p> <p>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.</p>
Variable 3	<p>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 III 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.</p> <p>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.</p>
Variable 4	<p>Structured Environment: Within a disciplined environment, teachers can teach, and all scholars can learn. SBCCS III 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.</p>
Variable 5	<p>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</p>

	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, 2018 287

j. GRADES SERVED IN SCHOOL YEAR 2017-18

Check all that apply

Grades Served	K, 1, 2, 3
---------------	------------

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.
--	--------------------

12. 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 (K-5, 6-9, etc.)	Receives Rental Assistance	Rental Assistance for Which Grades (write N/A if applicable)
Site 1 (same as primary site)	3458 Third Avenue Bronx, New York 10456		NYC CSD 9	K-4	Yes	K-4
Site 2						
Site 3						

12a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader				
Operational Leader				
Compliance Contact				
Complaint Contact				
DASA Coordinator				

m1. Are any sites in co-located space? If yes, please proceed to the next question. No

IF LOCATED IN PRIVATE SPACE IN NYC OR DISTRICTS OUTSIDE NYC

m3. Upload a current Certificate of Occupancy (COO) for each school site that is located in private space in NYC or located outside of NYC. Except for schools in district space (co-location space), school must provide a copy of the annual fire inspection report.

Site 1 Certificate of Occupancy (COO)

(No response)

Site 1 Fire Inspection Report

(No response)

Site 2 Certificate of Occupancy

(No response)

Site 2 Fire Inspection Report

(No response)

Site 3 Certificate of Occupancy

(No response)

Site 3 Fire Inspection Report

(No response)

n1. Were there any revisions to the school's charter during the 2017-18 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 (Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES if you agree and then use the mouse on your PC or the stylist on your mobile device to sign your name).**

Yes

Signature, Head of Charter School

Handwritten signature of R. Gearty in black ink.

Signature, President of the Board of Trustees

Handwritten signature of Stephen Baldwin in black ink.

Date

2018/07/13

Thank you.



Entry 2 NYS School Report Card Link

Last updated: 07/13/2018

SOUTH BRONX CLASSICAL CS III (REGENTS)

1. CHARTER AUTHORIZER (As of June 30th, 2018) REGENTS-Authorized Charter School

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

2. NEW YORK STATE REPORT CARD <https://data.nysed.gov/profile.php?instid=800000084246>

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

Created: 07/13/2018 • Last updated: 07/26/2018

PROGRESS TOWARD CHARTER GOALS

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

1. ACADEMIC STUDENT PERFORMANCE GOALS

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

2017-18 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
Academic Goal 1	Scholars will demonstrate proficiency in reading.	(a) 80% of all scholars who have been enrolled at SBCCS III 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 III average score on the NYS ELA exam will exceed the average score of its home district and of the City as a whole, for each grade.		2018 NYS Assessment data has not yet been released.
		(a) 80% of all scholars who have been enrolled at SBCCS III for 2 full academic years or more will score at Level 3		

Academic Goal 2	Scholars will demonstrate proficiency in mathematics.	<p>or higher on the State Mathematics Test.</p> <p>(b) the SBCCS III 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.</p> <p>(c) beginning in grade 2, each cohort of SBCCS III scholars will improve their math scores by an average of 3 percentiles per year, as measured by the TerraNova or State Test.</p>		2018 NYS Assessment data has not yet been released.
Academic Goal 3	Scholars will demonstrate proficiency in science.	<p>(a) 60% of all fourth grade scholars who have been enrolled at SBCCS III for 2 full academic years or more will score at Level 3 or higher on the State Science Test.</p> <p>(b) 60% of all eighth grade scholars who have been enrolled at SBCCS III for 2 full academic years or more will score at Level 3 or higher on the State Science Test.</p>		2018 NYS Assessment data has not yet been released.
Academic Goal 4				
Academic Goal				

5				
Academ ic Goal 6				
Academ ic Goal 7				
Academ ic Goal 8				

2. Do we have more academic goals to add? No

3. Do we have more academic goals to add? No

4. ORGANIZATIONAL GOALS

2017-18 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 III will demonstrate strong annual attendance and enrollment.	<p>(a) The average daily attendance rate will meet or exceed 95% each year.</p> <p>(b) the SBCCS III waiting list will exceed 1.5 applications per available seat.</p> <p>(c) SBCCS III will retain its scholars at an annual rate of 90% or more during the term of</p>	Met	<p>(a) SBCCS III's average daily attendance was 96% in 2017-2018.</p> <p>(b) This goal was met. SBCCS III received 819 Kindergarten student applications for 60 available seats. SBCCS' waiting list for Kindergarten included students, which far exceeds the 1.5 ratio.</p> <p>(c) SBCCS III retained 90% of its</p>

		its charter.		scholars in 2016-2017. We do not yet have retention data for 2017-2018. This goal was not met.
Org Goal 2	SBCCS III will provide scholars with a safe learning environment with strong communication on scholar achievement between home and school.	(a) 85% of SBCCS parents through the NYC Department of Education's Learning Environment Survey will consider SBCCS III a "safe" school. (b) 85% of SBCCS parents through the NYC Department of Education's Learning Environment Survey will indicate strong communication between school and home regarding scholar achievement.		The NYC DOE Learning Environment Survey has not yet been released.
Org Goal 3				
Org Goal 4				
Org Goal 5				

5. Do you have more organizational goals to add?

No

6. FINANCIAL GOALS

2017-18 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 III will demonstrate fiduciary responsibility in managing public and private resources.	<p>(a) SBCCS III will use Generally Accepted Accounting Practices (GAAP) independently verified through an annual external audit.</p> <p>(b) SBCCS III will produce financial reports demonstrating fiscal transparency and sound financial standing.</p>		SBCCS III 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 2017-2018 financial audit will occur in September 2018.
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				



Entry 4 Expenditures per Child

Last updated: 07/13/2018

SOUTH BRONX CLASSICAL CS III (REGENTS)Section Heading

Financial Information

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

1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2017-18 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	4429170
Line 2: Year End FTE student enrollment	287
Line 3: Divide Line 1 by Line 2	15432

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 2017-18 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)	368839
Line 2: Management and General Cost (Column)	415369
Line 3: Sum of Line 1 and Line 2	784208
Line 5: Divide Line 3 by the Year End FTE student enrollment	2732

Thank you.

Classical Charter Schools

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

June 30, 2018 and 2017

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

June 30, 2018 and 2017

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Independent Auditors' Report

Board of Trustees
Classical Charter Schools

Report on the Financial Statements

We have audited the accompanying financial statements of Classical Charter Schools (the "School"), which comprise the statements of financial position as of June 30, 2018 and 2017, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2018 and 2017, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the School's 2017 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 30, 2017. In our opinion, the summarized comparative statement of functional expenses presented herein for the year ended June 30, 2017 is consistent, in all material respects, with the audited financial statements from which it was derived.

Other Matters

Report on Supplementary Information

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of activities by school for the year ended June 30, 2018 on page 16 is presented for purposes of additional analysis and is not a required part of the financial statements. The accompanying schedule of expenditures of federal awards on page 17 as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 17, 2018 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

PKF O'Connor Davies, LLP

Classical Charter Schools

Statements of Financial Position

	June 30,	
	2018	2017
ASSETS		
Current Assets		
Cash and cash equivalents	\$ 2,055,672	\$ 1,055,245
Investments	2,340,446	2,293,905
Grants and contracts receivable	1,728,157	981,057
Prepaid expenses and other current assets	333,120	235,011
Total Current Assets	6,457,395	4,565,218
Property and equipment, net	2,239,340	1,990,190
Restricted cash	249,353	248,357
Security deposits	530,963	472,563
	\$ 9,477,051	\$ 7,276,328
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable and accrued expenses	\$ 539,938	\$ 273,642
Accrued payroll and payroll taxes	631,104	501,519
Refundable advances	15,000	420,999
Total Liabilities	1,186,042	1,196,160
Net Assets, Unrestricted		
Undesignated	7,991,009	5,780,168
Board-designated	300,000	300,000
Total Net Assets, Unrestricted	8,291,009	6,080,168
	\$ 9,477,051	\$ 7,276,328

See notes to financial statements

Classical Charter Schools

Statements of Activities

	Year Ended June 30,	
	2018	2017
REVENUE AND SUPPORT		
State and local per pupil operating revenue	\$ 18,811,820	\$ 13,609,404
Federal grants	1,467,189	906,325
Federal E-Rate and IDEA	146,276	49,332
State and city grants	248,303	66,494
Contributions and grants	1,401,968	334,491
Investment income	30,804	20,476
Other income	17,600	7,385
Total Revenue and Support	22,123,960	14,993,907
EXPENSES		
Program Services		
Regular education	14,151,897	10,181,885
Special education	1,212,902	765,834
Total Program Services	15,364,799	10,947,719
Supporting Services		
Management and general	4,548,320	3,018,517
Total Expenses	19,913,119	13,966,236
Change in Net Assets	2,210,841	1,027,671
NET ASSETS, UNRESTRICTED		
Beginning of year	6,080,168	81,335
Transfer of net assets pursuant to merger of related charter schools	-	4,971,162
End of year	\$ 8,291,009	\$ 6,080,168

See notes to financial statements

Classical Charter Schools

Statement of Functional Expenses

Year Ended June 30, 2018

(with summarized totals for the year ended June 30, 2017)

	No. of Positions	2018			Management and General	Total	2017	
		Program Services					Total	Total
		Regular Education	Special Education	Total				
Personnel Services Costs								
Administrative staff personnel	52	\$ 1,128,369	\$ -	\$ 1,128,369	\$ 2,608,366	\$ 3,736,735	\$ 2,692,316	
Instructional personnel	154	7,134,655	749,103	7,883,758	-	7,883,758	5,838,509	
Non-instructional personnel	18	-	-	-	257,300	257,300	187,178	
Total Salaries and Staff	224	8,263,024	749,103	9,012,127	2,865,666	11,877,793	8,718,003	
Fringe benefits and payroll taxes		1,616,788	146,456	1,763,244	559,329	2,322,573	1,677,006	
Retirement		273,541	24,832	298,373	94,234	392,607	285,568	
Legal services		-	-	-	58,690	58,690	6,232	
Accounting/Audit services		-	-	-	80,251	80,251	85,750	
Other purchased/Professional/Consulting services		442,805	-	442,805	61,425	504,230	314,793	
Building and land rent/Lease		830,841	56,050	886,891	304,088	1,190,979	607,189	
Repairs and maintenance		112,114	9,661	121,775	42,130	163,905	50,589	
Insurance		88,996	8,067	97,063	32,849	129,912	98,331	
Utilities		34,828	2,156	36,984	12,110	49,094	38,308	
Supplies/Materials		198,397	22,979	221,376	-	221,376	208,827	
Equipment/Furnishing		113,040	9,237	122,277	40,027	162,304	17,087	
Staff development		47,091	-	47,091	-	47,091	44,925	
Marketing/Recruitment		124,290	11,597	135,887	45,094	180,981	139,049	
Technology		126,698	11,508	138,206	43,304	181,510	100,335	
Food services		307,006	35,557	342,563	-	342,563	33,713	
Student services		784,645	81,831	866,476	135,795	1,002,271	836,191	
Office expense		202,830	18,393	221,223	72,137	293,360	195,075	
Depreciation and amortization		186,479	17,113	203,592	63,957	267,549	233,090	
Other		398,484	8,362	406,846	37,234	444,080	276,175	
Total Expenses		<u>\$ 14,151,897</u>	<u>\$ 1,212,902</u>	<u>\$ 15,364,799</u>	<u>\$ 4,548,320</u>	<u>\$ 19,913,119</u>	<u>\$ 13,966,236</u>	

See notes to financial statements

Classical Charter Schools

Statements of Cash Flows

	Year Ended June 30,	
	2018	2017
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	\$ 2,210,841	\$ 1,027,671
Adjustments to reconcile change in net assets to net cash from operating activities		
Depreciation and amortization	267,549	233,090
Unrealized loss (gain) on investments	3,701	(1,601)
Loss on disposal of fixed assets	54,290	-
Changes in operating assets and liabilities		
Grants and contracts receivable	(747,100)	(263,186)
Prepaid expenses and other current assets	(98,109)	(191,446)
Security deposits	(58,400)	212,272
Accounts payable and accrued expenses	266,296	78,655
Accrued payroll and payroll taxes	129,585	(85,173)
Refundable advances	(405,999)	416,364
Net Cash from Operating Activities	1,622,654	1,426,646
 CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of investments	(3,652,264)	(4,386,618)
Proceeds from sale of investments	3,602,022	5,525,138
Purchases of property and equipment	(570,989)	(1,601,091)
Restricted cash	(996)	(75,266)
Net Cash from Investing Activities	(622,227)	(537,837)
 Net Change in Cash and Cash Equivalents	1,000,427	888,809
 CASH AND CASH EQUIVALENTS		
Beginning of year	1,055,245	166,436
End of year	\$ 2,055,672	\$ 1,055,245

See notes to financial statements

Classical Charter Schools

Notes to Financial Statements
June 30, 2018 and 2017

1. Organization and Tax Status

Classical Charter Schools (the "School") is a New York State, not-for-profit educational corporation that operates charter schools in the borough of Bronx, New York. The School's mission is to provide its students with a solid foundation for academic success, through achievement that exceeds citywide averages and meets or exceeds New York State standards and national norms in all curriculum areas tested, especially in mathematics and language arts. The accompanying financial statements include the following charter schools collectively forming the School:

South Bronx Classical Charter School I ("SBC I") – SBC I was granted a provisional charter on December 7, 2005, valid for a term of five years and renewable upon expiration by the Board of Regents of the New York State Education Department. SBC I obtained multiple renewals to its charter expiring on June 30, 2019.

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

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

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

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

The School provided education to approximately 1175 students in grades kindergarten through eighth grade during the 2017-2018 academic year.

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

Classical Charter Schools

Notes to Financial Statements
June 30, 2018 and 2017

1. Organization and Tax Status (*continued*)

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

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

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

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

2. Summary of Significant Accounting Policies

Basis of Presentation and Use of Estimates

The accompanying financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America ("U.S. GAAP"), which requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Accordingly actual results could differ from those estimates.

Net Assets Presentation

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

Unrestricted - consist of resources available for the general support of the School's operations. Unrestricted net assets may be used at the discretion of the School's management and Board of Trustees. The Board of Trustees has designated \$300,000 as a facility fund to be available to meet future needs of the School.

Classical Charter Schools

Notes to Financial Statements
June 30, 2018 and 2017

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

Net Assets Presentation (continued)

Temporarily Restricted - represent amounts restricted by donors for specific activities of the School or to be used at some future date. The School records contributions as temporarily restricted if they are received with donor stipulations that limit their use either through purpose or time restrictions. When a donor restriction expires, that is, when a time restriction ends or a purpose restriction is fulfilled, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statements of activities as net assets released from restrictions. However, when restrictions on donor-restricted contributions are met in the same accounting period in which they are received, such amounts are reported as unrestricted net assets.

Permanently Restricted - consist of net assets that are subject to donor imposed restrictions that require the School to maintain them permanently, including funds that are subject to restrictions of gift instruments requiring that the principal be invested in perpetuity and the income be used for specific or general purposes. Income and gains earned on endowment fund investments are available to be used in the unrestricted or temporarily restricted net asset classes based upon stipulations by the donors.

The School had no temporarily or permanently restricted net assets at June 30, 2018 and 2017.

Cash and Cash Equivalents

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

Fair Value Measurements

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

Investment Valuation

Investments are stated at fair value.

Classical Charter Schools

Notes to Financial Statements
June 30, 2018 and 2017

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

Investment Income Recognition

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

Restricted Cash

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

Property and Equipment

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

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

Property and equipment are reviewed for impairment if the use of the asset significantly changes or another indicator of possible impairment is identified. If the carrying amount for the asset is not recoverable, the asset is written down to its fair value. There were no asset impairments for the years ended June 30, 2018 and 2017.

Revenue and Support

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

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

Classical Charter Schools

Notes to Financial Statements
June 30, 2018 and 2017

3. Summary of Significant Accounting Policies (continued)

Functional Expense Allocation

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

Accounting for Uncertainty in Income Taxes

The School recognizes the effect of income tax positions only if those positions are more likely than not to be sustained. Management has determined that the School had no uncertain tax positions that would require financial statement recognition or disclosure. The School is no longer subject to examinations by the applicable taxing jurisdictions for years prior to June 30, 2015.

Prior Year Summarized Comparative Financial Information

The statement of functional expenses includes prior-year summarized comparative information in total but not by function. Such information does not include sufficient detail to constitute a presentation in conformity with U.S. GAAP. Accordingly, such information should be read in conjunction with the School's statement of functional expenses for the year ended June 30, 2017, from which the summarized information was derived.

Subsequent Events Evaluation by Management

Management has evaluated subsequent events for disclosure and/or recognition in the financial statements through the date that the financial statements were available to be issued, which date is October 17, 2018.

3. Grants and Contracts Receivable

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

4. Conditional Promise to Give

On January 17, 2018, the School received a \$2,250,000 grant from one foundation for project specific support and general development of the School. The grant contains various grantor conditions related to specific milestones and time periods through November 30, 2020. Since this grant represents a conditional promise to give, it is not recognized as grants and contributions revenue until grantor conditions are met. For the year ended June 30, 2018, revenue recognized under this grant totaled \$375,000. At June 30, 2018, the remaining balance of this conditional promise to give was \$1,875,000.

Classical Charter Schools

Notes to Financial Statements
June 30, 2018 and 2017

5. Fair Value of Investments

The School's investments as of June 30, 2018 and 2017 consist of U.S. Treasury Bills in the amount of \$2,340,446 and \$2,293,905 categorized as Level 1 in the fair value hierarchy. The composition of investment return as reported in the statements of activities for the years ended June 30, 2018 and 2017 is as follows:

	<u>2018</u>	<u>2017</u>
Interest from investments	\$ 22,649	\$ 15,927
Interest from other bank accounts	11,856	2,948
Net unrealized loss (gain) on investments	<u>(3,701)</u>	<u>1,601</u>
	<u>\$ 30,804</u>	<u>\$ 20,476</u>

6. Property and Equipment

Property and equipment consists of the following at June 30:

	<u>2018</u>	<u>2017</u>
Computers and equipment	\$ 980,594	\$ 663,509
Furniture and fixtures	472,770	389,034
Leasehold improvements	2,029,216	583,180
Construction in progress	-	1,336,868
Website	<u>49,875</u>	<u>49,875</u>
	3,532,455	3,022,466
Accumulated depreciation and amortization	<u>(1,293,115)</u>	<u>(1,032,276)</u>
	<u>\$ 2,239,340</u>	<u>\$ 1,990,190</u>

Construction in progress at June 30, 2017 consisted of architect fees and other soft costs for the planning, development, and construction of SBC III and SBC IV's permanent facilities and was placed into service and transferred to leasehold improvements during the year ended June 30, 2018. During the year ended June 30, 2018, the School recorded a loss on disposal of property and equipment totaling \$54,290.

7. Employee Benefit Plan

The School maintains a pension plan qualified under Internal Revenue Code 401(k) for the benefit of its eligible employees. Under the plan, the School provided matching contributions of 4% to the plan. The amount charged for matching contributions to this plan amounted to \$392,607 and \$285,568 for the years ended June 30, 2018 and 2017.

Classical Charter Schools

Notes to Financial Statements
June 30, 2018 and 2017

8. Concentration of Credit Risk

Financial instruments that potentially subject the School to concentrations of credit and market risk consist principally of cash and cash equivalents on deposit with financial institutions, which from time to time may exceed the Federal Deposit Insurance Corporation ("FDIC") limit. The School does not believe that a significant risk of loss due to the failure of a financial institution presently exists. As of June 30, 2018 and 2017, approximately \$2,039,700 and \$1,038,000 of cash was maintained with an institution in excess of FDIC limits.

9. Concentration of Revenue and Support

The School receives a substantial portion of its revenue and support from the New York City Department of Education. For the years ended June 30, 2018 and 2017, the School received approximately 85% and 91% of its total revenue and support from the New York City Department of Education. If the charter School laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

10. Commitments

On June 29, 2015, SBC III entered into a lease agreement with 3490 Third Avenue Realty, LLC for the rental of temporary office/classroom space located in the Bronx, New York. The lease term commenced on August 1, 2015 and expired on July 31, 2017. Under the terms of the lease, SBC III paid a security deposit in the amount of \$148,500. SBC III is responsible for utilities, custodial services, and maintenance. SBC III did not recognize rent expense on a straight-line basis due to the short term of this lease. Building and land rent/lease expense for the year ended June 30, 2018 was \$607,189. Future minimum lease payments under the preceding lease through July 31, 2017 totaled \$52,000. Upon expiration of this lease, SBC III has paid rent on a monthly basis until they moved into their permanent facility on June 1, 2018.

On November 6, 2015, SBC III entered into a lease agreement with 3458 Third Avenue Realty, LLC for the rental of permanent office/classroom space located in the Bronx, New York for SBC III and SBC IV. The lease term commenced June 1, 2018 and expires on May 31, 2037, with two options to extend the lease for an additional five years each. Under the terms of the lease, the School paid a security deposit in the amount of \$317,193. The School is responsible for real estate taxes, utilities, custodial services, and maintenance. The School will recognize rent expense on a straight line basis starting with the fiscal year ending June 30, 2019.

SBC IV entered into a lease agreement with Renaissance Youth Center for the rental of shared temporary office/classroom space located in the Bronx, New York. The lease commenced on August 1, 2017 and expired on January 31, 2018. In addition, SBC IV paid a monthly license fee in an amount equal to twenty four dollars per square foot of shared space.

Classical Charter Schools

Notes to Financial Statements
June 30, 2018 and 2017

10. Commitments *(continued)*

The future minimum lease payments under the lease agreement is as follows for the years ending June 30:

2019	\$ 1,580,050
2020	1,611,651
2021	1,643,884
2022	1,676,762
2023	1,710,297
Thereafter	<u>26,166,588</u>
	<u>\$ 34,389,232</u>

11. Merger Information

As stated in note 1, the New York State Education Department approved a merger of SBC I, II, and III effective July 1, 2016, into a single legal entity under SBC II, which serves as the sole surviving entity. Below is a summary of opening balances as of July 1, 2016 for SBC I and III:

	<u>SBC I</u>	<u>SBC III</u>	<u>Total</u>
ASSETS			
Cash and cash equivalents	\$ 91,790	\$ 37,918	\$ 129,708
Investments	3,430,824	-	3,430,824
Grants and contracts receivable	228,743	398,205	626,948
Due from related parties	1,113,021	-	1,113,021
Prepaid expenses and other current assets	27,247	2,902	30,149
Property and equipment, net	256,670	149,515	406,185
Restricted cash	72,932	25,030	97,962
Security deposits	-	684,835	684,835
	<u>\$ 5,221,227</u>	<u>\$ 1,298,405</u>	<u>\$ 6,519,632</u>
LIABILITIES AND NET ASSETS			
Accounts payable and accrued expenses	\$ 83,903	\$ 36,103	\$ 120,006
Accrued payroll and payroll taxes	373,696	78,302	451,998
Refundable advances	-	666	666
Due to related parties	-	975,800	975,800
Total Liabilities	<u>457,599</u>	<u>1,090,871</u>	<u>976,466</u>
Net Assets, Unrestricted			
Undesignated	4,463,628	207,534	4,671,162
Board-designated	<u>300,000</u>	-	<u>300,000</u>
Total Net Assets, Unrestricted	<u>4,763,628</u>	<u>207,534</u>	<u>4,971,162</u>
	<u>\$ 5,221,227</u>	<u>\$ 1,298,405</u>	<u>\$ 5,947,628</u>

Classical Charter Schools

Notes to Financial Statements
June 30, 2018 and 2017

12. Contingency

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

Classical Charter Schools

Supplementary Information

June 30, 2018

Classical Charter Schools

Schedule of Activities by School
Year Ended June 30, 2018

	<u>SBC I</u>	<u>SBC II</u>	<u>SBC III</u>	<u>SBC IV</u>	<u>Total</u>
REVENUE AND SUPPORT					
State and local per pupil operating revenue	\$ 7,333,572	\$ 4,753,139	\$ 4,794,376	\$ 1,930,733	\$ 18,811,820
Federal grants	401,531	279,226	438,264	348,168	1,467,189
Federal E-Rate and IDEA	63,652	46,977	24,878	10,769	146,276
State and city grants	-	-	7,027	241,276	248,303
Contributions and grants	1,076,968	-	-	325,000	1,401,968
Investment income	30,745	28	28	3	30,804
Other income	15,460	1,303	(643)	1,480	17,600
Total revenue and support	<u>8,921,928</u>	<u>5,080,673</u>	<u>5,263,930</u>	<u>2,857,429</u>	<u>22,123,960</u>
EXPENSES					
Program Services					
Regular education	5,538,712	3,305,873	3,779,322	1,527,990	14,151,897
Special education	490,199	341,605	234,835	146,263	1,212,902
Total Program Services	<u>6,028,911</u>	<u>3,647,478</u>	<u>4,014,157</u>	<u>1,674,253</u>	<u>15,364,799</u>
Supporting Services					
Management and general	1,627,451	1,025,667	1,181,987	713,215	4,548,320
Total Expenses	<u>7,656,362</u>	<u>4,673,145</u>	<u>5,196,144</u>	<u>2,387,468</u>	<u>19,913,119</u>
Change in Net Assets	1,265,566	407,528	67,786	469,961	2,210,841
NET ASSETS, UNRESTRICTED					
Beginning of year	<u>5,298,188</u>	<u>352,128</u>	<u>451,514</u>	<u>(21,662)</u>	<u>6,080,168</u>
End of year	<u>\$ 6,563,754</u>	<u>\$ 759,656</u>	<u>\$ 519,300</u>	<u>\$ 448,299</u>	<u>\$ 8,291,009</u>

Classical Charter Schools

Uniform Guidance
Reports and Schedules

June 30, 2018

Classical Charter Schools

Schedule of Expenditures of Federal Awards
Year Ended June 30, 2018

Federal Grantor/Pass-through Grantor Program or Cluster Title	Federal CFDA Number	Pass-through Entity Identifying Number	Passed through to Subrecipients	Total Federal Expenditures
U.S. Department of Education				
Pass-through New York State				
Education Department:				
Title I Grants to Local Educational Agencies (LEAs)	84.010	021-17-4361	\$ -	\$ 321,444
Title I Grants to Local Educational Agencies (LEAs)	84.010	021-17-5030	-	232,920
Title I Grants to Local Educational Agencies (LEAs)	84.010	021-17-5185	-	113,005
Title I Grants to Local Educational Agencies (LEAs)	84.010	021-17-5335	-	81,734
			<u>-</u>	<u>749,103</u>
Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147-17-4361	-	80,087
Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147-17-5030	-	46,306
Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147-17-5185	-	26,058
Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147-17-5335	-	21,036
			<u>-</u>	<u>173,487</u>
Charter School Program	84.282A	0089-18-01 C402982	-	245,398
Total U.S. Department of Education			<u>-</u>	<u>1,167,988</u>
U.S. Department of Agriculture				
Pass-through New York State Education Department				
Child Nutrition Cluster:				
School Breakfast Program	10.553		-	54,570
National School Lunch Program	10.555		-	244,631
Total Child Nutrition Cluster			<u>-</u>	<u>299,201</u>
Total U.S. Department of Agriculture			<u>-</u>	<u>299,201</u>
Total Expenditures of Federal Awards			<u>\$ -</u>	<u>\$ 1,467,189</u>

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

Classical Charter Schools

Notes to Schedule of Expenditures of Federal Awards Year Ended June 30, 2018

1. Basis of Presentation

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal award activity of the School under programs of the federal government for the year ended June 30, 2018. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the School.

2. Summary of Significant Accounting Policies

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

3. Indirect Cost Rate

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



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

Independent Auditors' Report

**Board of Trustees
Classical Charter Schools**

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Classical Charter Schools (the "School"), which comprise the statement of financial position as of June 30, 2018, and the related statements of activities, functional expense and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 17, 2018.

Internal Control Over Financial Reporting

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

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

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

Compliance and Other Matters

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

Purpose of this Report

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

PKF O'Connor Davies, LLP

Harrison, New York
October 17, 2018



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

Independent Auditors' Report

Board of Trustees Classical Charter Schools

Report on Compliance for Each Major Federal Program

We have audited Classical Charter Schools' (the "School") compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2018. The School's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

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

Auditors' Responsibility

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

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

Opinion on Each Major Federal Program

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2018.

Report on Internal Control Over Compliance

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

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

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

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

PKF O'Connor Davies, LLP

Harrison, New York
October 17, 2018

Classical Charter Schools

Schedule of Findings and Questioned Costs
Year Ended June 30, 2018

Section I - Summary of Auditors' Results

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with U.S. GAAP:

Unmodified

Internal control over financial reporting:

Material weakness (es) identified?

_____ yes X no

Significant deficiency (ies) identified?

_____ yes X none reported

Noncompliance material to the financial statements noted?

_____ yes X no

Federal Awards

Internal control over major federal programs:

Material weakness(es) identified?

_____ yes X no

Significant deficiency(ies) identified?

_____ yes X none reported

Type of auditors' report issued on compliance for major federal programs:

Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?

_____ yes X no

Identification of major federal programs:

CFDA Number(s)

84.010

Name of Federal Program or Cluster

Title I Grants to Local Educational Agencies

Dollar threshold used to distinguish between type A and type B programs:

\$750,000

Auditee qualified as low-risk auditee?

_____ yes X no

Section II - Financial Statement Findings

During our audit, we noted no material findings for the year ended June 30, 2018.

Section III – Federal Award Findings and Questioned Costs

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

Section IV - Prior Years Findings

There were no prior year audit findings.

Classical Charter Schools

Independent Auditors' Report on Communication of
Internal Control Matters

June 30, 2018

Independent Auditors' Communication on Internal Control Matters

Board of Trustees Classical Charter Schools

In planning and performing our audit of the financial statements of Classical Charter Schools (the "School") as of and for the year ended June 30, 2018, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting ("internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

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

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be deficiencies, significant deficiencies, or material weaknesses and, therefore, there can be no assurance that all such deficiencies have been identified.

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

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

We would like to take this opportunity to acknowledge the courtesy and assistance extended to us by the personnel of the School during the course of our audit.

PKF O'Connor Davies, LLP

Harrison, New York
October 17, 2018



October 17, 2018

PKF O'Connor Davies LLP
500 Mamaroneck Ave, Suite 301
Harrison, NY 10528

This representation letter is provided in connection with your audit of the financial statements of Classical Charter Schools Charter School (the "School"), which comprise the statement of financial position as of June 30, 2018 and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, for the purpose of expressing an opinion as to whether the financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America (US GAAP).

Certain representations in this letter are described as being limited to matters that are material. Items are considered material, regardless of size, if they involve an omission or misstatement of accounting information that, in light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement. An omission or misstatement that is monetarily small in amount could be considered material as a result of qualitative factors.

We confirm, to the best of our knowledge and belief, having made such inquiries as we considered necessary for the purpose of appropriately informing ourselves as of the date of this letter, the following representations made to you during your audit:

Our Responsibilities

- We acknowledge that we have fulfilled our responsibilities for:
 - The preparation and fair presentation of the financial statements in accordance with US GAAP;
 - The design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error; and
 - The design, implementation, and maintenance of internal control to prevent and detect fraud.
 - We understand that the term "fraud" refers to intentional acts by one or more individuals among management, those charged with governance, employees, or third parties, involving the use of deception that results in a misstatement in financial statements. Two types of intentional misstatements are relevant to your audit – misstatements resulting from fraudulent financial reporting and misstatements resulting from misappropriation of assets. Fraudulent financial reporting involves intentional misstatements, including omissions of amounts or disclosures in financial statements to deceive financial statement users. Misappropriation of assets involves the theft of an entity's assets.
-

- We acknowledge our responsibility for presenting the Schedule of Financial Position by School and Schedule of Activities by School (“supplementary information”) in accordance with US GAAP, and we believe the supplementary information, including its form and content, is fairly presented in accordance with US GAAP. The methods of measurement and presentation of the supplementary information have not changed from those used in the prior period, and we have disclosed to you any significant assumptions or interpretations underlying the measurement and presentation of the supplementary information.

Financial Statements

- The financial statements referred to above are fairly presented in conformity with US GAAP and include all disclosures necessary for such fair presentation. In that connection, we specifically confirm that:
 - The School’s accounting policies, and the practices and methods followed in applying them, are appropriate and are as disclosed in the financial statements.
 - There have been no changes during the period audited in the School’s accounting policies and practices.
 - All material transactions have been recorded in the accounting records and are reflected in the financial statements.
- Significant assumptions we used in making accounting estimates, including those measured at fair value, are reasonable.
- The following, where they exist, have been appropriately disclosed to you and accounted for and/or disclosed in the financial statements in accordance with the requirements of US GAAP:
 - The identity of all related parties and related party relationships and transactions.
 - Material concentrations. We understand that concentrations refer to volumes of business, revenues, available sources of supply, or markets or geographic areas for which it is reasonably possible that events could occur which would significantly disrupt normal finances within the next year.
 - Guarantees, whether written or oral, under which the School is contingently liable, including guarantee contracts and indemnification agreements.
 - The effects of all known actual, possible, pending or threatened litigation, claims, and assessments.
 - Significant common ownership or management control relationships, economic interests and/or financial interests in related entities, requiring disclosure.
- The School does not have any uncertain tax positions that require disclosure or recognition in the financial statements.
- We have evaluated events subsequent to the date of the financial statements through the date of this letter, and no such events have occurred which would require adjustment or disclosure in the financial statements.

Information Provided

- We have provided you with:
 - Access to all information, of which we are aware, that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, and other matters.
 - Access to all minutes of the meetings of The Board of Trustees.
 - Communications from regulatory agencies concerning noncompliance with or deficiencies in, financial reporting practices.
 - Additional information that you have requested from us for the purpose of the audit.
 - Unrestricted access to persons within the School from whom you determined it necessary to obtain audit evidence.

- We have disclosed to you our assessment of the risk that the financial statements may be materially misstated as a result of fraud.
- There are no deficiencies in the design or operation of internal control over financial reporting that are reasonably likely to adversely affect the School's ability to initiate, authorize, record, process, and report financial data reliably in accordance with US GAAP.
- We have no knowledge of any fraud or suspected fraud that affects the School and involves:
 - Management,
 - Employees who have significant roles in internal control, or
 - Others where the fraud could have a material effect on the financial statements.
- We have no knowledge of any allegations of fraud or suspected fraud affecting the School's financial statements communicated by employees, former employees, regulators, or others.
- We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to us; and we have identified and disclosed to you all laws, regulations and provisions of contracts and grant agreements that we believe have a direct and material effect on the determination of financial statement amounts or other financial data significant to the audit objectives.
- We have no knowledge of any instances of noncompliance or suspected noncompliance with laws and regulations whose effects should be considered when preparing financial statements.
- The School has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets nor has any asset been pledged as collateral.
- The School is an exempt organization under Section 501(c)(3) of the Internal Revenue Code. Any activities of which we are aware that would jeopardize the School's tax-exempt status, and all activities subject to tax on unrelated business income or excise or other tax, have been disclosed to you. All required filings with tax authorities are up-to-date.
- We have a reasonable basis for the allocation of functional expenses.
- With respect to contributions:
 - Adequate controls are in place over the receipt and recording of contributions.
 - There were no unrecorded contributions or pledges at June 30, 2018 that could materially affect the financial statements. In addition, we are unaware of any assets for which the School may be the beneficiary as prescribed by probated wills or held in trusts by independent trustees at June 30, 2018, which should be recorded in the financial statements.
- We have complied with all restrictions on resources (including donor restrictions) and all aspects of contractual agreements that would have a material effect on the financial statements in the event of noncompliance. This includes complying with donor restrictions to maintain an appropriate composition of assets needed to satisfy their restrictions.

Uniform Guidance Compliance Report

The following representations are provided in connection with your audit of the School's compliance with the types of compliance requirements described in *Title 2 U.S. Code of Federal Regulations ("CFR") Part 200, Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards ("Uniform Guidance")*, *Audits of States, Local Governments and Non-Profit Organizations and Government Auditing Standards* that could have a direct and material effect on each of its major federal programs (hereinafter referred to as "compliance requirements") for the year ended June 30, 2018 for the purpose of expressing an opinion as to whether the School complied with such requirements.

- With respect to federal award programs:
 - We are responsible for understanding and complying with, and have complied with the requirements of Uniform Guidance, including requirements relating to preparation of the schedule of expenditures of federal awards.
 - The schedule of expenditures of federal awards is in accordance with Uniform Guidance and identifies and discloses expenditures made during the audit period for all awards provided by federal agencies in the form of grants, federal cost-reimbursement contracts, loans, loan guarantees, property (including donated surplus property), cooperative agreements, interest subsidies, insurance, food commodities, direct appropriations, and other direct assistance.
 - We acknowledge our responsibility for presenting the schedule of expenditures of federal awards ("SEFA") in accordance with the requirements of Uniform Guidance §200.502, and we believe the SEFA, including its form and content, is fairly presented in accordance with Uniform Guidance §200.502. The methods of measurement and presentation of the SEFA have not changed from those used in the prior period, and we have disclosed to you any significant assumptions and interpretations underlying the measurement and presentation of the SEFA.
 - If the SEFA is not presented with the audited financial statements, we will make the audited financial statements readily available to the intended users of the SEFA no later than the date we issue the supplementary information and the auditors' report thereon.
 - We have identified and disclosed to you all of our government programs and related activities subject to Uniform Guidance.
 - We are responsible for understanding and complying with the requirements of laws, regulations, and the provisions of contracts and grant agreements related to each of our federal programs and have identified and disclosed to you the requirements of laws, regulations and the provisions of contracts and grant agreements that are considered to have a direct and material effect on each major program.
 - We are responsible for establishing and maintaining, and have established and maintained, effective internal control over compliance requirements applicable to federal programs that provides reasonable assurance that we are managing our federal awards in compliance with laws, regulations, and the provisions of contracts and grant agreements that could have a material effect on our federal programs. We believe the internal control system is adequate and is functioning as intended.
 - We have made available to you all contracts and grant agreements (including amendments, if any) and any other correspondence with federal agencies or pass-through entities relevant to federal programs and related activities.
 - We have received no requests from a federal agency to audit one or more specific programs as a major program.
 - We have complied with the direct and material compliance requirements (except for noncompliance disclosed to you), including when applicable, those set forth in the Uniform Guidance, relating to federal awards and have identified and disclosed to you all amounts questioned and all known noncompliance with the direct and material compliance requirements of federal awards.
 - We have disclosed any communications from grantors and pass-through entities concerning possible noncompliance with the direct and material compliance requirements, including communications received from the end of the period covered by the compliance audit to the date of the auditor's report.

- We have disclosed to you the findings received and related corrective actions taken for previous audits, attestation engagements, and internal or external monitoring that directly relate to the objectives of the compliance audit, including findings received and corrective actions taken from the end of the period covered by the compliance audit to the date of the auditor's report.
- Amounts claimed or used for matching were determined in accordance with relevant guidelines in Uniform Guidance.
- We have disclosed to you our interpretation of compliance requirements that may have varying interpretations.
- We have made available to you all documentation related to compliance with the direct and material compliance requirements, including information related to federal program financial reports and claims for advances and reimbursements.
- There are no such known instances of noncompliance with direct and material compliance requirements that occurred subsequent to the period covered by the auditors' report.
- No changes have been made in internal control over compliance or other factors that might significantly affect internal control, including any corrective action we have taken regarding significant deficiencies in internal control over compliance (including material weaknesses in internal control over compliance), have occurred subsequent to the date as of which compliance was audited.
- Federal program financial reports and claims for advances and reimbursements are supported by the books and records from which the basic financial statements have been prepared.
- The copies of federal program financial reports provided you are true copies of the reports submitted, or electronically transmitted, to the respective federal agency or pass-through entity, as applicable.
- We have charged costs to federal awards in accordance with applicable cost principles.
- We are responsible for and have accurately prepared the summary schedule of prior audit findings to include all findings required to be included by Uniform Guidance, and we have provided you with all information on the status of the follow-up on prior audit findings by federal awarding agencies and pass-through entities, including all management decisions.
- We are responsible for and have accurately prepared the auditee section of the Data Collection Form as required by Uniform Guidance.
- We are responsible for preparing and implementing a corrective action plan for each audit finding.
- We have disclosed to you all contracts or other agreements with service organizations, and we have disclosed to you all communications from the service organizations relating to noncompliance at the service organizations.
- We have identified to you any previous audits, attestation engagements, and other studies related to the audit objectives and whether related recommendations have been implemented.
- We have evaluated events subsequent to the date of the financial statements through the date of this letter, and no such events, including instances of noncompliance, have occurred which would require adjustment or disclosure in the financial statements or in the schedule of findings and questioned costs.
- As part of your audit, you prepared the draft financial statements and related notes and schedule of expenditures of federal awards. We have designated an individual with suitable skill, knowledge, or experience to oversee your services and have made all management decisions

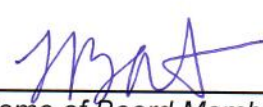
and performed all management functions. We have reviewed, approved, and accepted responsibility for those financial statements and related notes and schedule of expenditures of federal awards.

- In regards to the tax return preparation services performed by you, we have—
 - Made all management decisions and performed all management functions.
 - Designated an individual with suitable skill, knowledge, or experience to oversee the services.
 - Evaluated the adequacy and results of the services performed.
 - Accepted responsibility for the results of the services.



[Name of Executive Officer and Title]

Lester Long, Executive Director



[Name of Board Member]

Ingrid Bateman, Treasurer



Annual Financial Statement Audit Report

School Name:	South Bronx Classical Charter School III
Date (Report is due Nov. 1):	November 1, 2018
Primary District of Location (If NYC select NYC DOE):	New York City Department of Education
If located in NYC DOE select CSD:	NYCSD #9
School Fiscal Contact Name:	
School Fiscal Contact Email:	
School Fiscal Contact Phone:	
School Audit Firm Name:	PFK O'Connor Davies, LLP
School Audit Contact Name:	Gus Saliba
School Audit Contact Email:	
School Audit Contact Phone:	
Audit Period:	2017-18
Prior Year:	2016-17

The following items are required to be included:

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

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

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

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

	2018	2017
CURRENT ASSETS		
Cash and cash equivalents		
Grants and contracts receivable		
Accounts receivables		
Prepaid Expenses		
Contributions and other receivables		-
Other current assets		-
TOTAL CURRENT ASSETS	-	-
NON-CURRENT ASSETS		
Property, Building and Equipment, net		
Restricted Cash		
Security Deposits		
Other Non-Current Assets	-	-
TOTAL NON-CURRENT	-	-
TOTAL ASSETS	-	-
CURRENT LIABILITIES		
Accounts payable and accrued expenses		
Accrued payroll, payroll taxes and benefits		
Current Portion of Loan Payable		
Due to Related Parties		
Refundable Advances	-	
Deferred Revenue	-	-
Other Current Liabilities	-	-
TOTAL CURRENT	-	-
LONG-TERM LIABILITIES		
Loan Payable; Due in More than One Year	\$ -	\$ -
Deferred Rent	-	-
Due to Related Party	-	-
Other Long-Term Liabilities	-	-
TOTAL LONG-TERM	-	-
TOTAL LIABILITIES	-	-
NET ASSETS		
Unrestricted		

Temporarily restricted	-	-
Permanently restricted	-	-
TOTAL NET ASSETS	-	-
TOTAL LIABILITIES AND NET ASSETS	<u>-</u>	<u>-</u>

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

	2018			2017
	Unrestricted	Temporarily Restricted	Total	Total
OPERATING REVENUE				
State and Local Per Pupil Revenue - Reg. Ed	\$ 3,938,894	\$ -	\$ 3,938,894	\$ 2,231,920
State and Local Per Pupil Revenue - SPED	112,783	-	112,783	69,592
State and Local Per Pupil Facilities Revenue	624,000	-	624,000	449,257
Federal Grants	470,169	-	470,169	421,331
State and City Grants	118,699	-	118,699	100,092
Other Operating Income	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
TOTAL OPERATING REVENUE	5,264,546	-	5,264,546	3,272,192
EXPENSES				
Program Services				
Regular Education	\$ 3,779,322	\$ -	\$ 3,779,322	\$ 2,005,098
Special Education	234,835	-	234,835	231,753
Other Programs	-	-	-	-
Total Program Services	4,014,157	-	4,014,157	2,236,851
Management and general	1,181,986	-	1,181,986	804,900
Fundraising	-	-	-	-
TOTAL EXPENSES	5,196,143	-	5,196,143	3,041,751
SURPLUS / (DEFICIT) FROM OPERATIONS	68,403	-	68,403	230,441
SUPPORT AND OTHER REVENUE				
Interest and Other Income	\$ 28	\$ -	\$ 28	\$ 32
Contributions and Grants	-	-	-	10,083
Fundraising Support	-	-	-	-
Investments	-	-	-	-
Donated Services	-	-	-	-
Other Support and Revenue	(644)	-	(644)	3,424
TOTAL SUPPORT AND OTHER REVENUE	(617)	-	(617)	13,539
Net Assets Released from Restrictions / Loss on Disposal	\$ -	\$ -	\$ -	\$ -
CHANGE IN NET ASSETS	67,787	-	67,787	243,980
NET ASSETS - BEGINNING OF YEAR	\$ 451,514	\$ -	\$ 451,514	\$ 207,534
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-

NET ASSETS - END OF YEAR

\$ 519,301 \$ - \$ 519,301 \$ 451,514

**South Bronx Classical Charter School III
Statement of Cash Flows**

as of June 30

	2018	2017
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets		
Revenues from School Districts		
Accounts Receivable		
Due from School Districts		
Depreciation		
Grants Receivable		
Due from NYS		
Grant revenues		
Prepaid Expenses		
Accounts Payable		
Accrued Expenses		
Accrued Liabilities		
Contributions and fund-raising activities		
Miscellaneous sources		
Deferred Revenue		
Interest payments		
Security Deposits		
Due to Related Parties		
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ -	\$ -
CASH FLOWS - INVESTING ACTIVITIES	\$	\$
Purchase of equipment		
Other	-	
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ -	\$ -
CASH FLOWS - FINANCING ACTIVITIES	\$	\$
Principal payments on long-term debt	-	-
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ -	\$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ -	\$ -
Cash at beginning of year		
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ -	\$ -

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

		2018						
		Program Services				Supporting Services		
	No. of Positions	Regular	Special	Other	Total	Fundraising	Management	Total
		Education	Education	Education		and General		
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$
Administrative Staff Personnel	-	225,658	-	-	225,658	-	559,013	559,013
Instructional Personnel	-	1,625,846	113,005	-	1,738,851	-	-	-
Non-Instructional Personnel	-	-	-	-	-	-	79,165	79,165
Total Salaries and Staff	-	1,851,504	113,005	-	1,964,509	-	638,178	638,178
Fringe Benefits & Payroll Taxes		365,327	22,297	-	387,624	-	125,921	125,921
Retirement		60,089	3,667	-	63,756	-	20,712	20,712
Management Company Fees		-	-	-	-	-	-	-
Legal Service		-	-	-	-	-	938	938
Accounting / Audit Services		-	-	-	-	-	9,562	9,562
Other Purchased / Professional / Consulting Services		88,811	-	-	88,811	-	15,357	15,357
Building and Land Rent / Lease		701,105	42,791	-	743,896	-	241,658	241,658
Repairs & Maintenance		47,135	2,877	-	50,012	-	16,247	16,247
Insurance		23,185	1,415	-	24,600	-	7,991	7,991
Utilities		34,099	2,081	-	36,180	-	11,753	11,753
Supplies / Materials		47,191	5,465	-	52,656	-	-	-
Equipment / Furnishings		53,013	3,236	-	56,249	-	18,273	18,273
Staff Development		9,654	-	-	9,654	-	-	-
Marketing / Recruitment		24,909	1,520	-	26,429	-	8,586	8,586
Technology		27,585	1,684	-	29,268	-	9,508	9,508
Food Service		206,284	23,891	-	230,175	-	-	-
Student Services		66,915	4,519	-	71,434	-	20,329	20,329
Office Expense		43,206	2,475	-	45,681	-	14,885	14,885
Depreciation		41,925	2,559	-	44,483	-	14,451	14,451
OTHER		87,387	1,353	-	88,740	-	7,639	7,639
Total Expenses		\$ 3,779,322	\$ 234,835	\$ -	\$ 4,014,157	\$ -	\$ 1,181,986	\$ 1,181,986

	2017
Total	
\$	\$
784,671	523,337
1,738,851	907,654
79,165	49,189
2,602,687	1,480,180
513,545	301,587
84,468	49,059
-	-
938	3,271
9,562	26,500
104,167	80,502
985,554	604,891
66,259	45,568
32,591	24,840
47,933	38,157
52,656	51,614
74,521	1,277
9,654	7,365
35,015	33,785
38,776	21,100
230,175	3,283
91,763	61,003
60,565	28,675
58,934	115,442
<u>96,379</u>	<u>63,652</u>
\$ 5,196,143	\$ 3,041,751



Entry 5c Additional Financial Docs

Last updated: 07/13/2018

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

Section Heading

1. Management Letter

(No response)

Explanation for not uploading the Management Letter. Not yet available.

2. Form 990

(No response)

Explanation for not uploading the Form 990. Not yet available.

3. Federal Single Audit

Note: A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to OMB Uniform Guidelines for the federal filing requirements.

(No response)

Explanation for not uploading the Federal Single Audit. Not yet available.

4. CSP Agreed Upon Procedure Report

(No response)

Explanation for not uploading the procedure report. Not yet available.

5. Evidence of Required Escrow Account

<https://nysed-cso-reports.fluidreview.com/resp/17609051/pN6H0Nalce/>

Explanation for not uploading the Escrow evidence. (No response)

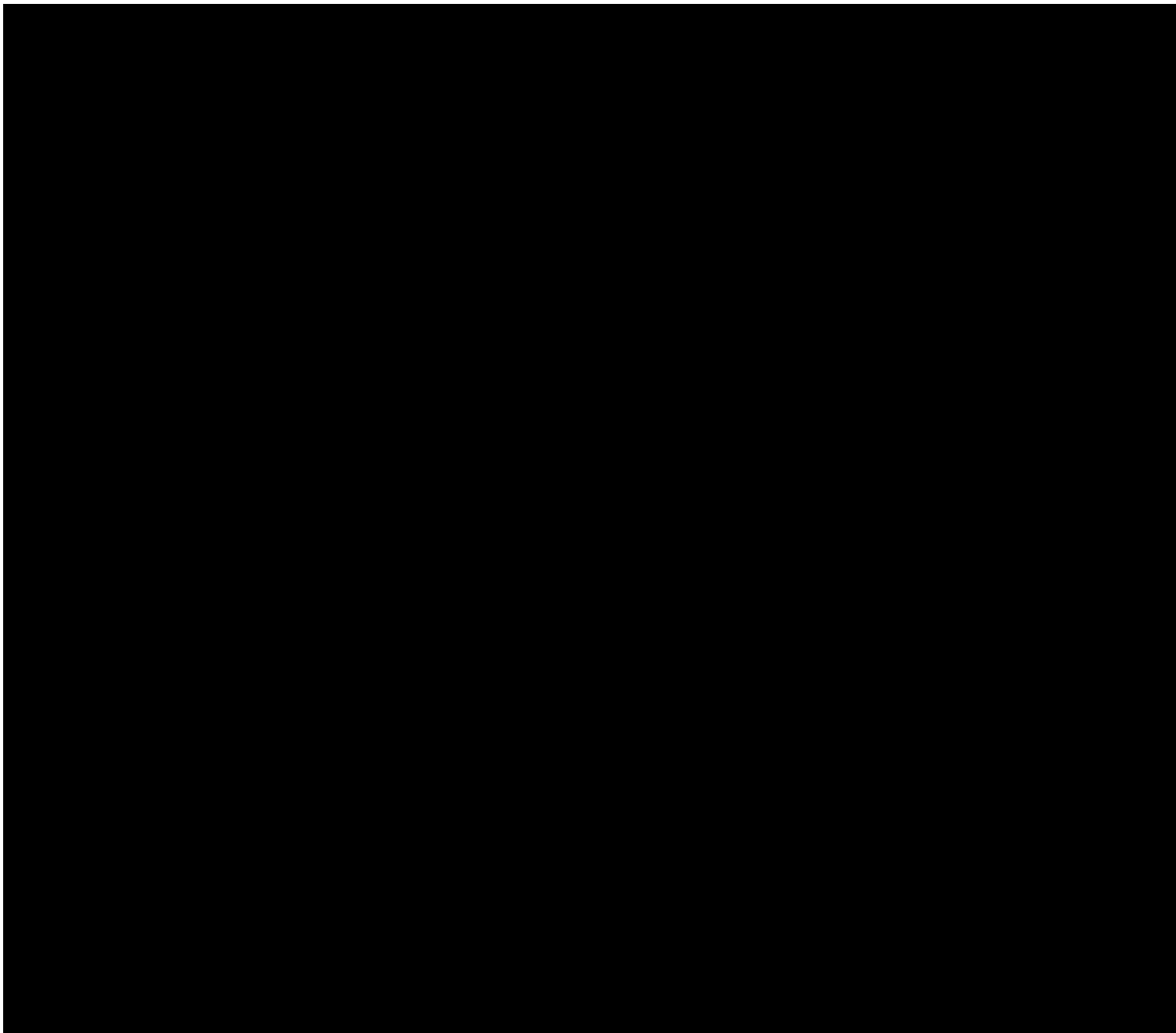
6. Corrective Action Plan

A **Corrective Action Plan** for Audit Findings and Management Letter Recommendations, which must include:

- a. The person responsible
- b. The date action was taken, or will be taken
- c. Description of the action taken
- d. Evidence of implementation (if available)

(No response)

Explanation for not uploading the Corrective Action Plan. Not yet available.





Entry 5d Financial Services Contact Information

Last updated: 07/13/2018

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

SOUTH BRONX CLASSICAL CS III (REGENTS)Section Heading

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact	School Based Fiscal Contact
	John Macapagal	[REDACTED]	[REDACTED]

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Gus Saliba	[REDACTED]	[REDACTED]	2

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

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years with Firm
	Charter School Business Management					12

New York State Education Department

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

2018-19 Budget & Cash Flow Template

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

1	Complete ALL SIX columns in BLUE
2	Enter information into the GRAY cells
3	Cells containing RED triangles in the upper right corner in columns B through G contain guidance on that particular item
4	School district per-pupil tuition information is located on the State Aid website at https://stateaid.nysed.gov/charter/ . Rows may be inserted in the worksheet to accommodate 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 III

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

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	6,058,124	346,922	-	-	-	6,405,046
Total Expenses	5,418,354	354,738	-	-	-	5,773,092
Net Income	639,770	(7,816)	-	-	-	631,954
Actual Student Enrollment						-
Total Paid Student Enrollment	316	13				329

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 12

\$14,827.00

- School District 2 (Enter Name)
- School District 3 (Enter Name)
- School District 4 (Enter Name)
- School District 5 (Enter Name)

4,685,332	-	-	-	-	4,685,332
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
4,685,332	-	-	-	-	4,685,332

Special Education Revenue

	135,070	-	-	-	135,070
--	---------	---	---	---	---------

Grants

- Stimulus
- Other

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

Other State Revenue

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

TOTAL REVENUE FROM STATE SOURCES

4,685,332	135,070	-	-	-	4,820,402
-----------	---------	---	---	---	-----------

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs

	21,208	-	-	-	21,208
--	--------	---	---	---	--------

Title I

87,992	-	-	-	-	87,992
--------	---	---	---	---	--------

Title Funding - Other

18,240	-	-	-	-	18,240
--------	---	---	---	---	--------

School Food Service (Free Lunch)

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

Grants

- Charter School Program (CSP) Planning & Implementation
- Other

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

Other Federal Revenue

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

TOTAL REVENUE FROM FEDERAL SOURCES

106,232	21,208	-	-	-	127,440
---------	--------	---	---	---	---------

LOCAL and OTHER REVENUE

Contributions and Donations, Fundraising

	187,500	-	-	-	187,500
--	---------	---	---	---	---------

Erate Reimbursement

	3,144	-	-	-	3,144
--	-------	---	---	---	-------

Interest Income, Earnings on Investments,

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

NYC-DYCD (Department of Youth and Community Developmt.)

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

Food Service (Income from meals)

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

Text Book

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

Other Local Revenue

1,266,560	-	-	-	-	1,266,560
-----------	---	---	---	---	-----------

TOTAL REVENUE FROM LOCAL and OTHER SOURCES

1,266,560	190,644	-	-	-	1,457,204
-----------	---------	---	---	---	-----------

TOTAL REVENUE

6,058,124	346,922	-	-	-	6,405,046
-----------	---------	---	---	---	-----------

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

No. of Positions

- Executive Management
- Instructional Management
- Deans, Directors & Coordinators
- CFO / Director of Finance

1.25
2.25
2.00

217,996	-	-	-	-	217,996
172,789	-	-	-	-	172,789
193,083	-	-	-	-	193,083
-	-	-	-	-	-

South Bronx Classical Charter School III

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

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	6,058,124	346,922	-	-	-	6,405,046
Total Expenses	5,418,354	354,738	-	-	-	5,773,092
Net Income	639,770	(7,816)	-	-	-	631,954
Actual Student Enrollment						-
Total Paid Student Enrollment	316	13				329

PROGRAM SERVICES

SUPPORT SERVICES

		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Operation / Business Manager	5.00	355,593	-	-	-	-	355,593
Administrative Staff	0.25	101,307	-	-	-	-	101,307
TOTAL ADMINISTRATIVE STAFF	11	1,040,768	-	-	-	-	1,040,768
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	20.00	1,302,949	-	-	-	-	1,302,949
Teachers - SPED	2.00	-	140,000	-	-	-	140,000
Substitute Teachers	-	25,912	-	-	-	-	25,912
Teaching Assistants	3.00	226,947	-	-	-	-	226,947
Specialty Teachers	4.00	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-
Therapists & Counselors	3.25	-	202,785	-	-	-	202,785
Other	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	32	1,555,808	342,785	-	-	-	1,898,593
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	43	2,596,576	342,785	-	-	-	2,939,361
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		348,000	-	-	-	-	348,000
Fringe / Employee Benefits		202,911	-	-	-	-	202,911
Retirement / Pension		85,905	-	-	-	-	85,905
TOTAL PAYROLL TAXES AND BENEFITS		636,816	-	-	-	-	636,816
TOTAL PERSONNEL SERVICE COSTS		3,233,392	342,785	-	-	-	3,576,177
CONTRACTED SERVICES							
Accounting / Audit		20,000	-	-	-	-	20,000
Legal		2,826	-	-	-	-	2,826
Management Company Fee		-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		174,208	-	-	-	-	174,208
TOTAL CONTRACTED SERVICES		197,034	-	-	-	-	197,034
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		30,758	3,042	-	-	-	33,800

South Bronx Classical Charter School III

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

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Net Income	639,770	(7,816)	-	-	-	631,954
Actual Student Enrollment						-
Total Paid Student Enrollment	316	13				329

PROGRAM SERVICES

SUPPORT SERVICES

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Special Ed Supplies & Materials	-	1,000	-	-	-	1,000
Textbooks / Workbooks	2,369	234	-	-	-	2,603
Supplies & Materials other	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-
Telephone	-	-	-	-	-	-
Technology	56,954	5,633	-	-	-	62,587
Student Testing & Assessment	720	71	-	-	-	791
Field Trips	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-
Office Expense	37,492	1,973	-	-	-	39,465
Staff Development	106,531	-	-	-	-	106,531
Staff Recruitment	20,457	-	-	-	-	20,457
Student Recruitment / Marketing	-	-	-	-	-	-
School Meals / Lunch	236,938	-	-	-	-	236,938
Travel (Staff)	15,251	-	-	-	-	15,251
Fundraising	6,851	-	-	-	-	6,851
Other	60,408	-	-	-	-	60,408
TOTAL SCHOOL OPERATIONS	574,729	11,953	-	-	-	586,682

FACILITY OPERATION & MAINTENANCE

Insurance	38,891	-	-	-	-	38,891
Janitorial	24,190	-	-	-	-	24,190
Building and Land Rent / Lease	1,190,073	-	-	-	-	1,190,073
Repairs & Maintenance	52,837	-	-	-	-	52,837
Equipment / Furniture	5,941	-	-	-	-	5,941
Security	-	-	-	-	-	-
Utilities	53,001	-	-	-	-	53,001
TOTAL FACILITY OPERATION & MAINTENANCE	1,364,933	-	-	-	-	1,364,933

DEPRECIATION & AMORTIZATION

DISSOLUTION ESCROW & RESERVES / CONTINGENCY

DEPRECIATION & AMORTIZATION	36,266	-	-	-	-	36,266
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	12,000	-	-	-	-	12,000

TOTAL EXPENSES	5,418,354	354,738	-	-	-	5,773,092
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NET INCOME	639,770	(7,816)	-	-	-	631,954
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ENROLLMENT - *School Districts Are Linked To Above Entries*

	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED
District 12	470	20	490
School District 2 (Enter Name)			-
School District 3 (Enter Name)			-
School District 4 (Enter Name)			-
School District 5 (Enter Name)			-
TOTAL ENROLLMENT	470	20	490

REVENUE PER PUPIL	12,890	17,346	-
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South Bronx Classical Charter School III

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

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Net Income	639,770	(7,816)	-	-	-	631,954
Actual Student Enrollment						-
Total Paid Student Enrollment	316	13				329

PROGRAM SERVICES

SUPPORT SERVICES

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
EXPENSES PER PUPIL	11,528	17,737	-			



CLASSICAL
CHARTER SCHOOLS

Board Meeting Minutes

August 22, 2017

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

Trustees Attending: Mr. C. Stephen Baldwin, Ms. Allison Davis, Mr. Lawrence Hirsch, Mr. James Maher Jr., Mr. Ben Arabia, Mr. Bill Higgins

Trustees Phoning in: Ms. Ingrid Bateman, Mr. James Murphy, Prof. Kathryn Heleniak

Guests: Mr. Lester Long, Lucy McLoughlin

Call to Order

There being a quorum, the Chairman called the Meeting to order at 7:00 Park Avenue at 6:00pm.

III. Addition of Ben Arabia to the Board

The Classical Charter Schools Board of Trustees, having conducted a thorough background check and fingerprint scan as required and having discovered no State or federal criminal history, and having provided such history to SED if found, has voted to select Benjamin Arabia as a final candidate to its Board of Trustees, with a term expiring on August 22, 2019, pending approval by SED. The resolution approving Benjamin Arabia is formally adopted upon SED's approval.

III. Ms. Davis Salary Increase

There was a unanimous vote to increase Ms. Davis' salary.

IV. Review of Minutes

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

V. Chairman's Remarks

Stephen attended the kick off staff retreat hosted at Fordham. It went very well. 183 staff members were there, which is a strength for Classical Charter Schools. It was a great turnout.

VI. Executive Director Report

The state made an error and did not charter School IV into our education corp.

Therefore two resolutions were made:

1. We, The Board of CCS, accept School IV as Classical Charter Schools.
2. We, The Board of IV, accept Classical Charter Schools as School IV (unanimous)

Two additional resolutions were made:

1. We, The Board of CCS, approve Ben Arabia as a board member for Classical Charter Schools.
2. We, The Board of IV, approve Ben Arabia as a board member for School IV (unanimous)

After distributing the results, a discussion of the results was held. The focus was on the 6th grade results, which lagged the other grades. Mr. Baldwin asked if there was a task force set up to review the drop in test results; Mr. Long confirmed that they were in the process of analyzing everything and that they are very focused on these issues. The disparity between the math and ELA scores was discussed. Mr. Long confirmed that data analysis would be complete at the next board meeting, and that we should table the discussion of results until they have been properly analyzed by Mr. Long's team. The Board Members acknowledged that the results still put Classical Charter Schools as the #2 system in New York City.

Mr. Long provided an update on real estate. School IV has officially opened in temporary space, and the new building is expected to be ready by November 2017. Mr. Long gave an overview of Civic Builders - a non-profit organization that helps build charter schools - and confirmed that Classical Charter Schools will need another new building by 2019. Mr. Long and Mr. Maher are exploring three different options for the new building.

Mr. Long reviewed the Executive Director's Report, noting the high attrition rate at School II. The Board also discussed the differences between the approaches taken by both Success Academies and Classical Charter Schools.

The Chairman called an end to the meeting at 7:43pm.

Respectfully submitted,

Draft





CLASSICAL CHARTER SCHOOLS

Board Meeting Minutes September 12, 2017

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

Trustees Attending: Mr. Ben Arabia, Mr. C. Stephen Baldwin, Ms. Ingrid Bateman, Ms. Allison Fisch, Prof. Kathryn Heleniak, Mr. Bill Higgins, Mr. James Mahoney, Mr. J. Kevin Murphy

Trustees Absent: Mr. Lawrence Hirsch

Guests: Mr. Lester Long, Ms. Takesha Dozier

I. Call to Order

There being a quorum, the Chair called the Meeting to order at 757 Park Avenue at 6:00pm.

II. Review of Minutes

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

III. Chairman's Remarks

In view of the long agenda, the Chairman offered no comment.

IV. Executive Director Report

CCS School IV has won a \$325,000 grant from the Walton Family Foundation. These grants are one time donations only offered to new schools.

The E.D. has decided to work with Civic Builders on their site at 757 Concourse West in the Bronx to construct a new facility for School IV in 2020. The site is located 1.4 miles east of School III, nearby the Grand Concourse and 149th Street, not far from Cardinal Hayes High School. The facility will be a 2 story structure of 22,000 square feet with a leasehold cost of \$35/square foot and an option to buy out the lease after year 8. To assess the quality of past construction projects of Civic Builders, the ED toured a recent project in Red Hook, Brooklyn and was very impressed by the construction. The cost/square foot represents a \$4 premium over the facility currently under construction to be occupied in November. The developer of our School III/IV facility received a last opportunity to review his bid for the project and was satisfied with his submission. While this expenditure represents a significant commitment to future expenses, no corporate resolution appears to be necessary.

The state test scores were delayed, complicating our promotional decision-making process. Indeed, some parents had to be contacted alerting them that their child would have to be retained in grade, contrary to their expectations. Our gross scores came in about 3 points under Success Academy, but nearly twice as good as the state-wide average. We slipped below Chappaqua in the Math rankings while Success Academy improved. We are researching the causes for the seemingly larger than usual variance in scores, by re-examining our backfilling policy for example. Many of the backfilled students come to us nearly 1½ years behind academically, so when they are removed from consideration scores tend to improve.

	Overall		Third		Fourth		Fifth		Sixth		Seventh		Eighth	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
CCS	81%	78%	81%	77%	86%	86%	65%	76%	64%	72%	84%	84%	93%	56%
NYS	40%	40%	43%	48%	41%	43%	35%	43%	30%	40%	42%	45%	22%	22%
NYC	41%	38%	43%	46%	42%	40%	36%	32%	36%	43%	48%	48%	24%	24%
NYC Charters	45%	48%	56%	65%	52%	55%	38%	47%	41%	41%	49%	49%	34%	34%
District #7	22%	18%	27%	28%	25%	22%	19%	13%	13%	20%	27%	27%	9%	9%
District #9	22%	19%	24%	28%	21%	21%	20%	18%	15%	21%	29%	29%	14%	14%
District #12	20%	17%	20%	23%	18%	18%	13%	14%	12%	20%	29%	29%	10%	10%
Success Academy	87%	95%	85%	97%	88%	96%	77%	95%	75%	96%	87%	91%	92%	84%

Our parent liaison observed that it might help to assign at-risk kids to the more experienced teachers. In comparing second to third grade, she noted that students' homework had been reviewed and feedback given with \checkmark -, \checkmark , and \checkmark + and the results of running records every 3 weeks for struggling students and that parents find such feedback very helpful. The ED noted that the completion rate of homework is about 70%. We do indeed vary the size of the class so that at risk students receive more attention. Both a psychologist and social worker assist our Dean of Students. We are even trying out 3 tutors to help with individual remediation on Saturdays.

We have retained a computer consultant, Innovative Architects, as consultants and programmers to build out CSS's IT infrastructure by compiling an extensive database on academic, behavioral, and demographic data relating to our scholars to enable the administration to transition from measuring performance to managing results. The Scholar Information System (SIS) will integrate data now being stored in a variety of "trackers" on an SQL Database, and make it available via dashboards to School Directors, Instructional Coaches, Deans, Grade Team Leaders, and Faculty. The project is scheduled for completion in early December at a cost of

\$80,000. Before selecting IA for the project, the ED interviewed 7 suppliers about their proposals for the project.

V. Development

Mrs. Bateman noted that this was our final board meeting before our fundraising cocktail reception on October 11 to which we have invited 50-60 donors to the school. Ms. Mc Loughlin is choreographing the event that our Mr. Higgins and his wife are hosting. This is characterized as a "friend" raising event at which we will present the school, its mission and rationale, and the staff and faculty who execute it to our guests. We will later follow-up with a more personal and direct solicitation. There are still myriad aspects of the program and the contacts on which to follow-up. In preparing for the event, trustees should be conversant with presenting the school and the reasons for the solicitation in filling a critical need in the financial plan that sustains our growth.

VI. Financials

The board reviewed the Consolidated Balance Sheet and Income Statement as of June 30, 2017 as well as the individual Budgets vs. Actuals for schools 1,2,3 and 4. On the strength of the enrollment, Total Consolidated Revenues for the year were \$15.2 million against a budgeted figure of \$13.8 million. Consolidated Net Income for the year was nearly \$1.5 million, largely on the strength of the revenues for school 1. This was primarily attributable to the enrollment at School 1 that had a student body of 490 scholars, nearly over capacity. All 3 schools in operation were in the black, though on small revenue margins. School 4, which had not enrolled any scholars yet, ran a small net loss. When schools 3 and 4 occupy the new building in November, occupancy expenses will be a factor.

The Consolidated Balance Sheet reveals \$7.6 million in Total Assets with an equity base of \$6.5 million. Much of the assets are liquid with nearly \$1.3 in Cash and Cash Equivalents, though some of this is by law restricted, and \$2.1 million in Treasury Investments. With the re-writing of the lease accounting rules under Generally Accepted Accounting Principals, CCS may be required to capitalize our leases and the present value of its obligations on the balance sheet from the date that the new rules go into effect. We have sought guidance on the accounting changes, both from our accountants and our charterers.

The ED also noted fundraising targets for the new year, with \$1,000,000 coming from external sources and \$250,000 coming from the board. There are 10 capital projects to which these resources would be allocated ranging in cost from \$60,000 to \$275,000, with the SIS system being a prime example of such expenditure. There was some uncertainty as to how these goals related to our approved budgets, not to mention the institutional resources that would have to be tapped. The trustees concluded that further elucidation of the budgeting was required.

VII. Adjournment

There being no further business, the trustees

VOTED to adjourn at 7:45 pm until the next meeting on October 17, 2017 at 320 Park Avenue.

Respectfully submitted,

J. Kevin Murphy, Secretary

Draft



CLASSICAL CHARTER SCHOOLS

Board Meeting Minutes October 17, 2017

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

Trustees Attending: Mr. Ben Arabia, Mr. C. Stephen Babin, Ms. Ingrid Bateman, Ms. Allison Fisch, Mr. Lawrence Hirsch, Mr. Bill Higgins, Mr. James Maher Jr., Mr. J. Kevin Murphy

Trustees Calling in: Prof. Kathryn Heleniak

Guests: Mr. Lester Long, Ms. Takesha Dozier

I. Call to Order

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

II. Review of Minutes

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

III. Chairman's Remarks

On behalf of the Board and the City community, the Chair again expressed his gratitude to Mr. and his wife, Ms. Corcoran, for sponsoring a reception at their home that was attended by over 60 past and present donors. (Mr. Higgins observed that in order to claim a charitable tax deduction, in the future such events should be funded with a donation to the school, a §501 (c) 3 organization, which should then pay the vendors.) He noted with some disappointment that the Director of Development who had an important role in organizing the affair had resigned after the event, complicating the follow-up. In her absence, the ED has followed up with e-mails to each of the guests, inviting them to visit the school. Four had already responded with donations.

IV. Board Capacity

Mrs. Bateman reported on a presentation she attended at the New York Center for Charter School's on the development of "capacity" on the boards of charter schools. i.e. recruiting, developing, retaining successful board members. Members are generally chosen for their background in relevant functional specialties such as finance, real estate, community representation, education, and development. The number of board members is usually odd, about 11, but we have been operating with 9 recently. Besides a balance in functional backgrounds, boards should also try to achieve a balance in gender, age, and ethnicities, so that all points of

view on a matter can be effectively represented. She observed that even though an organization is always in flux, the formal legal obligation to have a succession plans in place for the ED as well as the obligation to reconstitute itself with able younger trustees was always fixed with the Board. She noted that there could be roles for individuals' whose time commitments are constrained, but are pleased to be able to contribute to and articulate CCS's mission.

V. Development

Mr. Arabia presented an analysis quantifying our development efforts and comparing them to those of other successful charter schools. The presentation usefully developed a metric of "Give or Get"/Trustee/ Student as a benchmark for comparing ourselves to Success Academy and KIPP, much larger and more established organizations. The advantage of using this metric is that it abstracts from the organization's size, and uses an income per capita as a benchmark for comparison. Whereas organizations like Success and KIPP on average are raising \$27/scholar, we raise about \$9/ scholar. Were we to apply their average to our current student body, the trustees would have to raise some \$244,000 in aggregate next year, far beyond the past levels of contributions. Consequently, he suggests that we approach such a goal over 2 years, with an intermediate target of \$150,000 for next year. The rationale for augmenting the donations is in part to enable the ED to further invest in talented teachers, which he suggests is the most crucial need in order to achieve a larger scale of operation. Such a goal would, for example, cover the salary of Leadership Development Officer of \$100,000/ year plus \$25,000, enabling us to retain a more senior associate and shift the burden from the ED to the Board.

In comparing our fundraising structure with those of other charter schools that consistently raise significant amounts to fund their operations; it appears that comparable organizations have a bifurcated board structure: that is a Board of Trustees responsible for the school's operations and a Fundraising Board or Circle that may consist of 30 plus individuals who help make up the student funding gap between public school and charter school subventions of 30%. This gap together with the other breaks in points of new schools imposed by arranging our own facilities and the projected compound annual growth of 2.6% in NYS funding necessitates such fundraising to finance our expansion plans. By comparison, Success Academy schools have been nearly all co-located and hence become self sufficient in 2-3 years, although they have created a sizeable administrative and legal staff with the attendant fixed expenses. Moreover, they too are transitioning to some private space by leasing and renovating the former Bronx County Courthouse.

In approaching foundations and other sophisticated private donors, we are being asked to organize our plans into a meaningful capital budget, or group of "buckets", such as the student database project, and prioritize them in a manner that removes obstacles to further expansion. There should obviously be co-ordination between the projects as, for example, between development of facilities, technology, and faculty and staff. The ED noted that there are constraints on the investments, such as personnel turnover, that makes judging the right level of spending on items like professional development difficult.

Leadership development of school leaders, including the ED, is key. While other charter schools have developed central teams, we have relied on our Grade Team Leader model to empower faculty and develop coaches with proven skills in working with our scholars. In our experience, bringing outsiders into leadership positions just hasn't worked. Our aim, then, especially in staffing such positions has been to bring in a replacement for the departing leader who is just as strong, just as committed. Fostering this internal growth, which importantly contributes to the expansion plans through programs like our Classicorps has enabled us to partly address our personnel needs while serving our faculty's ambitions for development and advancement.

The discussion concluded with the notional, but not formal adoption of Mr. Arabia's fundraising goal of \$150,000 so as to fund the replacement of the Development Director for perhaps as long as 2 years.

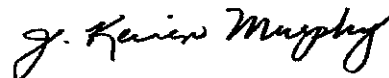
Attention then turned to the need for a new Development Director. As a follow up to the reception, the ED had already e-mailed all of our guests, from whom had volunteered donations. Since this is the first of this type of event, he will also track the conversion ratio of donations/expenses so as to judge the efficiency of this form of solicitation. This was followed by some discussion about the level of experience that should be asked of the replacement development director. The trustees' consensus was that a more seasoned person was required, possibly someone with contacts, but certainly a candidate with well developed skill sets in organization and communication, including drafting effective grant proposals, who could effectively leverage the time the ED would be able to invest in these efforts. While not requiring the allocation of a board position, we should begin where we left off by contacting our former consultant to assess the state of the market. Our follow up will be divided into short, medium, and longer-term time frames. The ED will immediately contact all guests who attended the reception to visit the school. In the medium term, he will continue the preparation of the grants currently in process. Over the longer term, Prof. Heleniak with Ms. Childs and Ms. Bateman develop a strategy to form a Founders' Circle.

VI. Adjournment

There being no further business, the trustees

VOTED to adjourn at 7:45 pm until the next meeting on November 14, 2017 at 977 Fox Street.

Respectfully submitted,



J. Kevin Murphy, Secretary



CLASSICAL CHARTER SCHOOLS

Board Meeting Minutes November 14, 2017

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

Trustees Attending: Mr. C. Stephen Baldwin, Ms. Ingrid Bateman, Prof. Cathryn Heleniak, Mr. Lawrence Hirsch, Mr. James Maher Jr., Mr. J. Kevin Murphy

Trustees Absent: Mr. Arabia, Ms. Fisch, and Mr. Higgins

Guests: Mr. Lester Long, ED, Ms. Esmeralda Santos, Parent & Polly Santos, Spanish Translator

I. Call to Order

There being a quorum, the Chair called the Meeting to order at 77 Fox Street at 6:00 pm.

Before addressing the agenda, the Chair welcomed our guests and invited them to voice the concerns that they wished to bring to the Trustees' attention. Ms. Santos has 2 children at the school and the younger scholar, a 3rd grader, felt very constrained by the school's code of behavior and its application to which she also took exception. She kindly provided instances in which she felt discriminated and so felt so strongly that she had withdrawn her son to a nearby public school. On reconsideration, she wanted to bring the matter to the Trustees' attention because she felt she had not received the attention from the Deans. Moreover, she also wanted to see if her son might be admitted.

The Chair thanked her for doing so and said the situation would be investigated. After several explanatory questions by both the ED and Ms. Bateman, Ms. Santos agreed to a meeting at 9:00 AM on 11/16 with the ED and a Spanish speaker from the school to work through the issues. The Chair expressed our gratitude that they shared their concerns with us.

II. Review of Minutes

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

III. Chairman's Remarks

The Chair waived his normal comments.

IV. Finance Committee

The Finance Committee reviewed with our Auditors the results of the annual audit that resulted in a clean opinion. There was, however, one issue during the period after our business director's departure and Mr. Macapagal coming on board wherein the credit card bills were not reviewed in a timely fashion. The auditor stated that the situation had already been corrected with Mr. Macapagal's employment.

Since our schools have all been combined under the umbrella of one educational corporation, the amount of funding that that entity receives from the US government now exceeds a \$750,000 threshold requiring audits under federal standards as well as GAAP.

The Financial Accounting Standards Board is making sweeping changes to the standard governing lease accounting rules. Our financial statements, which are prepared following the GAAP accounting standards, will also have to comply by December 15, 2019. In fact, the new accounting standards will require the educational corporation to capitalize the value of the lease both on the Asset side and the Liabilities side of the Balance Sheet. This will greatly increase both our Assets and Liabilities on a roughly \$1 for \$1 basis. We have already alerted the Charter School Office of the SED, who will face the issue not only with respect to us, but also with other Charters occupying leased, private space. Our auditors will be asked to present the effects of the accounting change to the Charter School Office of the new year.

With respect to the quarterly budget comparisons, the personnel costs seem to be understated at about 76% of budget when they should be coming in at 85-88% of budget. This seems to be due to a lack of accruals regarding the salary liabilities for July and August. The figures will be adjusted to reflect those accrued liabilities.

V. Executive Director

The ED was working simultaneously on several grants. We have applied to the Hecksher Foundation for financing of the data project. He was pleased to also announce a successful approach to the Robertson Family Foundation for an important grant covering several years of sustained support, the administration of which is going to be very demanding. Another application has been submitted to the Maverick Foundation. The Tiger Foundation visited School III in consideration of possible 2018-19 support. They focused on the constraints that limit the growth of the system: 1) systems that can't be scaled, 2) staffing and retaining talented personnel in a demanding environment with high turnover, and 3) facilities and real estate.

The new building housing for Schools III & IV will not be occupied until Christmas week due to some snags. There are weekly meetings with Civic Builders about the final site for School IV.

We are about 1/3 of the way through the data project that now will take about 1,400 hours. The input from the NYC Charter Center has been converted to standards for his performance as well as that of Trustees.

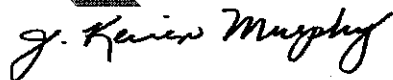
So far, last month's fundraiser yielded over \$2,000 (compared to its cost of about \$5,000). With the departure of our Director of Development, it has become clear that we need an experienced and senior development person if we are to garner the necessary \$1.2 million over a 3-year time frame to continue our expansion. Such a person should be capable of soliciting hedge fund managers, senior business people, and foundations and compiling concise, cogent reports relating to the administration of the grants. They should also be able to build a team to sustain the function, including work with the board. The Trustees' general sense was that this function should continue to be supported and developed in support of our planned growth.

VI. Adjournment

There being no further business, the trustees

VOTED to adjourn until the next meeting at 6:00 pm on December 12, 2017 at 320 Park Avenue.

Respectfully submitted,



Kevin Murphy, Secretary

Draft





CLASSICAL
CHARTER SCHOOLS

Board Meeting Minutes
December 12, 2017

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

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

Trustees Absent: Ms. Fisch,

Guests: Mr. Lester Long, ED

I. Call to Order

There being a quorum, the Chair called the Meeting to order at 80 Park Ave. at 6:00 pm and immediately went into Executive Session to discuss matters relating to personnel and compensation.

Review of Minutes

After the Executive Session, the Board members began its regular agenda by approving the minutes from the last meeting.

Chairman's Remarks

The Chair observed that the presentation made to the Robertson Foundation was informative and concise. He recommended that the presentation be circulated electronically to the entire board for their review.

IV. Report of the Executive Director

November was a busy month in soliciting funds from institutional donors. The Hecksher Foundation has committed to underwriting our student data project. (The data project is, in part, an effort to capture and track a scholar's progress and behavior in real time and make the information readily available to the administration and faculty.) The Tiger Foundation has pledged support for the 2018/19 academic year, and the Robertson Foundation has also pledged a multi-year support. The Maverick Foundation has not replied to our grant application yet. The support by these amounts exceed our development goals for the current year by a wide margin and represent the greatest proportion of private contributions in support of our programs, followed by those of the board, and then additional individual contributions.

With the support of such knowing donors comes the expectation that the assistance will be effectively employed in the realization of our scholars' educational objectives. These organizations understandably insist on improvement on both the quality of the program and on increasing the number of scholars that benefit from it. Emphasizing the quality of CCS programs is a *sine qua non* because we are operating in an imperfect marketplace in which "quality", importantly defined by state test results, is our only comparative advantage. As we define it, however, "quality" not only consists of effective curriculum and instruction, as evidenced on state assessments, but also extends to the value added by placement in secondary programs with high graduation rates that are likely lead to college. The ED astutely observed that continued expansion to serve burgeoning demand is a collateral manifestation of "quality". It is an effect, not a cause.

Besides limitations on space, there are other constraints to expansion, especially in attracting and developing school leaders. In the E. D.'s experience, outside general recruiters at almost every level have generally fallen short of our expectations. Continued expansion, then, implies achieving a series of successive balances achieved by retaining talented faculty and staff, as well as by supplying new leaders. With each new program, these demands are augmented beyond the normal turnover and even well laid plans are susceptible to unforeseen events necessitating ad hoc adjustments, as the unexpected departure of a school leader for compelling personal reasons demonstrated.

The building to house SBC III & IV has experienced a major delay and will not be ready for occupancy until late January. Separately, agreement on the ten-year lease with Civic Builders for SBC IV's facilities due 2020 has been approved on both sides and negotiations will begin on the lease. Under it's agreement with the City, NYS will subsidize the rent under the lease.

With respect to the parent who attended last month's meeting requesting we re-enroll her first grader, unfortunately, we will not be able to do so after having withdrawn and placed him in a nearby public school. Her rationale for withdrawing the child had to do with the tone of our discipline. The deans have emphasized to the faculty the need for clarity, so that a child understands the objection to his or her behavior and that the tone be less insistent, so that the child will respond to the message.

We have completed the half-way point on the Data Project that will amalgamate and integrate many of the current " trackers" that collect information on student progress and behavior. The purpose of the project is to make this information readily available to inform faculty and administrative planning.

The board should review the board "standards for governance" which have been converted to a "scorecard" for self-evaluation. Concrete steps should flow from these that lead to agreed "targets", such as opening a new school every other year. A similar scorecard was completed by the E.D.

Finally, Mr. Maher is going to investigate possible connections with the N.Y. Junior Tennis League's after school programs which are nearby in Crotona Park and with which both his family and our Parent Coordinator are involved.

VI. Adjournment

There being no further business, the trustees:

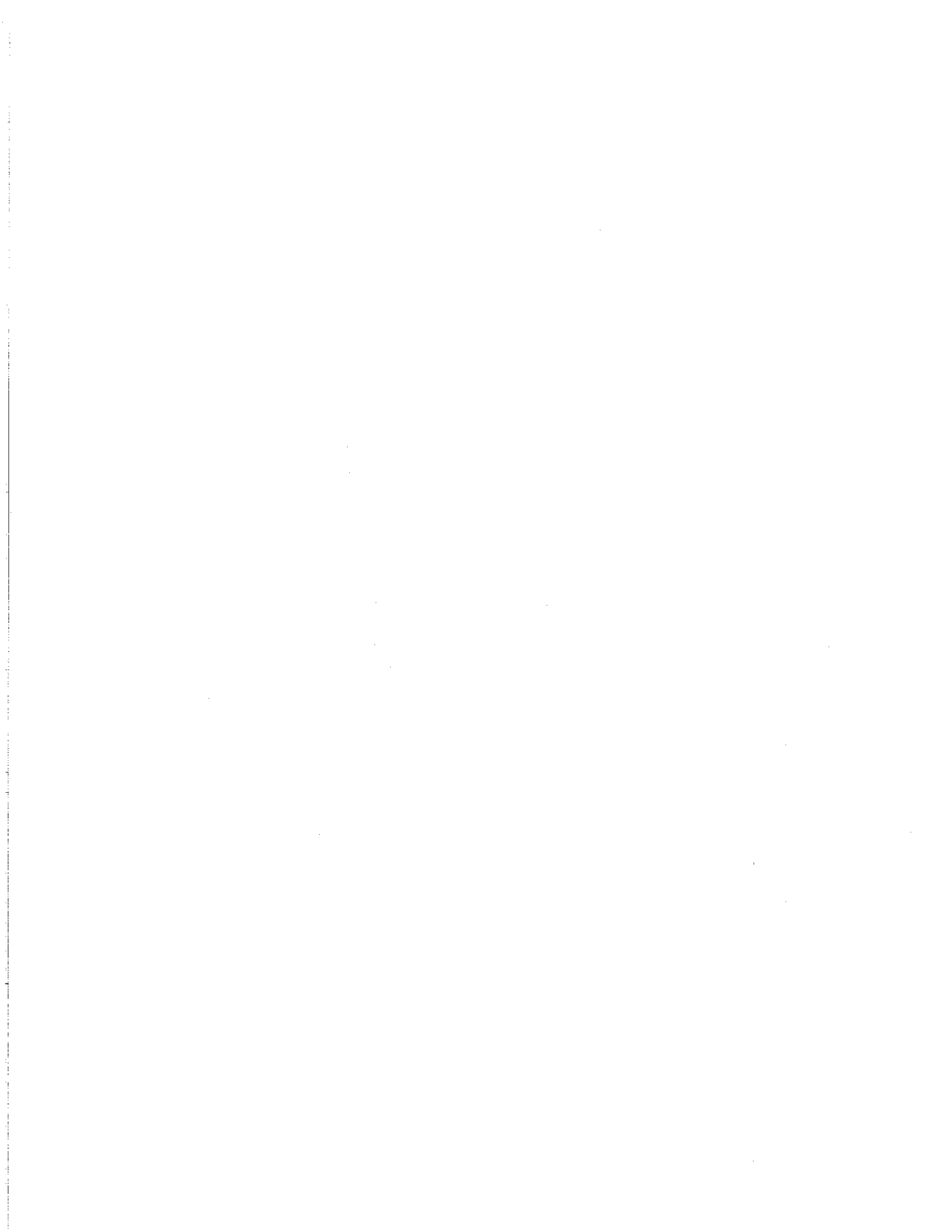
VOTED to adjourn until the next meeting at 6:00 pm on January 16, 2018 at 320 Park Avenue.

Respectfully submitted,

J. Kevin Murphy

Kevin Murphy, Secretary

Draft





CLASSICAL
CHARTER SCHOOLS

Board Meeting Minutes
February 13, 2018

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

Trustees Attending: Mr. C. Stephen Baldwin, Ms. Ingrid Bateman, Ms. Alison Fisch, Prof. Kathryn Heleniak, Mr. James Maher, Mr. J. Kevin Mahoney

Trustees Absent: Mr. Benjamin Arabia, Mr. Bill Higgins

Trustees Calling In: Mr. Lawrence Hirsch

Guests: Mr. Lester Long, ED, and Mrs. Takesha Dozier

I. Call to Order

There being a quorum, the Chair called the Meeting to order at 6:00 pm at 320 Park Ave.

II. Review of Minutes

The Trustees

VOTED to approve the minutes of the January 16, 2018 meeting.

III. Chairman's Remarks

The Chair began by momentarily ceding his time to the Executive Director for his report.

IV. Executive Director Report

The ED began by reviewing the Data Project, the status of construction, comments on strategy, and important Board decisions. One of the foundations supporting CCS has transferred the first tranche of its commitment pursuant to a 3-year grant that is an unrestricted donation. Mrs. Bateman, our Treasurer, went on to table an evaluation of the requirements and rationale for a software package to manage fundraising and the Financial Statements as of 12/31/2018.

With the cold weather, construction on 3458 Third Ave. has lagged several weeks and we now anticipate occupying the new facility in mid-April. Con Ed is scheduled to connect power to the building shortly. With regard to the School IV building, the term sheet has been completed and is agreeable to both sides, enabling both parties to move ahead with lease negotiations. The departure of our principal contact at Civic Builders hampers the progress somewhat, but the ED will meet with his successor this week.

The ED also met with the leadership and the board of trustees of the South Bronx Early College Academy, a charter school in its third year, with a view to exploring our potential support. SBECA is a middle school serving grades 6-8 in a 38,000 sq. ft. facility. It offers scholars a STEM curriculum through project-based learning, an approach with which it has experienced some difficulty. Obviously, the curriculum's emphasis is quite different from our more classically oriented approach and remedying the shortcomings of an existing school is generally more difficult than establishing a new one. Consequently, there seemed but little that CCS could usefully offer by way of meaningful help.

We have hired a new Director of Business and will be adding an Associate to supplement our current personnel in meeting the organizational demands of the school with respect to human resources, finance & accounting, development, and facilities. Mr. Gibbs is a N.J. native with an experience in both business, at Lehman Brothers and SoGen, and a bilingual charter school that he co-founded in New Jersey. The per pupil expenditures are slightly less than those in NY and, like many charters in NY, schools must absorb the cost of their facilities in their budgets. While he will supervise the accounting function and the preparation of Financial Statements, he will not have signing authority on the bank accounts. With respect to additional faculty staffing, we have doubled the number of "Classicorps" teachers hired as compared to the same time last year.

Most Trustees have reviewed and commented on the Welcome Packet for New Trustees that should be finalized by April when we will begin recruitment, as Mrs. Hersh will be leaving at year-end. Based on a presentation Mrs. Batenko attended at the NYC Charter School Center, the ED developed a "tracker" covering 6 areas of responsibility for trustees that can be used annually for self-evaluation. From this, we can identify weaknesses in governance and evaluate our performance in respect of the CCS's priorities and mandates. For example, CCS's expansion plans drive our medium-term financial planning and consequently our budgets that, together, help determine our Development tasks and solicitations. Moreover, the provisional charter of each school sets the expected educational outcomes and standards that the State Education Department requires and against which the SED's Office of Charter Schools will make its determination with respect to charter renewal. Trustees should be conversant with the objectives, their rationales, and use them to help direct their involvement. Each of us should complete the "tracker" and send it to Mr. Maher for him to collate prior to the next board meeting.

With respect to the expansion plans, the possibility of arranging some sort of ongoing "swing" space for incubation of newly chartered schools is under consideration. The major attraction of this alternative is that it would afford much more flexibility in arranging ongoing leased space while the schools are being organized, staffed, and launched. On the other hand, this option itself would imply a longer-term commitment to the temporary space since the minimum time frame of a commercial lease is at least five years.

In preparation for the state assessments in April, we are identifying at risk scholars with scores below 2 for remediation. Faculty will meet to evaluate and discuss scholars' academic data, likely causes of issues, and set priorities in addressing them before the assessments.

Mr. Frumkin's presentation of the high school admissions results will be delayed until the May board meeting.

V. Report on Software Package Options for organizing Development Efforts

Mrs. Bateman has investigated various software packages that will help us organize our solicitation efforts. The Development process requires several steps: tracking donors and their gifts, reporting on the status of the gift, communication both with respect to the donors and on behalf of the trustees, tracking and prioritizing the "next steps" in the solicitation, deadlines for reports and grants, and, finally, management of CCS events. After meetings with a couple of vendors, one clearly stood out in terms of applicable functionality and value. The pricing amounts to a \$1,200 upfront charge for customization, training, and data input, and also an annual usage fee of \$1,200; so total charges of \$2,400 the first year and then \$1,200 annually thereafter. Some consideration was given to adding a module to the School Information System, but it was deemed too large a project to take on in the near term with the Data Project running concurrently. There is a Donor Search function that can be added later. Since the trustees will be primary users of this, we can either sign up for a half an hour demonstration as a board or we may want to visit the vendor's website to schedule a demonstration. With regard to the installation of the software, a trustee noted that there were consulting/consulting professionals who *pro bono* may be able to help.

VI. Finance

The trustees briefly reviewed the Consolidated Income Statement, as compared with the Budget, and the Consolidated Balance Sheet, both as of 12/31/2017. Gross Revenues are marginally ahead of budgeted amounts. Underlying the total Income figure, however, State & City Funding has run behind projections. The shortfall has been more than exceeded by Contributions and Donations, largely through the efforts in attracting grants from foundations. Actual expenses are running far below projected budget amounts, notably due to lower occupancy as we have not yet moved into the new building, but also lower personnel expense. The excess has been the cost of the Data Project that has exceeded budget expectations. The balance sheet remains quite liquid with a current ratio of 2.58x, including the Deferred revenue item to be realized before 6/30/2018. Indeed, Total Equity exceeds the total of Fixed and Other Assets by more than 1x.

The Trustees:

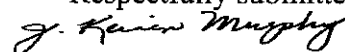
VOTED to accept the financial statements for 12/31/2017 as submitted.

VII. Adjournment

There being no further business, the trustees:

VOTED to adjourn until the next meeting at 6:00 pm on March 20, 2018 at School II at 333 East 135th Street, Bronx, NY, NOT at School III, 3458 Third Avenue, Bronx, NY.

Respectfully submitted,



J. Kevin Murphy, Secretary





CLASSICAL
CHARTER SCHOOLS

Board Meeting Minutes
January 16, 2018

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

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

Trustees Absent: None

Guests: Mr. Lester Long, ED

I. Call to Order

There being a quorum, the Chair called the Meeting to order at 6:00 pm at 320 Park Ave.

II. Review of Minutes

The Trustees:

VOTED to approve the minutes of the November 12, 2017 meeting.

III. Chairman's Remarks

Chair noted the success of fundraising that, thanks particularly to several large grants from foundations, vastly exceeded our goals. The donations from the Trustees also exceeded the much more modest target. The Chair then asked the Treasurer to report on the advice, insight and data of several consultants on fundraising at a conference organized by the NYC Charter School Center.

She aptly summarized the presentation by noting the board's responsibilities for oversight, insight, and funding of the schools and of the executive director. With regard to fundraising, a presenter at the Charter School Center conference estimated that 72% of donations came from individuals, 15% from foundations, 5% from corporations, and 8 % from bequests. After donations to churches and religious organizations, the next largest group of beneficiaries was educational institutions including universities. Given the difficulty in acquiring new donors, an important goal is to maintain contact with existing donors and if possible enhance the amounts of the gifts. The presenter at the conference has identified one inexpensive software program¹ for use as a tool to help development managers foster relationships with donors by

¹ The most important requirement for development software is to be able to segment donors for discovery and communication.

tracking their gifts and identifying their other eleemosynary priorities. While foundations may require a more analytical view of operations and metrics for progress towards objectives as a means of tracking and thereby justifying their grants, individual stories demonstrating the useful impacts the schools are having on scholars academic careers can motivate individuals. A story telling of admission to a selective secondary program or a scholarship award communicates to the donor that they have effectively helped change the trajectory of an impoverished student's early life. The donor is obviously due a timely "Thanks" along with the notification of the tax deduction. Indeed, some of the scholars (or maybe even alumni) may want to write a thank you note, or post a video on the school's website thanking the donors. Despite our past experiences with development personnel, the Charter School Center recommends staffing the function well and noted that good staff is expensive. After the first of the year, governmental budgets are just receiving their appropriations for their fiscal years; so now may be a good time to scout the offices of the borough administration for allocable, discretionary funds.

The Chair followed up by noting that the grant from the Robertson Foundation required a plan for leadership succession that the ED is implementing. He also noted that the Board should start developing its own plans for succession, which should include the addition of at least one new trustee each year and the replacement of its officers including ². Rather than being caught out by events, the strong preference is to promote candidates with board experience from within.

Mr. Maher noted that it would aid management by having a set of objectives if we included the board's agreed upon aims at each meeting along with the meeting minutes.

IV. Executive Director Report

Excepting the Robertson Foundation multi-year grant, our fundraising efforts yielded \$866,000 more than twice our objective. Foundations provide the lion's share of the subsidies. Trustees as a group raised \$171,000. The recent reception held for donors has already yielded about \$2,000 and we must begin to solicit the attendees in an organized fashion. While the records concerning donors and their gifts are fairly complete from 2004-2016, they are incomplete for 2017. Moreover, some classifications need to be clarified: for example, should the timing of donations be recorded according to the donor's tax year or our academic year. Next steps for communication and solicitation also should be outlined, recorded, coordinated and the results noted. Solicitation materials should also be updated, the Robertson presentation deck refreshed, and outstanding examples of achievement from the perspectives of a scholar or parent incorporated added to presentations to individual donors along with the data. The foundation's updated presentation should be circulated among trustees.

The occupancy of the building at 3458 Third Avenue has been again delayed. Con Ed has not connected the power, some supplies have not yet arrived on site, and there are concerns about "curing" the building materials because the water freezes before the cement sets at low temperatures. Expected occupancy has been pushed back to mid-February, but could well be further attenuated if the especially cold weather continues. While our scholars, faculty and staff are eager to move in, it is also in the developer's interest that we shortly occupy the space since the vacant building represents a growing and unproductive investment on his books.

² Although the Chair did not specifically point it out, replacement of the officers also requires such things as notification of our authorizing body and new signature authorities at the bank.

The term sheet for the School IV building has been agreed with Civic Builders and the lease is now being negotiated by Mr. Eric Grannis who is representing CCS. There was a notable change increasing the building's area from 43,000 to 54,000 sq. ft., causing the per square foot construction costs to escalate from \$36 to \$38/ sq.ft.

Mr. Grannis, who serves on the Board of Public Prep, also helped us negotiate temporary space for two years at a Public Prep facility in the Bronx for School II's rising 6th graders. The leasehold costs were very reasonable. These temporary arrangements will continue until School IV's building is complete in the summer of 2020, then the School II middle school will join the growing School IV in that school's new building. (Note that School IV has not yet been merged into the CCS educational corporation, something that is on the Reg. agenda for this spring.)

The amalgamation of the Excel "trackers" will likely continue for another couple months. The reporting, which consolidates information on scholars' academic and behavioral progress, will not only make that information available in real time for formative decisions by faculty and staff, but it will also alter the reporting to parents on their scholars' academic progress.

Mr. Christian Gibbs has joined as Director of Business Operations and will oversee Finance, Human Resources, Real Estate, and Development. A former teacher, he is from Rumson, N.J. and he worked at Lehman Brothers and Société Générale. He also brings experience supervising real estate projects. Mr. Macapagal will directly report to him, so now there will be a staff of three overseeing business operations. Mr. [redacted] has already read and edited the business plan.

With regard to faculty recruitment, we have been able to hire nearly twice as many teachers while reviewing applications, indicating that we are becoming more proficient in zeroing in on candidates who are likely to be effective in the classroom. Mr. Baum is now our Director of Talent overseeing two staff, one devoted to analytics and the other to the creative content, discharging this mission-critical responsibility. We are increasingly able to screen candidates through on-line A/B testing (an abbreviated form of hypothesis testing that omits tests for statistical significance), location, and stage of career. We have retained a photographer to supplement our recruitment ads with pictures and we vary the recruitment messages to focus on the responses of candidates that correlate to high-performing pedagogues. Recruitment materials are posted on "Indeed," "Monster," and the placement websites of the top 100 colleges. The costs run about \$1,800 per hire but are far more efficient than headhunter fees that can cost \$7,000 per hire. New hires are running at a rate of about 6% of applications. Given the importance of recruitment of a talented faculty, the function is separate from the HR function, which handles the employment formalities such as fingerprinting. The priority is focused on building a sustainable recruitment process rather than resolving an unexpected vacancy. It was suggested that these same marketing skills might be applied to Development.

After reviewing the roles and responsibilities of business management and talent recruitment, the ED displayed a modified organizational chart showing how each function relates to the other. Still to be identified is a Director of Deans, Behavior, and Events, which will be forthcoming. The roles should be transparent and the aim of each contributor will be to continually improve and document the qualitative and quantitative results of the processes for which they are responsible. All of the data will be digitally recorded and backed up both locally and on the cloud with Amazon. This is the foundation on which growth can be scaled.

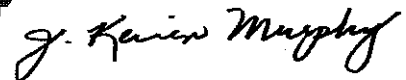
In evaluating the quality of our scholars' academic achievement, our benchmarks are to be competitive with the best school districts in the state, Scarsdale and Chappaqua, so that academic achievement gaps have been eliminated. We should be tracking scholars onward progress after graduation, perhaps by establishing a Facebook page or website for each cohort, although there could be some risk of cyber-bullying. Given the school's aim of developing scholars to become citizens of impeccable character and our Character curriculum, Mr. Maher wondered about a system of metrics to monitor progress as well.

VI. Adjournment

There being no further business, the trustees:

VOTED to adjourn until the next meeting at 7:00 pm on February 21, 2018 at 320 Park Avenue.

Respectfully submitted,



J. Kevin Murphy, Secretary



CLASSICAL
CHARTER SCHOOLS

Board Meeting Minutes
April 17, 2018

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

Trustees Attending: Mr. Benjamin Arabia, Mr. C. Stephen Baldwin, Ms. Mergrid Bateman, Ms. Allison Fisch Prof. Kathryn Heleniak, Mr. Bill Higgins, Ms. Lawrence Hill, Mr. James Maher, Mr. J. Kevin Murphy

Trustees Absent: None

Trustees Calling In: None

Guests: Mr. Lester Long, ED

I. Call to Order

There being a quorum, the Chair called the Meeting to order at 6:00 pm at 320 Park Ave.

Review of Minutes

The Trustees

VOTED to approve the minutes of the Meeting of the Board of Trustees, April 20, 2018 meeting, there being one amendment concerning the software package development.

Chairman's Remarks

The Chairman waived his report and proceeded directly to that of the Executive Director.

Executive Director Report

A. Business Operations

Beginning with staffing, the ED related that the Business Operations team has been fully staffed with the addition of a SHRM-certified HR manager. The economics underlying the staffing is importantly to bring in-house the benefits, compensation, and payroll operations that had formerly been serviced by ADP in order to realize a savings of about \$300,000. Now the Director of Business Operations will be responsible for Accounting, Financial Statements & Budget, Real Estate & Facilities, Development, and Human Resource administration. The HR manager has a background both in human resources and education and a sum has been set aside pay for that staff member's further professional development.

After meeting for some time with an executive coach from Brooklyn who was unable to identify any immediate issues, the ED has opted to work with an experienced management consultant from Minneapolis on time management and communications issues. The consultant has over 20 years experience with for-profit entities, such as Cargill and Target, but only a little experience with non-profit entities. The aims of the consultation is to modify and hone some of the ED's management practices, although it's difficult at the outset to define what the metrics for successful realization may be until the consultant has had a chance to survey and evaluate the situation. Mrs. Fisch offered that she also could supply names of other such professionals if needed. If this consultancy proves useful, it may be worthwhile to extend it to other school leaders in the succession plan.

There will be a change in the accounting threshold for depreciation of equipment, particularly computers. Formerly, equipment purchased for more than \$5,000 was capitalized and depreciated over a 3-year period, generating many small bookkeeping entries. Henceforward, the threshold for capitalizing an asset will become \$5,000 and smaller amounts will be expensed in the current year. This will have the effect of reducing net income in the current year but augmenting it in subsequent years because future earnings will not be charged with depreciation. As a non-profit entity, there should be no consequential effect.

B. School IV's Facility

No sooner had Civic Builders executed a lease with CCNY for a building on their site at 757 Concourse Village West, about 1.5 miles southwest of School IV's building, than they ran into major obstacles in financing the project. The \$20 million cost was to be financed by a mix of debt and equity. The investors were to earn a 3% return from the building rental and \$4 million in New Market Tax Credits offered by the Community Development Financial Institutions Fund of the U.S. Department of Treasury. (The credits extend for a period of 7 years at the rate of 5% for the first 4 years and 6% for the last 3 years to qualified entities investing in underserved communities. Civic Builders has obtained authorization amounts for \$40 million in 2016 and a like amount last year. In the recent U.S. budget, authorization amounts for the program have been halved from \$7 billion to \$3.5 billion.) Without the New Market Tax Credits, financing would have to be arranged on a commercial basis and the investors' return would have to come from leasehold rentals. While NYS offers a subsidy for up to \$45/sq.ft. per 100 sq. ft./student to charter schools for the rental of private space, the amount of the subsidy is unlikely to generate enough rental income to satisfy commercial investors' return requirements. At \$38/ sq. ft., our rental terms were competitive in the market. We have only 28 months in which to construct the new facility, so the Board and Mr. Maher are urgently working with the President of Civic Builders to resolve the issue.

C. Scholars

We now tentatively expect School III/IV to move into the building at 3458 about May 1, although this is subject to the issuance of a Temporary Certificate of Occupancy.

The scholars will sit for the NYS assessments this month, including School III which for the first time will sit for the third grade assessment. Assessments are now untimed and can run from 8:00 am to 3:00pm. We anticipate that the results will largely be in line with last year's results and that, as the network expands, there may be some slippage in quality. Success Academy, with 46 schools, consistently leads the results among Charter Schools and demonstrates that it is possible to expand while maintaining high standards of achievement.

V. Board Survey of Trustee Performance Standards

Mr. Maher presented a summary of the survey of Trustee Performance Standards submitted by each individual trustee to him as a means of identifying and evaluating the board's priorities. There were 6 rubrics defining standards: focus on school mission, ensuring exceptional leadership, commitment to exemplary governance, strategic action, raising and wisely deploying resources, and legal and regulatory compliance. Under each of these rubrics, were grouped about 7 process goals, actually 21 in all. Each trustee scored and commented on the board's performance with respect to each goal on a scale of 1-4, with 1 being the lowest rating and 4 being the highest. These scores were tallied and averaged, with some investigation of both range and dispersion.

For all the categories taken together, the overall average was 2.97, with a range from 2.76 to 3.22. Ordering the categories from weakest to strongest, they ranked as: commitment to exemplary governance (2.64), strategic action (2.64), raise and wisely deploy resources (2.96), ensure exceptional school leadership (3.11), focus on student achievement (3.26), maintenance of legal and regulatory compliance (3.69). The dispersion of scoring for each of the 6 categories was generally within 1 point, with most trustees bringing strategic action similarly and the widest scoring differentials on raising and deploying resources wisely. To help prioritize issues, Mr. Maher grouped issues into 3 categories: those on which we scored ourselves below 2 (3 standards), those on which we scored ourselves below 3 (13 standards), and those on which we scored ourselves below 4 (25 standards). Generally, better organization of board functions including recruitment, succession, committee functions, and development were all high priorities.

There followed some discussion seeking to delineate our aims in raising our profile among key stakeholders: parents whose children we seek to enroll, candidates for faculty positions, putative donors, and our authorizers. Mr. Arabia volunteered to take the matter under consideration so as to better frame the pros and cons, and more rigorously define our purposes in making any changes in projecting a higher profile, particularly in our outreach to graduates and donors. With a much larger staff and 46 schools, Success Academy projects a much higher profile, but it equally attracts more scrutiny and criticism.

Work on a leadership succession plan, both for the ED and the Chair, will continue through June when comments will be solicited. This plan has implications for the articulation of the development goals of possible successors as well. An Ad Hoc committee consisting of the ED, Mrs. Bateman, Mrs. Fisch, and Mr. Maher, acting as Co-ordinator, will work on synthesizing the goals/objectives highlighted by the survey so as to ready them for steadier attention. Facilities & Real Estate are and likely will continue to be the critical issue predictably constraining expansion. This constraint may well be the prism through which our outreach efforts to our representatives in the borough, the city, and Albany should be focused. Meanwhile, as they work to define these issues, the final Trustee Welcome Packet will be tabled in May.

VII. Adjournment

There being no further business, the trustees:

VOTED to adjourn until the next meeting at 6:00 pm on May 14, 2018 at the offices of Pzena Investments, 320 Park Avenue, New York, NY.

Respectfully submitted,

J. Kevin Murphy

J. Kevin Murphy, Secretary

Draft



CLASSICAL
CHARTER SCHOOLS

Board Meeting Minutes
May 8, 2018

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

Trustees Attending: Mr. Benjamin Arabia, Mr. C. Stephen Baldwin, Ms. Merid Bateman, \ Prof. Kathryn Heleniak, Mr. Bill Higgins, Mr. Lawrence N. ... Mr. James Fisher, Mr. J. Kevin Murphy

Trustees Absent: None

Trustees Calling In: Ms. Allison Fisch

Guests: Mr. Lester Long, ED

I. Call to Order

There being a quorum, the Chair called the Meeting to order at 6:05 pm at 320 Park Ave.

Review of Minutes

The Trustees

VOTED to approve the minutes of the April 17, 2018 meeting.

Chairman's Remarks

The Chair noted that Mr. Friedman would not report at this meeting about the placement of the graduation class, but rather at the June 12 meeting.

Executive Director Report

A. Business Operations

Since CCS initiated operations over a decade ago, the school's banking relationship has been located Banco Popular who have served us well. After a dozen years and with the expansion to 4 schools, the ED felt it was opportune to review the banking relationship in light of our current and likely needs, and in the context of the services of other institutions. Together with the business staff, he compared the services that Banco Popular offers to those of JPMChase, Morgan Stanley, and Signature Bank on 5 criteria that are important to us: yield on short-term investments, accessibility to statement history, fees, website quality, convenience, and a subjective factor evaluating history and offering comments. The current relationship with Banco Popular continues to be very convenient, but investment returns, technological support and service lags the other competitors, and moderate fees applied to the chief operating account.

Although Signature Bank has an office in the Bronx, the main group is in Manhattan, the returns on short-term investments were the lowest of those surveyed, the operations lacked a sweep account and access to statement history beyond 18 months. Moreover, there would be significant credit exposure to the bank for amounts in excess of the FDIC minimums. Morgan Stanley's investment offerings were very competitive with JPMC, but they too lacked a local presence and there was a bit of a mismatch in their emphasis on investments and our ongoing operational needs. Overall, JPMC seemed to be the best positioned to serve our needs: they have had for sometime a convenient local branch staffed by an account manager who was a former charter school leader, the technology was up to date, with ready access to 7 years of history on-line, and very competitive investment returns. JPMC fees "will only be charged on investments and yields quoted post advisory fees" and can range from 25-65 basis points, still an acceptable value proposition, particularly if the bank re-credits some operational fees.

The Trustees:

VOTED to initiate the process of transferring the school's banking activity from Finance Popular to JPM Chase with effect from July 1, 2018 by completing and reviewing at the July 2018 meeting the bank's applicable banking resolution and completing signature cards to be duly signed by the officers who will be elected at that meeting for the preceding 2018-19 fiscal year. Those authorized officers will sign in the manner specified by and subject to the limits set out in the Financial Policies and Procedures Manual.

The depreciation and amortization policy minimums in the section of the Financial Policies and Procedures Manual will be updated to increase the minimums amounts to be capitalized and depreciated from \$1,000 to \$5,000. For purchases of less than \$5,000, mainly computer equipment, will automatically be expensed in the current fiscal year, eliminating the need for an increasing number of ongoing smallish depreciation charges. This is in line with current Federal auditing standards comparable to the practices of other charter schools of our size, and recommended by our auditor. The accounting change should not have a material effect on the matching of revenues with expenses and given the non-profit nature of the educational corporation there should be no tax effect.

The NYSED has authorized School IV to merge with the ongoing Classical Charter Schools educational corporation (School II). Further, the NYSED Office of Charter Schools has authorized the consolidation of the schools' individual escrow accounts of \$75,000 as a reserve against the liquidation of assets in the event its charter were terminated into a combined escrow account of \$300,000 the proceeds of which will be easier to invest.

School II's charter has been extended for a further period of 5 years. The K through 5 operations will remain at 333 East 135th street, but we have sub-leased space from Public Prep for the 6th grade near 154th Street and Grand Concourse, during the construction of School IV's facilities. Our School II Director and the 6th grade Team Leader will supervise the operation. Parents of rising middle school scholars have already been alerted to the transition.

Negotiations with Civic Builders about the School IV facility continue in light of the absence of the New Market Tax Credits afforded by the Community Development Financial

Institutions Fund of the U.S. Treasury Department. That Office has seen its funding halved from \$7 billion to \$3.5 billion in the coming fiscal year. By way of background, this fund awarded credits against U.S. taxes -5% for 3 years followed by 6% for 4 years- to qualifying investors, such as Civic Builders, who would invest in specified communities and limit their rate of return to 3%. The absence of this tax credit means that the investment returns will all have to come from increased rent rather than U.S. tax credits for investors. (Offsetting this, NYC, pursuant to an agreement with the state, does provide a rent subsidy for qualifying charter schools occupying private space, so a contribution to the occupancy expense-not \$1 for \$1- is effectively being transferred from the U.S. Treasury to NYC.) Consequently, the leasehold for the project will increase from \$38/ sq. ft. to \$43/sq.ft. Civic Builders have agreed to reduce the escalation in the rent from 3% annually to 2% annually, much closer to the NYS long-term forecast of increases in the rent subsidy. The term of the leasehold is projected to be 40 years and the projected cost of the project is \$28.8 million for a structure that will accommodate an estimated 515 students.

An alternate plan of development wherein the school would act as its own general contractor and oversee construction was judged to be so risky that the rough estimates of savings, perhaps \$1.2 million on the project, could be more than overwhelmed by variable and volatile overruns in construction costs. While Civic Builders has a creditable history with other charters of delivering a quality product, as evidenced by a recent inspection, price much on budget; in our short experience with them things have taken longer than expected and the New Markets Tax Credit issue has taken both organizations by surprise.

In view of the experience, the trustees generally felt that it may be prudent to proceed with Civic Builders on the School IV project. Even the closing period for construction, they also wanted to retain our current connection with the developer of the School III building even in light of repeated postponements of our occupancy of that facility. Moreover, there are lingering concerns about the amount of rent that could be usurped from the School IV's operating budget on a substantial security deposit that will be required. Indeed, rather than depositing cash in escrow as a trust, a trustee wondered if a bank letter of credit could not be substituted in its place but it seemed prudent to avoid a wholesale re-writing of the leasehold terms of which could deteriorate as interest rates rise.

Consequently, the Trustees

VOTED to proceed with the Civic Builders plan, subject to clarification of the amount of the net negative carry of rent for the project and if the amount of escalation in the leasehold rentals was locked in at 2%.

The ED has opted to work with an experienced management consultant from Minneapolis on time management and communications issues. The consultant has over 20 years experience with for-profit entities, such as Cargill and Target. The aims of the consultation are to modify and hone some of the ED's management practices, although it's difficult at the outset to define what the metrics for successful realization may be until the consultant has had a chance to survey and evaluate the situation. He has been retained for a period of 6 months, overlapping the summer, at an estimated cost of \$20,000.

The data project continues in an effort to capture and record in a “real” time in a Sequel database information about students that is readily accessible to the faculty for planning and decision-making. Longer-term consideration is being given to the applications of Visual Reality tools for interviewing, training, and communications. The aim of all the technology, that is hardware hosting software, is to improve the faculty’s ability to recognize patterns in scholars’ learning and behavior in order to formulate and execute effective interventions that will promote their mastery of the relevant skills defined by the New York State Learning Standards. Toward that end, we are engaging a Data Analyst that will apply more sophisticated analytical techniques to this data. Our reporting to the faculty charged with small group instruction, for example, and to our parents will take on much more specificity about a scholar’s mastery of her or his learning objectives.

We have recruited 33 Classicorps members for the coming year with the aim of engaging 50. These are young college graduates interested in teaching for whom the school will underwrite the costs of their graduate program and certification. This has proved to be a reliable source attracting would-be pedagogues to whom CCS can offer viable careers, such as they gain experience and progress toward certification. The retention rate for this program is about 75%.

B. Financial Committee Report

Pursuant to previous discussions and considerations, the trustees:

VOTED to approve the software developed by Neor Inc. to help organize and track solicitation of donations by the board.

The Finance Committee reviewed the Consolidated Balance Sheet and Income Statement for the Charter Schools as of 3/31/2018 as well as the Income Statements for each of the schools for the same date (most recently 3/31/2017) against each school’s budget. Revenue ran ahead of budget mainly on the strength of Contributions and Donations that were nearly a million over budget, thanks to the successful approaches to foundations initiated by the ED. Operating Expenses, chiefly of the instructional staff, were below budget due to some seasonality in accruals of faculty expense for the summer and also due to much lower than budgeted occupancy expense due to delays in relocation to the new building. Consequently, Consolidated Net Income, which had been budgeted at under \$500,000, was reported at better than \$2,000,000. This favorable situation will right itself with a substantial increase in occupancy expense when Schools III and IV relocate 3458 Third Avenue. The projected move-in date is over the Memorial Day weekend beginning May 25, 2018, assuming that the Temporary Certificate of Occupancy is shortly forthcoming. With regard to the Consolidated Balance Sheet, Total Consolidated Assets are now in excess of \$10,000,000 against Liabilities of just under \$2,000,000, netting to about \$8,500,000 in Equity. The Quick Ratio for the Consolidated Balance Sheet was 2.4 and the Current Ratio was 3.9. The ratio of Liabilities/Equity was about 0.23 inclusive of the Deferred Revenue that will be reduced over the course of our operations through the year.

Comparing the Income Statements against the budgeted amounts across Schools I-IV revealed some variation across Revenue sources, for example in School IV’s Lease Stipend

Funding, and some differences in the relative proportions of Expenses. These are largely attributable to the different stages of the schools' development, their location, and consequently the services for which they qualify, as in the costs for meals for the scholars, for example. Among other expenses, such as those related to personnel, there was broad consistency within a range, but clearly the greatest source of variation among the schools going forward will relate to occupancy expenses, especially with respect to Schools III & IV, but also with School II which will record the costs associated with the sublease of space from Public Prep for its middle school. Consequently, medium term planning for those expenses extending to the break-even point of the next school building should be a key factor in a sustainable financial strategy.

The Trustees:

VOTED to accept the recommendation of the Finance Committee and approve the Financial Statements as submitted.

V. Other Business

The ED has identified 3 possible candidates for the board and one with IT experience who would be especially welcome. After some advertising and outreach, those candidates will be introduced to the Executive Committee, which they will make their recommendations to the full board. Those candidates with a charter school affiliation in NYC who can contribute to the board's expertise, diversity, and balance and are who are committed to the organization's mission are most urgently sought.

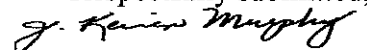
School I's graduation school will take place later at Fordham University at 4:00 pm on June 11, 2018. All trustees are encouraged to attend.

VII. Adjournment

There being no further business the trustees:

VOTED to adjourn until the next meeting at 6:00 pm on June 12, 2018 at the offices of Pzena Investments, 320 Park Avenue, New York, NY.

Respectfully submitted,



J. Kevin Murphy, Secretary





Entry 10 Enrollment and Retention of Special Populations

Last updated: 07/27/2018

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2017-18 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 2018-19.

SOUTH BRONX CLASSICAL CS III (REGENTS)Section Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2017-18	Describe Recruitment Plans in 2018-19)
Economically Disadvantaged	South Bronx Classical Charter School ("SBCCS III") consistently attracts scholars from its home district (10), with little recruitment effort. SBCCS III consistently enjoys a long student waitlist and has had continued to serve a population that is at least 90% economically disadvantaged.	SBCCS III 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 III 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 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	SBCCS III enrollment of English Language Learners grew from 15% in 2015-2016 to 21% in 2017-2018 so we will continue to implement successful strategies to recruit this population of scholars.

	language.	
Students with Disabilities	<p>To recruit students with disabilities, SBCCS III engages in an aggressive student recruitment plan, which includes:</p> <ol style="list-style-type: none"> 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 information sessions 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 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 III will continue to implement successful strategies in 2018-2019.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2017-18	Describe Retention Plans in 2018-19)
	<p>We know that the retention of our At-Risk population (Economically Disadvantaged, English Language Learners, and Students with Disabilities) is important. At SBCCS III, 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.</p>	

<p>Economically Disadvantaged</p>	<p>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.</p> <p>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.</p> <p>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 students. We have found great success with these initiatives over the past two years.</p>	<p>SBCCS III will continue to reflect upon its support of its At-Risk population, including their families, and improve upon its practices. In 2017-2018, SBCCS hired a Director of Special Services, and an expanded Special Services team, which we believe will better support the needs of our scholars.</p> <p>In 2018-2019, we are working to improve our instructional coaching of our special education teachers as well as the efficacy of our special education (SETSS) curriculum.</p>
<p>English Language Learners</p>	<p>See Above.</p>	<p>See Above.</p>

Student
s with
Disabilit
ies

See Above.

See Above.



Entry 11 Classroom Teacher and Administrator Attrition

Last updated: 07/27/2018

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the tables titled 2017-2018 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing during the 2017-2018 school year. Please provide the full time equivalent (FTE) of staff on June 30, 2017; the FTE for any departed staff from July 1, 2017 through June 30, 2018; the FTE for added staff from July 1, 2017 through June 30, 2018; and the FTE of staff added in newly created positions from July 1, 2017 through June 30, 2018 using the tables provided.

1. Classroom Teacher Attrition Table

FTE Classroom Teachers on 6/30/17	FTE Classroom Teachers Departed 7/1/17 - 6/30/18	FTE Classroom Teachers Filling Vacant Positions 7/1/17 - 6/30/18	FTE Classroom Teachers Added in New Positions 7/1/17 - 6/30/18	FTE of Classroom Teachers on 6/30/18
14	4	4	7	21

2. Administrator Position Attrition Table

FTE Administrative Positions on 6/30/17	FTE Administrators Departed 7/1/17 - 6/30/18	FTE Administrators Filling Vacant Positions 7/1/17 - 6/30/18	FTE Administrators Added in New Positions 7/1/17 - 6/30/18	FTE Administrative Positions on 6/30/18
3	0	1	0	3

3. Tell your school's story

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

(No response)

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

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

Yes

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

	Yes
--	-----

Thank you



Entry 12 Uncertified Teachers

Last updated: 07/27/2018

FTE Count of All Teachers (Certified and Uncertified) as of 6/30/18 21

FTE Count of All Certified Teachers as of 6/30/18 (No response)

Instructions for Reporting Percent of Uncertified Teachers

The table below is reflective of the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Enter the relevant full time equivalent (FTE) count of teachers in each column. For example, a school with 20 full time teachers and 5 half time teachers would have an FTE count of 22.5. If more than one column applies to a particular teacher, please select one column for the FTE count. Please do not include paraprofessionals, such as teacher assistants.

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

	FTE Count
1. Total FTE count of uncertified teachers (6-30-18)	3
2. FTE count of uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience (6-30-18)	0
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6-30-18)	0
4. FTE count of uncertified teachers with two years of Teach for America experience (6-30-18)	0
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6-30-18)	0
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6-30-18)	0

Thank you.

South Bronx Classical Charter School III ORGANIZATIONAL CHART

Lester Long, Executive Director



School Director
(Rebecca Geary)

Instructional Support

Director of Curriculum and Instruction

(Jacqueline Davis)

Instructional Coaches

(Alex Newman)

Deans of Students

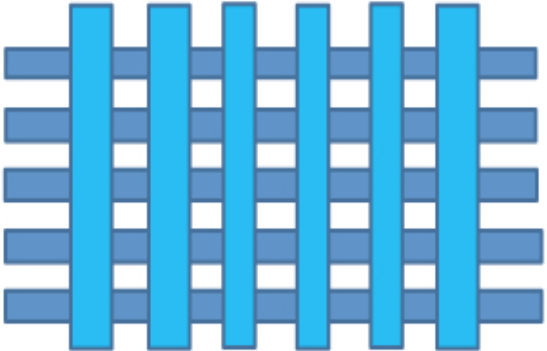
(Elizabeth Berger)

Director of Special Services

(Leah Esptein)



Grade Team Leaders



Teaching Faculty

Operations and Business Support

Operations Manager

(Stephanie Montero)

Director of Business

(Christian Gibbs)

Director of Talent

(Jefferson Baum)

IT Manager

(Ryan Sanoguet)



ANNUAL CALENDAR 2018 – 2019



CLASSICAL
CHARTER SCHOOLS

August 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	

September 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						

October 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			

November 2018

S	M	T	W	T	F	S
					1	2
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 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					

January 2019

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

February 2019

S	M	T	W	T	F	S
						1
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 2019

S	M	T	W	T	F	S
						1
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 2019

S	M	T	W	T	F	S
						1
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 2019

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

June 2019

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

July 2019

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

There are 200 school days in the 2018 - 2019 academic year. Boxes indicate no school.
Diagonal lines indicate early dismissal days (at 1pm)

HOLIDAYS

August 15	First Day of School	November 12	Veterans Day	Feb 18-22	Midwinter Recess
September 3	Labor Day	Nov 22-23	Thanksgiving Recess	April 19-26	Spring Recess
September 10-11	Rosh Hashanah	Dec 24– Jan 1	Winter Recess	May 27	Memorial Day
September 19	Yom Kippur	January 21	MLK Day	June 4	Eid al-Fitr
October 8	Columbus Day	November 12	Veterans Day	June 6	Chancellor's Day
November 6	Election Day	February 5th	Lunar New Year	June 26	Last Day of School