Application: South Bronx Classical Charter School III

Rebecca Scognamiglio - RScognamiglio@southbronxclassical.org
2020-2021 Annual Report

Summary

ID: 0000000212

Entry 1 School Info and Cover Page

Completed - Jul 28 2021

Instructions

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2020-2021 school year are not required to complete or submit an annual report this year).

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 school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2021)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

SOUTH BRONX CLASSICAL CHARTER SCHOOL III 320900861084

a1. Popular School Name

South Bronx Classical 3

b. CHARTER AUTHORIZER (As of June 30th, 2021)

Please select the correct authorizer as of June 30, 2021 or you may not be assigned the correct tasks.

BOARD OF REGENTS

c. DISTRICT / CSD OF LOCATION

CSD # 9 - BRONX

d. DATE OF INITIAL CHARTER

12/2001

e. DATE FIRST OPENED FOR INSTRUCTION

8/2019

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

MISSION STATEMENT

Classical Charter Schools prepares K-8 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's Performance Standards.

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

KEY DESIGN ELEMENTS (Briefly describe each Key Design Elements (KDE) as presented in the schools approved charter. 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.

KDE 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 I provides an educational program firmly based on two principles: All children can achieve academic success when given a rigorous and organized curriculum, effective teaching, and a structured environment. Development of respectful, compassionate,

	productive citizens is a fundamental aim of education.
KDE 2	Rigorous and Organized Curriculum: We believe that an organized, clear, and sequential curriculum, fully aligned with the Common Core and New York State Learning Standards, focused on ensuring strong literacy skills in all students, will best serve the educational needs of our target population. Our mission endeavors to prepare its scholars to “achieve proficiency n and advanced mastery of New York State performance standards.” SBCCS has a rigorous, sequential and modular standards-based curriculum, where the standards are embedded in the unit plans, lesson plans, assessments, and even assessment data. Our curricular philosophy is to create and constantly improve upon standard-based scopes and sequences, cohesive and interrelated unit plans, and detailed and flexible lesson plans, all in an organized format for all subjects and grades. New York State Learning standards dictate what we must teach and what the scholars must master to be promoted to the next grade, and the alignment across the curriculum gives us clear and measurable data from which we can measure scholar achievement.
KDE 3	Effective Teaching: The recruitment, development, and retention of effective teachers is critical to high scholar achievement. Effective teachers manage their classroom, know their content, develop skills sequentially over time, use data strategically to inform their instruction, and do whatever it takes to maximize impact. There is no single“recruiting season”,and developing successful connections to specific candidates requires a continuous effort and targeted approach. SBCCS recruits teachers from a variety of sources, including utilizing its own ClassiCorps Fellowship, critical networking with such organizations as TeachforAmerica, New Leaders for New Schools, strategic website postings, professional job fairs, and out reach 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.
KDE 4	Structured Environment: Within a disciplined environment, teachers can teach, and all scholars can learn. SBCCS fosters positive student behavior through modeling, explicit behavioral instruction, and a transparent set of expectations shared with families at orientations and throughout the year. These rules, detailed in the Code of Conduct, include recognition of the school’s core values and clear consequences for infractions.
KDE 5	Development of Respectful, Compassionate, and Productive Citizens: We believe that the development of respectful, compassionate, and productive citizens is a fundamental purpose of education. This is fully consistent with the ideals of classical education. All scholars receive one hour of weekly character education per week. As scholars acclimate to our culture of positive behavior and character, less direct instruction and teacher intervention will be required. All scholars will perform age-appropriate community service based on themes such as the environment and care of senior citizens.
KDE 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.

KDE 7	(No response)
KDE 8	(No response)
KDE 9	(No response)
KDE 10	(No response)

Need additional space for variables

No

h. SCHOOL WEB ADDRESS (URL)

https://classicalcharterschools.org/

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2020-2021 SCHOOL YEAR (exclude Pre-K program enrollment)

470

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2021 (exclude Pre-K program enrollment)

425

k. GRADES SERVED IN SCHOOL YEAR 2020-2021 (exclude Pre-K program students)

Check all that apply

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

I1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2021-2022?

	No, just one site.

School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	3458 Third Avenue, Bronx, NY 10456	929-285-3025	NYC CSD 9	K-7	Yes, K-7

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Rebecca Scognamiglio	929-285-3025		rscognamiglio@southbronxclassical.org
Operational Leader	Rebecca Scognamiglio	929-285-3025		rscognamiglio@southbronxclassical.org
Compliance Contact	Cristian Gibbs	718-860-4340		cgibbs@southbronxclassical.org
Complaint Contact	Lester Long	718-860-4340		llong@southbronxclassical.org
DASA Coordinator	Leah Epstein	718-860-4340		lepstein@southbronxclassical.org
Phone Contact for After Hours Emergencies	Lester Long	718-860-4340		llong@southbronxclassical.org

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

Private Space

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

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

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.

Site 1 Certificate of Occupancy (COO)

S3_3458 Third Avenue Certificate of Occupancy_11.21.18.pdf

Filename: S3_3458 Third Avenue Certificate of Occupancy_11.21.18.pdf **Size:** 38.5 kB

Site 1 Fire Inspection Report

S3_3458 Third Avenue Fire Inspection.pdf

Filename: S3_3458 Third Avenue Fire Inspection.pdf **Size:** 354.4 kB

CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2020-2021 school year? (Please include approved or pending material and non-material charter revisions).

No

o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?

(No response)

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Rebecca Scognamiglio
Position	School Director
Phone/Extension	929-285-3025
Email	rscognamiglio@southbronxclassical.org

p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the NYSED CSO Fingerprint Clearance Oct 2019 Memo. Click YES to agree.

Responses Selected:

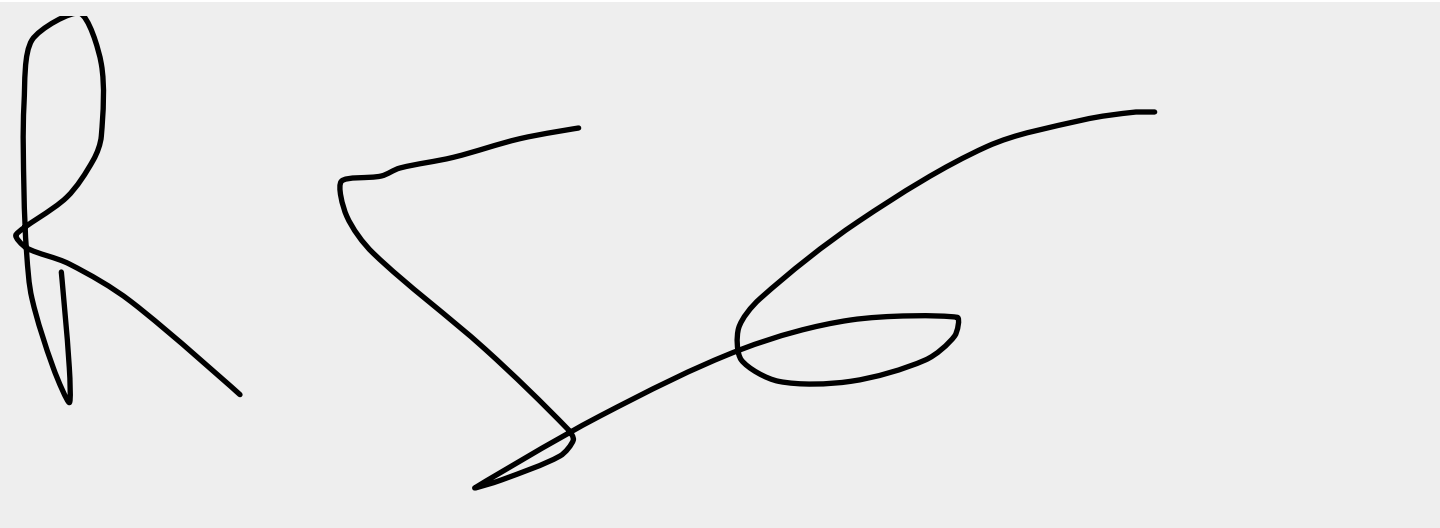
Yes

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

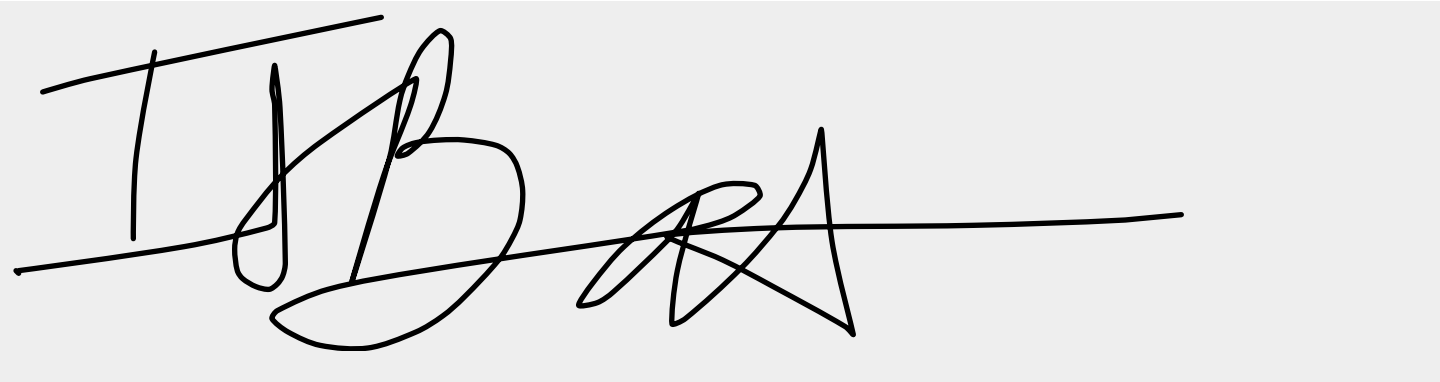
Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date

Jul 21 2021

Thank you.

Entry 3 Progress Toward Goals

Completed - Jul 28 2021

Instructions

Regents, NYCDOE, and Buffalo BOE-authorized charter schools

For the 2020-2021 school year, any academic or organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as "N/A". **Deadline is November 1, 2021.**

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 3 Progress Toward Goals

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 no later than November 2, 2021.

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1. ACADEMIC STUDENT PERFORMANCE GOALS

For the 2020-2021 school year, any academic goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as "N/A".

2020-2021 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met or Unable to	If not met, describe efforts

		Toward Attainment of Goal	Assess	the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1	Scholars will demonstrate proficiency in reading.	"(a) 80% or more will score at Level 3 or higher on the State English Language Arts Test (ELA) (b) the 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."	Unable to Assess	N/A
Academic Goal 2	Scholars will demonstrate proficiency in mathematics.	"(a) 80% or more will score at Level 3 or higher on the State Mathematics Test (Math) (b) the average score on the NYS Math exam will exceed the average score of its home district and of the City as a whole, for each grade."	Unable to Assess	N/A
	Scholars will demonstrate	"(a) 60% of all fourth grade scholars will score at Level3 or higher on the State Science Test		

Academic Goal 3	proficiency in science.	(b) 60% of all eighth grade scholars will score at Level3 or higher on the State Science Test"	Unable to Assess	N/A
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

2. Do have more academic goals to add?

No

4. ORGANIZATION GOALS

For the 2020-2021 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2020-2021 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess

				goal, type N/A for Not Applicable
Org Goal 1	The school will demonstrate strong annual attendance and enrollment.	(a) The average daily attendance rate will meet or exceed 95% each year (b) the waiting list will exceed 1.5 applications per available seat (c) The school will retain its scholars at an annual rate of 90% or more over the charter term	Met	Our average daily attendance was 96% in 2019-2020. Our waitlist goal was met, as we received 889 Kindergarten student applications for 60 available seats, which far exceeds the 1.5 target ratio. We retained 90% of its scholars in 2018-2019. We do not yet have retention data for 2019-2020.
Org Goal 2	The school will provide scholars with a safe learning environment with strong communication on scholar achievement between home and school.	(a) 85% of parents through the NYC Department of Education's Learning Environment Survey will consider the school to be a "safe" school (b) 85% of parents through the NYC Department of Education's Learning Environment Survey will indicate strong communication	Met	Goals were met according to the 2018-2019 NYC DOE Family Survey.

		between school and home regarding scholar achievement.		
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

No

6. FINANCIAL GOALS

2020-2021 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1	The school will demonstrate fiduciary responsibility in managing public and private resources.	(a) The school will use Generally Accepted Accounting Practices (GAAP) independently verified through an annual external audit. (b) The school will produce financial reports demonstrating fiscal transparency and sound financial standing.	Met	Classical 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 2019-2020 financial audit was 'clean' and demonstrated strong cash surplus.
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

No

Thank you.

Entry 4 - Audited Financial Statements

Completed - Oct 28 2021

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements in .pdf format into the SUNY Epicenter system no later than **November 1, 2021.** SUNY CSI will forward to NYSED CSO.

ALL Regents, NYCDOE, and Buffalo BOE authorized charter schools must upload final, audited financial statements to the Annual Report Portal no later than **November 1, 2021**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a .PDF file, ensuring that security features such as password protection are turned off.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Classical Charter FST with Mgmt Ltr

Filename: Classical_Charter_FST_with_Mgmt_Ltr_9gfMBme.pdf **Size:** 458.4 kB

Entry 4b – Audited Financial Report Template (BOR/NYC/BOE)

Completed - Oct 28 2021

Instructions - Regents-Authorized Charter Schools ONLY

Regents-authorized schools must download and complete the Excel spreadsheet entitled "Audited Financial Report Template" from the online portal or the website at 2020-2021 Charter School Annual Report webpage. Upload the completed file in Excel format. **Due November 1, 2021.**

Education Corporations with more than one school should complete the Excel spreadsheet for the Education Corporation as a whole, not for the individual schools. Please submit the same Excel spreadsheet for each of the schools.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

SBC III AR Template

Filename: SBC_III_AR_Template.xlsx **Size:** 73.8 kB

Entry 4c – Additional Financial Documents

Completed - Oct 29 2021

Instructions - Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents in this section **by November 1, 2021**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the $750,000 Threshold."

1. Advisory and/or Management letter
2. Federal Single Audit
3. CSP Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

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[1] Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per

school is $100,000.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Classical Charter School Mgmt Ltr

Filename: Classical_Charter_School_Mgmt_Ltr_WQXCsX5.pdf **Size:** 168.9 kB

Classical Charter Schools_990 Extension

Filename: Classical_Charter_Schools_990_Exten_MAb3fLi.pdf **Size:** 69.3 kB

Entry 4d - Financial Services Contact Information

Completed - Oct 28 2021

Instructions: Please enter the contact information for school staff, firms or other entities providing financial services to the education corporation **by November 1, 2021**.

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Lester Long	LLong@southbronxclassical.org	718-860-4340

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	GSaliba@pkfod.com	212-712-9800	3

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

Entry 5 – Fiscal Year 2021-2022 Budget

Completed - Jul 28 2021

Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY21 Budget using the 2021-2022 Projected Annual Budget template in the portal or from the Annual Report website **by November 1, 2021**.

The assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, 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.

Instructions - SUNY authorized charter schools should download the 2021-2022 Budget and Quarterly Report Template on the SUNY website or Epicenter and upload the completed template into the portal **by November 1, 2021**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

SBC III AR Budget Template FY22

Filename: SBC_III_AR_Budget_Template_FY22.xlsx **Size:** 50.3 kB

Entry 6 – Board of Trustees Disclosure of Financial Interest Form

Completed - Jul 28 2021

Required of ALL Charter Schools by August 2

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2020-2021 school year must complete a signed:

- Regents, NYCDOE, and Buffalo BOE Authorized Schools: Disclosure of Financial Interest Form
- SUNY- Authorized Charter Schools: SUNY Trustee Financial Disclosure Form

All completed forms must be collected and uploaded in .PDF format for each individual member. **If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee.** (Forms completed from past years will not be accepted).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the **education** corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the

governing education corporation. Note: Docusign is accepted.

Maher

Filename: Maher_lmUsg34.pdf **Size:** 99.2 kB

Higgins

Filename: Higgins_L3ZVRxD.pdf **Size:** 73.1 kB

James Hart

Filename: James_Hart_FSh7TzS.pdf **Size:** 345.2 kB

Malpani

Filename: Malpani_ZfQJZ4f.pdf **Size:** 1.1 MB

Murphy

Filename: Murphy_5kbUgbb.pdf **Size:** 1.6 MB

Elghanayan

Filename: Elghanayan_L8LgYEX.pdf **Size:** 100.1 kB

Tonge

Filename: Tonge_RqB0oBY.pdf **Size:** 2.2 MB

Bateman FD 2021

Filename: Bateman_FD_2021_KPMvhl5.pdf **Size:** 1.5 MB

Arabia

Filename: Arabia_l2ZKwMB.pdf **Size:** 103.5 kB

Heleniak

Filename: Heleniak_VK2zUwS.pdf **Size:** 1.8 MB

Baldwin

Filename: Baldwin_4jbRTDU.pdf **Size:** 1.5 MB

Entry 7 BOT Membership Table

Completed - Jul 28 2021

Instructions

Required of All charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 7 BOT Table

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

1. 2020-2021 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee 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 2020-2021
1	Stephen Baldwin	csbaldwin@hotmail.com	Trustee/ Member	Public Affairs	Yes	7	07/01/2020	06/30/2022	12
2	Kathryn Heleniak	kheleniak@aol.com	Trustee/ Member	Education, Public Affairs	Yes	6	07/01/2019	06/30/2021	12
3	Kevin Murphy	murphy.jkevin@gmail.com	Treasurer	Education, Finance	Yes	7	07/01/2020	06/30/2022	11
4	William Higgins	bill@billhiggins.net	Trustee/ Member	Education	Yes	7	07/01/2020	06/30/2022	12

5	Larry Hirsch	larry_hirsch@hud.gov	Trustee/ Member	Public Affairs	Yes	7	07/01/2020	06/30/2022	10
6	James R. Maher Jr.	jamesrmaher@gmail.com	Vice Chair	Executive, Finance	Yes	6	07/01/2019	06/30/2021	12
7	Ingrid Bateman	lbateman@southbronxclassical.org	Chair	Executive	Yes	4	07/01/2019	06/30/2021	12
8	Ben Arabia	ben.arabia@gmail.com	Trustee/ Member	Finance, Executive	Yes	2	07/01/2019	06/30/2021	12
9	James W. Hart	hartwjames@gmail.com	Trustee/ Member	Development	Yes	1	07/01/2020	06/30/2022	

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

Yes

1b. Current Board Member Information

	Trustee Name	Trustee 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 2020-2021
10	Veena Malpani	veena.malpani@gmail.com	Secretary	Executive, Education	Yes	1	07/01/2019	06/30/2021	12
11	Adrian Tonge	adrian.tonge@gmail.com	Trustee/ Member	Development, Public Affairs	Yes	1	01/19/2021	06/30/2022	6
12	Jake Elghanayan	jake.elghanayan@TFCornerstone.com	Trustee/ Member	Development	Yes	1	07/01/2020	06/30/2022	6
13									
14									
15									

1c. Are there more than 15 members of the Board of Trustees?

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2021	12
b.Total Number of Members Added During 2020-2021	1
c. Total Number of Members who Departed during 2020-2021	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	12

3. Number of Board meetings held during 2020-2021

11

4. Number of Board meetings scheduled for 2021-2022

11

Thank you.

Entry 8 Board Meeting Minutes

Completed - Jul 28 2021

Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY

Schools must upload a complete set of monthly board meeting minutes (July 2020-June 2021), which should match the number of meetings held during the 2020-2021 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 2, 2021.

CCS Minutes 011921

Filename: CCS_Minutes_011921_PvlcRNx.pdf **Size:** 194.5 kB

CCS Minutes 121520

Filename: CCS_Minutes_121520_CjQ5hBx.pdf **Size:** 193.5 kB

CCS Minutes 111720

Filename: CCS_Minutes_111720_dhc3xE4.pdf **Size:** 204.0 kB

CCS Minutes 091520

Filename: CCS_Minutes_091520_7iUFwe2.pdf **Size:** 509.3 kB

CCS Minutes 042021

Filename: CCS_Minutes_042021_s4gS0MR.pdf **Size:** 163.1 kB

CCS Minutes 022321

Filename: CCS_Minutes_022321_57zxoOd.pdf **Size:** 212.2 kB

CCS Minutes 082520

Filename: CCS_Minutes_082520_jXUsCdr.pdf **Size:** 181.7 kB

CCS Minutes 031621

Filename: CCS_Minutes_031621_QIzRC2b.pdf **Size:** 162.6 kB

CCS Minutes 102020

Filename: CCS_Minutes_102020_LTkLpYI.pdf **Size:** 199.7 kB

CCS Minutes 051121

Filename: CCS_Minutes_051121_FW0o4Lp.pdf **Size:** 153.5 kB

Entry 9 Enrollment & Retention

Completed - Jul 28 2021

Instructions for submitting Enrollment and Retention Efforts

ALL charter schools must complete this section. Describe the good faith efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), 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 2021-2022.

Entry 9 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2020-2021 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 2021-2022.

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
Economically Disadvantaged	SBCCS consistently attracts scholars from its home district (12), with little recruitment effort. SBCCS consistently enjoys a long student waitlist and has had continued to serve a population that is at least 90% economically disadvantaged.	We will continue to our recruiting methods as we are making the target with these scholars. CCS will continue to serve scholars in its home district and will execute a more aggressive student recruitment plan, if needs arise.
	Beginning in 2016-2017, SBCCS 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 under reporting of scholars who don't speak English fluently, or	We will continue to our recruiting methods as we are making the

English Language Learners	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	target with these scholars. CCS will continue to serve scholars in its home district and will execute a more aggressive student recruitment plan, if needs arise.
Students with Disabilities	We will continue to our recruiting methods as we are making the target with these scholars. CCS will continue to serve scholars in its home district and will execute a more aggressive student recruitment plan, if needs arise.	Classical is making a strong effort to increase its SWD% in the 2020-2021. Please see our Corrective Action Plan for more details.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
	We know that the retention of our At-Risk population (Economically Disadvantaged, English Language Learners, and Students With Disabilities. is important. At SBCCS, 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	

Economically Disadvantaged	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	SBCCS 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 2020-2021, we are working to improve our instructional coaching of our special education teachers as well as the efficacy of our special education (SETSS) curriculum.

	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 in the past 3 years.	
English Language Learners	See Above	See Above
Students with Disabilities	See Above	Classical is making a strong effort to increase its SWD% in the 2020-2021. Please see our Corrective Action Plan for more detail.

Entry 10 – Teacher and Administrator Attrition

Completed - Jul 28 2021

Form for "Entry 10 – Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation

A. TEACH System – Employee Clearance

Charter schools must ensure that all prospective employees[1] receive clearance through the NYSED Office of School Personnel Review and Accountability (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, or related/contracted service providers**. 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.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

[1] Employees that must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers**. See NYSED memorandum dated October 1, 2019 at http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf or visit the NYSED website at: http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must simultaneously request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf.

Attestation

Responses Selected:

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

Entry 11 Percent of Uncertified Teachers

Completed - Jul 28 2021

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

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.

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. 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 line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	5
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	0
Total Category A: 5 or 30% whichever is less	5.0

CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	0
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	0
Total Category B: not to exceed 5	0.0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	0
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	0
Total Category C: not to exceed 5	0.0

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	12

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	23

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	40

Thank you.

Entry 12 Organization Chart

Completed - Jul 28 2021

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

Upload the 2020-2021 **Organization Chart.** The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart

Bronx

Filename: Bronx.Classical.Org.Chart_SZOnQ45.pdf **Size:** 82.9 kB

Entry 13 School Calendar

Completed - Jul 28 2021

Instructions for submitting School Calendar

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 2, 2021. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 2nd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

School calendars must meet the minimum instructional requirements as required of other public schools *"… unless the school's charter requires more instructional time than is required under the regulations."*

Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Annual Calendar 2021-2022

Filename: Annual_Calendar_2021-2022_o2AZsab.pdf **Size:** 203.8 kB

Entry 14 Links to Critical Documents on School Website

Completed - Jul 28 2021

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Most recently filed Annual Report (i.e., 2019-2020 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo);
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

Form for Entry 14 Links to Critical Documents on School Website

School Name: South Bronx Classical Charter School III

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	http://www.p12.nysed.gov/psc/csdirectory/SouthBronxClassicalCharterSchoolIII/home.html
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	https://classicalcharterschools.org/wp-content/uploads/2020/10/2020-2021-Board-Meeting-Schedule.pdf
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://classicalcharterschools.org/classical-charters-board/
3. Link to NYS School Report Card	https://tools.nycenet.edu/snapshot/2019/84X489/EMS/
4. Lottery Notice announcing date of lottery	https://www.facebook.com/ClassicalCharterSchools/photos/a.395165897204388/3669742819746663/
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	https://classicalcharterschools.org/wp-content/uploads/2019/12/Family-Handbook-2018-19.pdf
6. District-wide Safety Plan	https://classicalcharterschools.org/wp-content/uploads/2019/12/Family-Handbook-2018-19.pdf
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://classicalcharterschools.org/wp-content/uploads/2019/12/Family-Handbook-2018-19.pdf
7. Authorizer-Approved FOIL Policy	https://classicalcharterschools.org/wp-content/uploads/2019/12/Family-Handbook-2018-19.pdf
8. Subject matter list of FOIL records	https://classicalcharterschools.org/wp-content/uploads/2019/12/Family-Handbook-2018-19.pdf

Thank you.

Entry 15 Staff Roster

Completed - Jul 28 2021

INSTRUCTIONS

Required of Regents-Authorized Charter Schools ONLY

Please click on the MS Excel Staff Roster Template and provide the following information for ANY and ALL instructional and non-instructional employees.

•Full name for any and all employees
•TEACH IDs for any and all employees
•Using the drop down menu, select a role/position (or the best fit) for each employee in the charter school. (Please provide additional information to the Notes Section of the Staff Roster Template as necessary)
•Date of hire and employment start dates
•Number of years each employee has had in their respective professions
•Number of years each employee has had in their current role in the charter school
•Using the drop down menu, select the correct explanation as to why a teacher is teaching outside of their certification area.

S3_AnnualReportBoRStaffRoster

Filename: S3_AnnualReportBoRStaffRoster.xlsx **Size:** 33.1 kB

Classical Charter Schools

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

June 30, 2021 and 2020

Classical Charter Schools

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

June 30, 2021 and 2020

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PKF O'CONNOR DAVIES
ACCOUNTANTS AND ADVISORS

Independent Auditors' Report

Board of Trustees
Classical Charter Schools

Report on the Financial Statements

We have audited the accompanying financial statements of Classical Charter Schools (the "School"), which comprise the statements of financial position as of June 30, 2021 and 2020, 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.

PKF O'Connor Davies, LLP is a member firm of the PKF International Limited network of legally independent firms and does not accept any responsibility or liability for the actions or inactions on the part of any other individual member firm or firms

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, 2021 and 2020, 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 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, 2021 on page 19 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 20 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 19, 2021 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

October 19, 2021

Classical Charter Schools

Statements of Financial Position

	June 30, 2021	June 30, 2020
ASSETS		
Current Assets		
Cash	$ 3,928,765	$ 3,440,798
Investments	4,462,247	4,433,239
Grants and contracts receivable	1,533,942	969,900
Due from related party	-	9,138
Prepaid expenses and other current assets	924,410	453,190
Total Current Assets	10,849,364	9,306,265
Property and equipment, net	3,530,243	3,227,593
Restricted cash	308,542	308,521
Security deposits	1,296,193	1,329,525
	$ 15,984,342	$ 14,171,904
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable and accrued expenses	$ 756,862	$ 407,496
Accrued payroll and payroll taxes	963,277	800,563
Deferred rent, current portion	1,898,676	41,201
Refundable advances	1,220,049	6,373
Total Current Liabilites	4,838,864	1,255,633
Paycheck Protection Program loan payable	-	3,335,400
Deferred rent	492,818	684,492
Total Liabilities	5,331,682	5,275,525
Net Assets		
Without Donor Restrictions		
Undesignated	8,952,660	7,346,379
Board-designated	1,550,000	1,550,000
	10,502,660	8,896,379
With donor restrictions	150,000	-
Total Net Assets	10,652,660	8,896,379
	$ 15,984,342	$ 14,171,904

See notes to financial statements

Classical Charter Schools

Statements of Activities
Year Ended June 30, 2021

	Without Donor Restrictions	With Donor Restrictions	Total
REVENUE AND SUPPORT			
State and local per pupil operating revenue	$ 23,740,005	$ -	$ 23,740,005
State and local per pupil facilities funding	2,980,755	-	2,980,755
Federal grants	2,102,819	-	2,102,819
Federal E-Rate and IDEA	310,593	-	310,593
State and city grants	108,621	-	108,621
Contributions and grants	1,641,748	150,000	1,791,748
Other income	20,014	-	20,014
Investment return	100,819	-	100,819
Total Revenue and Support	31,005,374	150,000	31,155,374
EXPENSES			
Program Services			
Regular education	24,688,817	-	24,688,817
Special education	2,866,558	-	2,866,558
Total Program Services	27,555,375	-	27,555,375
Supporting Services			
Management and general	4,979,445	-	4,979,445
Fundraising	199,673	-	199,673
Total Expenses	32,734,493	-	32,734,493
Gain on forgiveness of Paycheck Protection Program Loan	3,335,400	-	3,335,400
Change in Net Assets	1,606,281	150,000	1,756,281
NET ASSETS			
Beginning of year	8,896,379	-	8,896,379
End of year	$ 10,502,660	$ 150,000	$ 10,652,660

See notes to financial statements

Classical Charter Schools

Statements of Activities
Year Ended June 30, 2020

REVENUE AND SUPPORT	
State and local per pupil operating revenue	$ 21,334,010
State and local per pupil facilities funding	2,232,039
Federal grants	1,255,809
Federal E-Rate and IDEA	239,361
State and city grants	94,011
Contributions and grants	1,418,096
Investment return	244,339
Total Revenue and Support	26,817,665
EXPENSES	
Program Services	
Regular education	20,326,009
Special education	1,973,438
Total Program Services	22,299,447
Supporting Services	
Management and general	5,142,817
Fundraising	94,321
Total Expenses	27,536,585
Change in Net Assets	(718,920)
NET ASSETS, WITHOUT DONOR RESTRICTIONS	
Beginning of year	9,615,299
End of year	$ 8,896,379

See notes to financial statements

Classical Charter Schools

Statement of Functional Expenses
Year Ended June 30, 2021

	No. of Positions	Program Services: Regular Education	Program Services: Special Education	Program Services: Total	Management and General	Fundraising	Total
Personnel Services Costs							
Administrative staff personnel	82	$ 4,252,493	$ 523,695	$ 4,776,188	$ 842,857	$ 110,881	$ 5,729,926
Instructional personnel	221	8,884,525	1,094,130	9,978,655	1,760,939	-	11,739,594
Non-instructional personnel	5	22,354	2,753	25,107	4,431	-	29,538
Total Personnel Services Costs	308	13,159,372	1,620,578	14,779,950	2,608,227	110,881	17,499,058
Fringe benefits and payroll taxes		2,126,208	261,843	2,388,051	421,421	17,807	2,827,279
Retirement		539,588	66,450	606,038	106,948	4,541	717,527
Legal services		-	-	-	50,401	-	50,401
Accounting/audit services		-	-	-	120,620	-	120,620
Other purchased/professional/consulting services		184,194	-	184,194	261,615	-	445,809
Building and land rent/lease		4,126,781	508,214	4,634,995	817,940	39,069	5,492,004
Repairs and maintenance		248,687	30,626	279,313	49,291	2,418	331,022
Insurance		185,146	22,801	207,947	36,696	1,557	246,200
Supplies/materials		328,344	16,111	344,455	-	-	344,455
Equipment/furnishing		119,506	14,717	134,223	23,687	1,094	159,004
Staff development		2,602	-	2,602	-	-	2,602
Marketing/recruitment		267,958	32,999	300,957	53,110	2,296	356,363
Technology		422,935	52,084	475,019	83,827	3,559	562,405
Food services		469,988	23,061	493,049	-	-	493,049
Student services		784,834	93,176	878,010	146,254	6,251	1,030,515
Office expense		498,212	61,355	559,567	98,747	4,288	662,602
Depreciation and amortization		432,509	53,263	485,772	85,725	3,731	575,228
Other		791,953	9,280	801,233	14,936	2,181	818,350
Total Expenses		$ 24,688,817	$ 2,866,558	$ 27,555,375	$ 4,979,445	$ 199,673	$ 32,734,493

See notes to financial statements

Classical Charter Schools

Statement of Functional Expenses
Year Ended June 30, 2020

	No. of Positions	Program Services: Regular Education	Program Services: Special Education	Program Services: Total	Management and General	Fundraising	Total
Personnel Services Costs							
Administrative staff personnel	79	$ 4,146,736	$ 509,594	$ 4,656,330	$ 811,413	$ 93,000	$ 5,560,743
Instructional personnel	208	7,429,527	913,017	8,342,544	1,453,774	-	9,796,318
Non-instructional personnel	32	166,958	20,517	187,475	32,669	-	220,144
Total Personnel Services Costs	319	11,743,221	1,443,128	13,186,349	2,297,856	93,000	15,577,205
Fringe benefits and payroll taxes		1,733,328	102,356	1,835,684	627,370	-	2,463,054
Retirement		437,381	25,912	463,293	158,541	-	621,834
Legal services		-	-	-	130,001	-	130,001
Accounting/audit services		-	-	-	91,275	-	91,275
Other purchased/professional/consulting services		332,827	-	332,827	147,211	-	480,038
Building and land rent/lease		2,539,602	171,008	2,710,610	940,030	-	3,650,640
Repairs and maintenance		33,330	2,037	35,367	12,158	-	47,525
Insurance		134,575	8,117	142,692	49,041	-	191,733
Supplies/materials		291,313	35,322	326,635	-	-	326,635
Equipment/furnishing		85,478	5,075	90,553	31,019	-	121,572
Staff development		81,521	-	81,521	-	-	81,521
Marketing/recruitment		225,802	13,484	239,286	82,106	-	321,392
Technology		263,078	15,732	278,810	95,667	-	374,477
Food services		436,245	52,896	489,141	-	-	489,141
Student services		791,021	56,720	847,741	229,631	-	1,077,372
Office expense		257,866	15,526	273,392	94,062	-	367,454
Depreciation and amortization		323,742	19,688	343,430	116,664	-	460,094
Other		615,679	6,437	622,116	40,185	1,321	663,622
Total Expenses		$ 20,326,009	$ 1,973,438	$ 22,299,447	$ 5,142,817	$ 94,321	$ 27,536,585

See notes to financial statements

Classical Charter Schools

Statements of Cash Flows

	Year Ended June 30, 2021	Year Ended June 30, 2020
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	$ 1,756,281	$ (718,920)
Adjustments to reconcile change in net assets to net cash from operating activities		
Depreciation and amortization	575,228	460,094
Deferred rent	1,665,801	725,693
Gain on forgiveness of Paycheck Protection Program loan	(3,335,400)	-
Net realized and unrealized loss/(gain) on investments	47,315	(52,752)
Changes in operating assets and liabilities		
Grants and contracts receivable	(564,042)	266,292
Due from related party	9,138	(1,645)
Prepaid expenses and other current assets	(471,220)	(396,272)
Security deposits	33,332	-
Accounts payable and accrued expenses	349,366	(179,838)
Accrued payroll and payroll taxes	162,714	10,451
Refundable advances	1,213,676	(52,408)
Net Cash from Operating Activities	1,442,189	60,695
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of investments	(2,685,999)	(2,737,066)
Proceeds from sale of investments	2,609,676	2,623,437
Purchases of property and equipment	(877,878)	(587,989)
Net Cash from Investing Activities	(954,201)	(701,618)
CASH FLOWS FROM FINANCING ACTIVITY		
Paycheck Protection Program loan proceeds	-	3,335,400
Net Change in Cash and Restricted Cash	487,988	2,694,477
CASH AND RESTRICTED CASH		
Beginning of year	3,749,319	1,054,842
End of year	$ 4,237,307	$ 3,749,319

See notes to financial statements

1. Organization and Tax Status

Classical Charter Schools (the "School") is a New York State, not-for-profit educational corporation that operates charter schools in the borough of Bronx, New York. The School's mission is to provide its students with a solid foundation for academic success, through achievement that exceeds citywide averages and meets or exceeds New York State standards and national norms in all curriculum areas tested, especially in mathematics and language arts. The accompanying financial statements include the following charter schools collectively forming the School:

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

South Bronx Classical Charter School II ("SBC II") – SBC II was granted a provisional charter on June 19, 2012, valid for a term of five years and renewable upon expiration by the Board of Regents of the New York State Education Department. SBC II obtained renewals to its charter which now expires 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 obtained a renewal to its charter which now expires on June 30, 2025.

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 which expires 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 1,430 students in grades kindergarten through eighth grade during the 2020-2021 academic year.

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

1. Organization and Tax Status *(continued)*

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

The 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.

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.

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:

Net assets without donor restrictions - consist of resources available for the general support of the School's operations. Net assets without donor restrictions may be used at the discretion of the School's management and/or the Board of Trustees. The Board of Trustees has designated $1,550,000 as a facility fund to be available to meet future needs of the School.

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

Net Assets Presentation (continued)

Net assets with donor restrictions - represents amounts restricted by donors for specific activities of the School or to be used at a future date. The School records contributions as net assets with donor restrictions if they are received with donor stipulations that limit their use either through purpose or time restrictions. When a donor restriction expires, that is, when a time restriction ends or a purpose restriction is fulfilled, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions.

Fair Value Measurements

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

Investment Valuation

Investments are stated at fair value.

Investment Income Recognition

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

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.

The following table provides a reconciliation of cash and restricted cash reported within the statements of financial position that sum to the totals of the same such amounts presented in the statements of cash flows at June 30:

	2021	2020
Cash	$3,928,765	$3,440,798
Restricted cash	308,542	308,521
	$4,237,307	$3,749,319

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

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 and twenty 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.

Computers and equipment	3 to 7 years
Furniture and fixtures	7 years
Software	5 years
Website development	5 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, 2021 and 2020.

Refundable Advances

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

Deferred Rent

The School records its rent in accordance with U.S. GAAP, whereby all rental payments, including fixed rent increases, are recognized on a straight-line basis as an offset to rent expense. The difference between the straight-line rent expense and the required lease payments, as well as any unamortized lease incentive, is reflected in deferred rent in the accompanying statements of financial position.

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.

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

Revenue and Support (continued)

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 net assets with donor restrictions 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 net assets without donor restrictions. Contributions of assets other than cash are recorded at their estimated fair value at the date of donation.

Functional Expense Allocation

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

Marketing and Recruitment

Marketing and recruitment costs are expensed as incurred. Marketing and recruitment costs for the years ended June 30, 2021 and 2020 amounted to $356,363 and $321,392.

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, 2018.

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 19, 2021.

3. Grants and Contracts Receivable

Grants and contracts receivable consists of federal, state, city entitlements and grants. The School expects to collect these receivables within one year. Management has assessed the need for an allowance and has determined that such an allowance is not necessary.

4. Conditional Promise to Give

On October 28, 2020, the School received a $3,000,000 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 1, 2023. 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, 2021, revenue recognized under this grant totaled $750,000. At June 30, 2021, the remaining balance of this conditional promise to give was $2,250,000.

5. Related Party Transactions (not disclosed elsewhere)

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

On April 18, 2019, the SBC III lease with 3450 Third Avenue Realty LLC ("Landlord") was transferred to FOCCS.

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

At June 30, 2021 and 2020, the School had a receivable due from FOCCS of $0 and $9,138 for expenses paid on FOCCS's behalf.

6. Investments

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

	2021		2020	
	Level II	Total	Level II	Total
Corporate bonds	$ 4,182,110	$ 4,182,110	$ 4,129,687	$ 4,129,687
Cash equivalents, at cost		280,137		303,552
		$ 4,462,247		$ 4,433,239

6. Investments (*continued)*

The composition of investment return as reported in the statements of activities for the years ended June 30, 2021 and 2020 is as follows:

	2021	2020
Interest and dividends from investments	$ 197,532	$ 220,920
Interest from other bank accounts	92	7,743
Net realized and unrealized (loss)/gain on investments	(47,315)	52,752
Investment fees	(49,490)	(37,076)
	$ 100,819	$ 244,339

7. Property and Equipment

Property and equipment consists of the following at June 30:

	2021	2020
Computers and equipment	$ 1,933,167	$ 1,273,425
Furniture and fixtures	439,406	357,144
Leasehold improvements	2,947,584	2,957,383
Software	380,285	371,837
Website development	-	49,875
	5,700,442	5,009,664
Accumulated depreciation and amortization	(2,170,199)	(1,782,071)
	$ 3,530,243	$ 3,227,593

During the year ended June 30, 2021, the School disposed of fully depreciated property and equipment totaling $187,100. There were no disposals during 2020.

8. Liquidity and Availability of Financial Assets

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

	2021	2020
Cash	$ 3,928,765	$ 3,440,798
Grants and contracts receivable	1,533,942	969,900
Investments	4,462,247	4,433,239
Due from related party	-	9,138
	9,924,954	8,853,075
Less Board designated net assets	(1,550,000)	(1,550,000)
	$ 8,374,954	$ 7,303,075

As part of the School's liquidity management plan, the status of grants and contracts receivable is monitored regularly and any excess cash is invested in highly liquid securities and corporate bonds. At June 30, 2021 and 2020, the Board of Trustees has designated $1,550,000 of net assets without donor restrictions that could be drawn upon through board resolution and can be made available for current operations.

9. Employee Benefit Plan

The School maintains a pension plan qualified under Internal Revenue Code 401(k) for the benefit of its eligible employees. Under the plan, the School provides matching contributions of 5% to the plan. The amount charged for matching contributions to this plan amounted to $717,528 and $608,532 for the years ended June 30, 2021 and 2020.

10. Concentration of Credit Risk

Financial instruments that potentially subject the School to concentrations of credit and market risk consist principally of cash on deposit with financial institutions and investments. At times, such amounts exceed the current insured amount under the Federal Deposit Insurance Corporation ("FDIC") limit of $250,000. Investments are maintained at a broker which insures the balance up to $500,000 with Securities Investor Protection Corporation insurance. 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, 2021 and 2020, approximately $3,656,000 and $3,167,000 of cash was maintained with an institution in excess of FDIC limits.

11. Concentration of Revenue and Support

The School receives a substantial portion of its revenue and support from the New York City Department of Education. For the years ended June 30, 2021 and 2020, the School received approximately 77% and 88% of its total revenue and support from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

12. Commitments

On November 6, 2015, SBC III entered into a lease agreement with 3450 Third Avenue Realty, LLC for the rental of permanent office/classroom space located in Bronx, New York for SBC III and SBC IV. The lease term commenced on June 1, 2018 and expires on May 31, 2037, with two options to extend the lease for an additional five years each. Under the terms of the lease, the School paid a security deposit in the amount of $317,193. On April 18, 2019, this lease was amended and transferred to FOCCS, a related party. Under the terms of the amended lease the security deposit was transferred to FOCCS. On June 19, 2019, the School entered into a sub-lease agreement with FOCCS for the rental of office/classroom space located at 3458 Third Avenue, Bronx, New York. The lease term commenced on July 1, 2019 and will expire on June 30, 2049. The School recognizes rent expense on a straight line basis. Rent expense in excess of repayments is recorded as deferred rent in the accompanying statements of financial position. FOCCS is responsible for maintenance and repairs to the premises.

The School entered into a license agreement with Public Prep Academies to license certain classrooms, common rooms, and the cafeteria located in Bronx, New York. This agreement commenced on January 1, 2019 and expired on June 30, 2020 and was not renewed.

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

Building and land rent/lease expense for the years ended June 30, 2021 and 2020 was $5,492,004 and $3,650,640.

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

2022	$ 4,533,027
2023	4,647,585
2024	4,765,151
2025	4,885,807
2026	5,009,636
Thereafter	194,763,155
	$ 218,604,361

13. Paycheck Protection Program Loan Payable

On May 1, 2020, the School received loan proceeds in the amount of $3,335,400 under the Paycheck Protection Program ("PPP") The PPP, established as part of the Coronavirus Aid, Relief and Economic Security Act (the "CARES Act"), provides for loans to qualifying entities for amounts up to 2.5 times the 2019 average monthly payroll expenses of the qualifying entity. The PPP loan bears an interest rate of 1% per annum. All or a portion of the PPP loan principal and accrued interest was forgivable as long as the borrower used the loan proceeds for eligible purposes, as described in the CARES Act, over a period of between eight and twenty-four weeks (the "Covered Period"). Loan payments of principal or interest are deferred until the amount of loan forgiveness is determined by the United States Small Business Administration ("SBA").

The SBA has stated it will review the needs certification on all loans over $2,000,000. After the review, the SBA may determine that the School did not meet the need criteria to apply for the PPP Loan. In such a circumstance, the School may be forced to return part or all of the PPP Loan proceeds plus pay the accrued and unpaid interest. The School believes it was eligible to receive the PPP Loan proceeds.

On June 18, 2021, the PPP loan was fully forgiven by the SBA, and as such, the School has recognized the proceeds as gain on forgiveness of paycheck protection program loan in the accompanying 2021 statement of activities.

14. 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.

15. Risks and Uncertainties

The School's operations and financial performance may be affected by the recent COVID-19 outbreak which has spread globally and is expected to adversely affect economic conditions throughout the world. If the outbreak continues and conditions worsen, the School may experience a disruption in operations as well as a decline in revenue activities. Economic uncertainty is related to the potential reduction and/or delays in state and local per pupil operating revenue, shortfalls and variations in enrollment, and operational and other changes that could increase expenses. The outbreak may adversely affect the School's activities, financial condition, results of operations, and cash flows. Management is closely monitoring the impact of COVID-19 and believes the School is taking appropriate actions to mitigate the negative impact. However, management is unable to estimate the financial impact, if any, related to this matter.

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Classical Charter Schools

Supplementary Information

June 30, 2021

Classical Charter Schools

Schedule of Activities by School
Year Ended June 30, 2021

	SBC I						
	Without Donor Restrictions	With Donor Restrictions	Total	SBC II	SBC III	SBC IV	Total
REVENUE AND SUPPORT							
State and local per pupil operating revenue	$ 8,166,218	$ -	$ 8,166,218	$ 5,856,252	$ 6,662,228	$ 3,055,307	$ 23,740,005
State and local per pupil facilities funding	-	-	-	359,546	1,962,509	658,700	2,980,755
Federal grants	619,281	-	619,281	422,386	806,206	254,946	2,102,819
Federal E-Rate and IDEA	105,187	-	105,187	85,788	77,668	41,950	310,593
State and city grants	36,778	-	36,778	26,178	33,712	11,953	108,621
Contributions and grants	525,359	150,000	675,359	426,855	459,689	229,845	1,791,748
Other income	20,014	-	20,014	-	-	-	20,014
Investment return	100,819	-	100,819	-	-	-	100,819
Total Revenue and Support	9,573,656	150,000	9,723,656	7,177,005	10,002,012	4,252,701	31,155,374
EXPENSES							
Program Services							
Regular education	6,445,244	-	6,445,244	5,472,890	7,629,256	5,141,427	24,688,817
Special education	745,702	-	745,702	637,084	880,953	602,819	2,866,558
Total Program Services	7,190,946	-	7,190,946	6,109,974	8,510,209	5,744,246	27,555,375
Supporting Services							
Management and general	1,322,505	-	1,322,505	1,129,726	1,503,615	1,023,599	4,979,445
Fundraising	44,230	-	44,230	41,199	66,202	48,042	199,673
Total Expenses	8,557,681	-	8,557,681	7,280,899	10,080,026	6,815,887	32,734,493
Gain on forgiveness of Paycheck Protection Program loan	1,067,328	-	1,067,328	867,204	933,912	466,956	3,335,400
Change in Net Assets	2,083,303	150,000	2,233,303	763,310	855,898	(2,096,230)	1,756,281
NET ASSETS							
Beginning of year	7,021,684	-	7,021,684	304,042	804,552	766,101	8,896,379
End of year	$ 9,104,987	$ 150,000	$ 9,254,987	$ 1,067,352	$ 1,660,450	$ (1,330,129)	$ 10,652,660

See independent auditors' report

Classical Charter Schools

Uniform Guidance
Reports and Schedules

June 30, 2021

Classical Charter Schools

Notes to Schedule of Expenditures of Federal Awards
Year Ended June 30, 2021

1. Basis of Presentation

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal award activity of Classical Charter Schools (the "School") under programs of the federal government for the year ended June 30, 2021. 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. Pass-through entity identifying numbers are presented where available.

3. Indirect Cost Rate

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

PKF O'CONNOR DAVIES
ACCOUNTANTS AND ADVISORS

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

Independent Auditors' Report

Board of Trustees
Classical Charter Schools

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Classical Charter Schools (the "School"), which comprise the statement of financial position as of June 30, 2021, 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 19, 2021.

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) as a basis for designing 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.

PKF O'Connor Davies, LLP is a member firm of the PKF International Limited network of legally independent firms and does not accept any responsibility or liability for the actions or inactions on the part of any other individual member firm or firms.

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 financial statements. 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 entity'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 entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

PKF O'Connor Davies, LLP

October 19, 2021

PKF O'CONNOR DAVIES
ACCOUNTANTS AND ADVISORS

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, 2021. The School's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

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

Auditors' Responsibility

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

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

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Opinion on Each Major Federal Program

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2021.

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

October 19, 2021

Classical Charter Schools

Schedule of Findings and Questioned Costs
Year Ended June 30, 2021

Section I - Summary of Auditors' Results

Financial Statements

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

Federal Awards

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

Identification of major federal programs:

CFDA Number(s)	Name of Federal Program or Cluster
84.425D	Education Stabilization Fund/ Elementary and Secondary School Emergency Relief Fund
84.282	Charter Schools – COVID-19 Relief

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

Section II – Financial Statement Findings

During our audit, we noted no material findings for the year ended June 30, 2021.

Section III – Federal Award Findings and Questioned Costs

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

Section IV – Prior Year Findings

There were no prior year audit findings.

Board of Trustees
Classical Charter Schools

Auditors' Communication on Internal Control

In planning and performing our audit of the financial statements of Classical Charter Schools (the "School") as of and for the year ended June 30, 2021, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting ("internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be deficiencies, significant deficiencies, or material weaknesses and, therefore, there can be no assurance that all such deficiencies have been identified.

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

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

PKF O'Connor Davies, LLP

Harrison, New York
October 19, 2021

PKF O'Connor Davies, LLP is a member firm of the PKF International Limited network of legally independent firms and does not accept any responsibility or liability for the actions or inactions on the part of any other individual member firm or firms.

Board of Trustees
Classical Charter Schools

Auditors' Communication on Internal Control

In planning and performing our audit of the financial statements of Classical Charter Schools (the "School") as of and for the year ended June 30, 2021, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting ("internal control") as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be deficiencies, significant deficiencies, or material weaknesses and, therefore, there can be no assurance that all such deficiencies have been identified.

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

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

PKF O'Connor Davies, LLP

Harrison, New York
October 19, 2021

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Form **8868**
(Rev. January 2020)

Department of the Treasury
Internal Revenue Service

Application for Automatic Extension of Time To File an Exempt Organization Return

▶ **File a separate application for each return.**
▶ **Go to www.irs.gov/Form8868 for the latest information.**

OMB No. 1545-0047

Electronic filing (e-file). You can electronically file Form 8868 to request a 6-month automatic extension of time to file any of the forms listed below with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, for which an extension request must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit *www.irs.gov/e-file-providers/e-file-for-charities-and-non-profits.*

Automatic 6-Month Extension of Time. Only submit original (no copies needed).

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Type or print

File by the due date for filing your return. See instructions.

Name of exempt organization or other filer, see instructions.
CLASSICAL CHARTER SCHOOLS

Taxpayer identification number (TIN)
46-0625647

Number, street, and room or suite no. If a P.O. box, see instructions.
977 FOX STREET

City, town or post office, state, and ZIP code. For a foreign address, see instructions.
BRONX, NY 10459

Enter the Return Code for the return that this application is for (file a separate application for each return) 0 1

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 990-T (corporation)	07
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

- The books are in the care of ▶ CHRISTIAN GIBBS
  977 FOX STREET - BRONX, NY 10459
  Telephone No. ▶ (718) 860-4340 Fax No. ▶
- If the organization does not have an office or place of business in the United States, check this box ..... ▶ ☐
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) _____. If this is for the whole group, check this box ▶ ☐. If it is for part of the group, check this box ▶ ☐ and attach a list with the names and TINs of all members the extension is for.

1 I request an automatic 6-month extension of time until MAY 16, 2022, to file the exempt organization return for the organization named above. The extension is for the organization's return for:
▶ ☐ calendar year _____ or
▶ ☒ tax year beginning JUL 1, 2020, and ending JUN 30, 2021.

2 If the tax year entered in line 1 is for less than 12 months, check reason: ☐ Initial return ☐ Final return
☐ Change in accounting period

3a	If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	**3a**	$	0.
b	If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit.	**3b**	$	0.
c	**Balance due.** Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	**3c**	$	0.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-EO and Form 8879-EO for payment instructions.

LHA **For Privacy Act and Paperwork Reduction Act Notice, see instructions.** Form **8868** (Rev. 1-2020)

023841 04-01-20

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: James R. Maher Jr.

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

Classical Charter Schools

---

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

Vice Chairman

2. Are you 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. Are you related, by blood or marriage, to any person employed by the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

No.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

No.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

   If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

   No.

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

   ____Yes __x**__No**

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

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

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

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

NONE			

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

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

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

Signature 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: 212-365-0101

Business Address: 52 Vanderbilt Avenue, NY, NY, 10013

E-mail Address: jamesrmaher@gmail.com

Home Telephone: 212-365-0101

Home Address: 171 Columbia Heights, Brooklyn, NY, 11201

last revised 04/2021

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: William Higgins

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

Classical Charter Schools

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

Trustee

2. Are you 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. Are you related, by blood or marriage, to any person employed by the school?

   If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

   NO

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

   If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

NO

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

NO

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

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

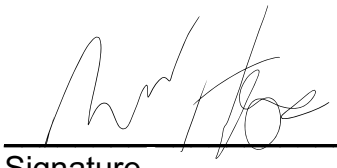
If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

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

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

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				



07/01/2021

Signature Date

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

Business Telephone: N/A

Business Address: N/A

E-mail Address: bill@billhiggins.net

Home Telephone: 201-444-4467

Home Address: 1158 5th Ave 16B, New York, NY 10029

last revised 04/2021

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Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

James Hart

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

Classical Charter Schools

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

Member of the Board of Trustees

2. Are you an employee of any school operated by the education corporation? **No**

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

3. Are you related, by blood or marriage, to any person employed by the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

No

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

No

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5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

No

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

No

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

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

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

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

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None			

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

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

James Hart

Signature

7/1/2021

Date

DocuSign Envelope ID: 5F732992-1C8E-468C-9202-04A6B4227DDA

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: 646 198 7693

Business Address: 22 W 19th St, level 7, New York, NY 10011

E-mail Address: hartwjames@gmail.com

Home Telephone: 347 607 9058

Home Address: 136 Metropolitan Ave, 5c, Brooklyn NY 11249

last revised 04/2021

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Veena Malpani

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

---

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

   Secretary

2. Are you 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. Are you related, by blood or marriage, to any person employed by the school? No

   If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? No

   If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

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

____**Yes** ✓ **No**

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

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
None *Please write "None" if applicable. Do not leave this space blank.*			

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

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				

Veena Malpani 6/10/21

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: 202-230-4149

Business Address: 350 Park Ave, 18th Floor

E-mail Address: veena.malpani@gmail.com

Home Telephone: 202-230-4149

Home Address: 142 E 16th st Apt 8C, NY, NY 10003

last revised 04/2021

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

J. Kevin Murphy

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

Classical Charter Schools

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

Trustee, Treasurer

2. Are you 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. Are you related, by blood or marriage, to any person employed by the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

No

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

No

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

____Yes __X__No

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

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

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

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

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			

J. Kevin Murphy 6/29/2021

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: jkevinmurphy@icloud

Home Telephone: 917-502-0765

Home Address: 1170 Fifth Ave. #8C
N.Y., N.Y. 10029-6527

last revised 04/2021

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Jacob Elghanayan

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

---

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

   Board member

2. Are you an employee of any school operated by the education corporation?
   ____**Yes** _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. Are you related, by blood or marriage, to any person employed by the school?

   If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

   No

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

   If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

No

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

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

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 6/9/21

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.

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: ADRIAN TONGE

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

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

2. Are you 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. Are you related, by blood or marriage, to any person employed by the school?
   NO

   If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? NO

   If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? NO

   If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school,

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

____Yes __X__No

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

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

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

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

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

04/09/2021
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: 1 Manhattan West New York, NY 10001

E-mail Address: adrian.tonge@gmail.com

Home Telephone: 678-557-2074

Home Address: 320 W 38th St, Apt 822 New York, NY 10018

last revised 04/2021

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:
Ingrid Bateman

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

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

2. Are you 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. Are you related, by blood or marriage, to any person employed by the school? no

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? no

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? no

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

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

____**Yes** ✓ **No**

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

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	**Nature of financial interest/transaction**	**Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)**	**Name of person holding interest or engaging in transaction and relationship to you**
Please write "None" if applicable. Do not leave this space blank. none	none	none	none

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
none	none	none	none	none

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

[signature] 6/8/21

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: (917) 499-0756

Business Address: n/a

E-mail Address: ingrid.bateman@mac.com

Home Telephone: (212) 925-1016

Home Address: 92 Laight St #5D, NY, NY 10013

last revised 04/2021

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Benjamin Arabia

_____

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

_____

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

Treasurer

2. Are you an employee of any school operated by the education corporation? **____Yes** __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. Are you related, by blood or marriage, to any person employed by the school?

No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

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

____**Yes** __x__**No**

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

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

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

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

NONE			

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

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				

_____6/10/2021_____

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: +1-510-508-3698

_____

Business Address:

_____

E-mail Address:
ben.arabia@gmail.com_____
_____

Home Telephone: +1-510-508-3698

_____

Home Address:

_____

last revised 04/2021

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Kathryn Heleniak

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

Classical Charter Schools

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

Board Member

2. Are you an employee of any school operated by the education corporation?
____**Yes** __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. Are you related, by blood or marriage, to any person employed by the school? NO

If **Yes**, please describe the *nature of your relationship* and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? NO

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? NO

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

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

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

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

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

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

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

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	Steps taken to avoid conflict of interest
NONE				

			Interest	

Kathryn M. Heleniak June 21, 2021

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: Kathryn.heleniak@gmail.com

Home Telephone: 212-722-6863

Home Address: 1035 Park Ave, NY, NY 10028

last revised 04/2021

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: C. Stephen Baldwin

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

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

2. Are you 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. Are you related, by blood or marriage, to any person employed by the school?

   If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

   No

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? No

   If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

   No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

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

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

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

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
Please write "None" if applicable. Do not leave this space blank.	None		

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

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

C. Stephen Baldwin 9 June 2021

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: 917 501 6267

Business Address: N/A

E-mail Address: csbaldwin@hotmail.com

Home Telephone: 917 501 6267

Home Address: 110 Riverside Drive, Apt. 12-F, NY, NY 10024

last revised 04/2021

CLASSICAL
CHARTER SCHOOLS

Classical Charter Schools

Board Meeting Minutes

January 19, 2021

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

Trustees Attending by Zoom: C. Stephen Baldwin, Ingrid Bateman, Jake Elghanyan, James Hart, Kathryn Heleniak, Lawrence Hirsch, James, Maher, Veena Malpani, J. Kevin Murphy, Adrian Tonge, Justin Walker White, Raquel Zaki
Trustees Absent: Ben Arabia, Bill Higgins, Bob Torres
Guests by Zoom: Lester Long

I. Call to Order

There being a quorum by video connection, the Chairwoman called the meeting to order.

II. Minutes of December 15, 2020 Meeting Passed

The Trustees:

VOTED to adopt the draft of the December 15, 2020 minutes as submitted.

III. Report of the Chairwoman

A. Justice Rosado will not be able to serve on our board due to an opinion she received saying that justices are not permitted to serve on charter school boards due to potential political conflicts of interest as taking a political position.

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a. She would be able to serve on an advisory board.
b. She had not been onboarded yet, so it does not change anything official.

B. We have discussed the idea of an advisory board for board members who are no longer able to make the same time contribution or have other conflicts. If any board members are interested in taking this on, please speak to Ingrid.
C. Bill Higgins is not in attendances as he is recovering from COVID. He still wants to serve on the board and sees this as a temporary setback.
D. The Board of Regents has a new chancellor, Lester Young
    a. Our ED thinks he will moderate the Regents to a more "pro-charter" position
    b. He is a 55 year veteran of education
    c. He is focused on black students, black boys in particular.
    d. He voted for charters in the past.
E. There have been articles in the press about PPP loans about how private and charter schools were able to get them and public schools were not. This is because public schools did not need the loans as they get taxpayer money. Some talking points for the board if this discussion comes up:
    a. We applied for a PPP loan in May.
        i. Based on what the governor was saying, we though there would be a drop in per pupil funding. We have not seen this drop, yet.
        ii. We got an approximately $3.3m loan at a 1% interest rate. We are going to apply for the loan to be extinguished.
        iii. There is a reputational risk in taking the loan, we would not look good if it looks like we took money that we did not need
        iv. We applied because:
            1. We thought we might lose 20% of our revenue.
            2. Unlike public schools, we have to pay for our own PPP.
            3. We spent about $1m on staff laptops, student WiFi, copying and printing out the curriculum, Zoom accounts for staff and students, IT costs, and COVID cleaning work.
            4. We also lost 10-15% of our students not returning to class – about $1.5m in lost revenue.
            5. As a high performing school in the South Bronx, we didn't think we were high on the list to be a target for media scrutiny.
        v. There is a searchable database to see what other organizations took, we were the 8th largest loan for New York State Charters.
        vi. How did these measures relate to payroll? If we didn't do the things we have done, we would have had to layoff staff/teachers. However, since these expenses weren't directly related to paychecks, we should be prepared to justify how we spent our money.

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1. We also had to hire 10-15 extra staff to run the online program.

IV. Public Affairs Committee

A. Reviving the "Revive 11" Campaign – based on the governors' budget that is coming out soon, we think there will be opportunity here.
B. Bronx delegation is behind our effort.
C. The State Senate may be more open – There is pro charter democrat in Long Island.
D. Pro Charter candidate in central Harlem also – William Allen who we can support.
E. State Senator Sepulveda was arrested for domestic violence, he had previously been friendly to us.
F. There is a New York City Charter Center meeting next week.

V. Fundraising Committee

A. The Board giving is almost at $200,000.

B. The Board itself is about $59,000 and friends and family and Giving Tuesday make up $137,000.

D. There are still a few outstanding for board giving for the year.

E. There is still some gap from low enrollment so will work with Lester to discuss other fundraising options.

F. The donation list is on Neon, Board can look on Neon and identify their contacts.

VI. Education Committee

A. The Education Committee is looking at rolling out new programs.
B. We want to do Listening Sessions with Faculty.
    a. We would split the faculty into groups and do 3 sessions.
    b. We would discuss issues around COVID, remote learning, pressures they are experiencing.
    c. What gets in the way of their students learning effectively?
C. Classical Career Journeys (Speaker Series for Students)
    a. We are hoping for a pilot program in March
D. Can we align with Ms. Okaneme's work on career placement etc.?
E. We have discussed spirit gear for students
F. If board members have speaker ideas, reach out to Adrian.

VIII. Report of the Executive Director

A. We received a grant of $143,000 from the Calder Foundation.
B. We were doing remote instruction for the 2 weeks before winter break and 2 weeks after, today was our first day back in person.

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C. We have about 61% of parents electing in person education, more than double the DOE number which is about 30%
    a. This shows that are parents trust us.
    b. We were able to satisfy 100% of our parents with their choice of platform.
D. We are spending $20,000 a week with testing and will continue with it, but are looking for a more inexpensive option. No one has tested positive in the 1.5 months we have been doing it. We do expect COVID to spread, just based on mathematical percentages.
E. Impact of positive tests in the Schools:
    a. If there are 2 people who test positive in the school, we would shut down the school (if the infections are related). How long would depend on various factors including close contacts.
    b. Would it be different if it were a teacher rather than a student who was infected? No, we have it set up so that no one teacher is teaching multiple grades. This is especially a factor in SPED, we have limited these teachers to only 2 grades.
    c. All meetings in the school (i.e. between staff) are done remotely.
    d. All staff is only able to go to one school per week.
    e. At School 1 and 2 we do the cheaper, quicker version of testing – they are in the yellow zone. School 3 and 4 we use a more expensive test which takes longer to get (more invasive test).
    f. Are we discussing best practices with other charter schools? There is informal email communication between schools and the charter center.
    g. About 40% of our teachers have gotten their first vaccine. About 8% of our staff/teachers may be reluctant to get the vaccine.
F. Has there has been an uptick in crime in the school area? Yes
    a. It is related to economic and social distress.
    b. It has been a challenging time for the residents of the Bronx.
G. Are we involved in local food distribution?
    a. We have grab and go for remote students – 5-10% (total) of parents take that option which is about 1/3– ¼ of remote parents are taking advantage.
H. Are we seeing teacher shortages?
    a. We are getting 35-40% fewer applications.
    b. We are about 50% more efficient than we used to be in hiring.
    c. Teacher and staff attrition are lower than they have been.
    d. We are in worse shape, but it is close.
    e. It is a worry, but we have a couple more months to go.
    f. Part of the reason is people are not wanting to move to New York given the current circumstances.
I. Remote v. In Person Learning – what are we seeing?
    a. The students coming to school are out-performing last year because class sizes are smaller.
    b. The remote students are not performing as well.

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c. K and 1st are suffering from tech issues. At their ages it is hard to get them to learn online and assess online.
d. Some remote learners come to school to take the test, they continue to test higher, though lower than the in person.
e. Testing remotely is difficult.

J. Summer School Enrollment
   a. The grant of $143,000 would address the costs.
   b. In the past, we always have summer school at School I. If our needs are higher, we may need every school to have summer school.
   c. Last summer we had higher enrollment, 45% (normally have 35%), we are guessing it will happen again.
   d. It is 3 weeks, 15 days 8am -1 pm. It ends up being 7/8 days of instruction, but we do find it useful. We focus on math, ELA and small group instruction.
   e. We get about 5 weeks of learning in those 3 weeks.
   f. We have to think what else do we do to catch up students who are behind? Could it be Saturday tutoring? Also, how do we provide emotional support to children who are struggling? We have to do some deep digging as we get students back in schools.

K. What is happening with state testing?
   a. No concrete information to date, but we expect it to be cancelled.
   b. June Regents' exams were cancelled, as well as the August exams.
   c. We do not know what it will look like. We are not doing state test instruction this year.

L. Enrollment continues to be fine.
   a. We have a 15% SPED target number; we need 23 more students to hit that target. We are confident we will hit that.

M. School environment feels good, teachers are happy to be back. Not seeing major issues.
   a. Our DEI work continues.
   b. The Consultant we hired is still getting complaints from the staff, so we are trying to mediate.

Respectfully Submitted,

_____

Veena Malpani, Secretary

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Classical Charter Schools

Board Meeting Minutes

December 15, 2020

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

Trustees Attending by Zoom: Ben Arabia, C. Stephen Baldwin, Ingrid Bateman, Jake Elghanyan, James Hart, Kathryn Heleniak, Lawrence Hirsch, James Maher, Veena Malpani, J. Kevin Murphy, Llinet Rosado, Adrian Tonge, Justin Walker White, Raquel Zaki
Trustees Absent: William Higgins, Robert Torres
Guests by Zoom: Lester Long

I. Call to Order

There being a quorum by video connection, the Chairwoman called the meeting to order.

II. Minutes of November 17, 2020 Meeting Passed

The Trustees:

VOTED to adopt the draft of the November 17, 2020 minutes as submitted.

III. Report of the Chairwoman

A. Motion to Approve Adrian Tonge to the Board with a term expiring June 20, 2022.
    a. The Board unanimously approved the application of Adrian Tonge.
B. Budget Discussion

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a. Back in July, the business team submitted a budget to New York State, this budget was not approved by the Board.
b. This original budget had a break even on net income.
c. The budget the Board approved in late August was updated from the July budget and showed a significant loss. This was because the Schools financial situation was looking more dire with the potential for a decreased per pupil allowance from the state and enrollment numbers at that time.
d. There was a mix up and the budget the Board approved did not get put into the system and submitted to the state as a budget of record. However, the original, more optimistic budget that was initially approved is actually more in line with reality, though there is still a lot of uncertainty given COVID, political negotiating etc., so the budget will continue to be in flux.
e. The Board needs to officially approve the budget of record which is already in use.
    i. $1.4m in losses are attributable to the GAAP change.
    ii. There has not been a reduction in per pupil funding from the state. From August through December, we were aggressive with enrolling students. This budget is our best guess currently.
f. Next year, we will aim to have the final budget approved in the June meeting, before we submit it to the state.
g. Motion to approve the budget was passed.

C. We received a warning letter in the summer from the state that our Special Education (SPED) numbers were too low, we have worked to increase them. We are at 13.2%, the state would like us to be at 15%. Independent of that, the state also sent us a note saying that we will have to weigh our admissions lottery to give preference to students with disabilities.
    a. The admissions lottery categories are as follows:
        i. Categories 1-3 - Include automatic acceptance of returning students, siblings of returning students, siblings of applicants who have already been accepted and students living in the home district
        ii. Category 4 - (Weighted preference) - SPED students
        iii. Category 5 - students outside home district. We are still able to weight students in our district more heavily.
    b. We think this is reasonable and we are excited to show that we can effectively educate SPED and English Language Learner (ELL) students
D. Motion to approve the weighted lottery document was unanimously approved.
E. School IV midterm report from NYSED (New York State Education Department)
    a. The report cited the lack of specific areas in which we support our ELL students which was surprising given the performance of our ELL

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students. This means that we do not teach differently to our ELL students than to other students,

b. We disagree with this assessment, our students come in at a young age generally and we are able to get them to learn English in our schools.
c. As we get better, the number of students in this group reduces and it makes them easier to teach, because teachers can spend less time per student.
d. For the most part, we assume that every new student we get from second grade and on is behind in language skills and they have time every day for "catch up". They get their grade level content and fill in the holes as we go.
e. The report cited the lack of South Bronx representation on the Board – we are remedying this with new Board members.
f. They also cited the lack of a multi-year strategy.
    i. It is difficult for us to have a multi-year strategy when they are in control of the politics (i.e. the cap on charters).
    ii. They are looking for a written multi-year document.
    iii. The Executive Director does not agree with this comment either, it's not clear that they asked him for such a document, which does exist.

F. The Executive Committee met earlier this week.
    a. We want to invest more into Esana to get everyone using it to improve communication within the Board.
    b. The state asks the Board about feedback from teachers and students. We can set up focus groups that Board members can attend to meet with them.

IV. Fundraising Committee

A. Annual appeal
    a. It is going well; we have raised $3,600 from non-Board members.
    b. With Board members we have raised $18,000.
    c. With foundations etc. we are over $436,000.
    d. Doing well and have more to go.
    e. The fundraising webpage looks good and we can use it going forward.
    f. Board participation should be 100%

V. Public Affairs Committee

A. The Committee met on December 14.

B. They talked about big picture items as well as local initiatives.

C. Local Initiatives include:

a. One school at a time have a Zoom meeting with parents.

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b. If an elected official visits the school, the committee should be informed, someone should be there if possible and there should be follow up with the official.

c. A lot of groups have special interest projects/advocacy.

d. The Group of 11 schools that we were involved with before the pandemic to get the zombie charter initiative is a good advocacy group for us. It is made of small, local charters. This could play in our favor in Albany. We should reach out to them.

e. We can involve our students as they tell the best story and are our most impressive recommendations.

g. The parents are the key here as they vote for the politicians.

i. As a 501(c)(3) we cannot do any lobbying.

ii. We can do a "Meet the Candidates" night for educational purposes.

a. These things can have an impact and the parents are the ones the legislatures want to meet.

h. They will start small in Q1 of next year and see how these things go.

i. Charter school leaders are looking at building a letter/outreach.

i. We will seek smaller charter network support.

j. Specific policy concerns

i. We are involved with the New York Charter Center lawsuit. This is regarding charter schools being required by the state to pay for COVID tests that the state requires.

k. There are several different lanes for us to operate in in this area and we are operating in multiple lanes.

j. There is an event on Thursday night in the Bronx with Natalia Fernandez. Contributions are not required; Board members are encouraged to attend.

VI. Report of Executive Director

A. Our Schools have been open (in person) and closed (remote) over the last few weeks.
   a. 2 of our schools are in yellow zones according to state guidelines and we have to test 20% of our community. It worked out to testing 100% of our staff.
   b. We tested all 4 schools for 3 weeks and have a 0 % positivity rate.
B. We are still working on increasing enrollment; it is hard and gets harder as the year goes on.
   a. We are committed to breaking even this year.
C. Hiring for next year is going slower, we are getting 1/3 fewer applications than last year.

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    a. Our efficiency rate has risen meaning we hire a higher percentage of people that apply, and staff attrition has dropped, so we will probably be fine.
        i. This has been a hard year and the staff is getting exhausted.

D. Our students and their families remain our priorities, which the staff may notice.
E. How are we performing compared to other organizations? We continue to evolve and get better, but during tough times, people are also in pain, physically, emotionally, and financially. There is still a feeling of wondering what we can do better.
    a. We have been talking about Diversity, Equity, and Inclusion (DEI) over the past several months. Our staff want to be included in this as well as our students. The question is, how much do you take that into account and balance teachers needs versus students? It is not an either-or situation, but it is hard.
    b. There is some controversy amongst staff about DEI and the consultants we are engaging with.
        i. They see it as something they want for themselves, they want a voice and to be included. It is a challenge.
        ii. The staff want skills/best practices to use, they feel that the sessions with the DEI consultant have been more venting and sharing feelings rather than actionable items.
    c. We have a system that works, how do we make sure we are serving our families best and make sure staff is a part of it and feels good and included about what they are doing.
    d. The DEI issues raised by the staff are not related to race, unlike the concerns we heard over the summer.
F. For staff morale, are there initiatives we can do?
    a. We are doing holiday gift cards. The executive director just approved $3,000.
    b. We can do more and are looking into it.
    c. The Education and Executive Committees have been discussing staff meetings which could help with some of the commentary from staff.
        i. This would provide opportunities for casual and more formal discussions and connection with the Board.
        ii. It would also be an opportunity for them to see how the Board has diversified.
G. In person versus remote learning - what are we learning about testing?
    a. We now have 3 groups of students to compare:
        i. Onsite all day
        ii. Home all day
        iii. Hybrid – learn at home and come in to take the test
    b. Remote only students perform about 10% worse than onsite students.
    c. The group that goes in and takes tests is about 5% down.

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d. We have had some issues with cheating (i.e., going onto Google to find an answer). It is obvious when students do it and we do come down hard on students.
    i. They get a zero on that test. We do explain to them the severity of it and the consequences as they progress academically.
e. This is a stressful time, but we are trying to keep our standards as rigorous as ever, with things such as dress code, we feel that it is important to our students to keep the continuity.
f. When we send our parents and students the DEI surveys, their responses are overwhelmingly positive. The Board has requested to see these surveys.

VII. Executive Session

The Board went into executive session.

Respectfully Submitted,

_____

Veena Malpani, Secretary

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Classical Charter Schools

Board Meeting Minutes

November 17, 2020

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

Trustees Attending by Zoom: Ben Arabia, C. Stephen Baldwin, Ingrid Bateman, Jake Elghanyan, James Hart, Kathryn Heleniak, Lawrence Hirsch, James Maher, Veena Malpani, J. Kevin Murphy, Llinet Rosado, Adrian Tonge, Robert Torres, Justin Walker White, Raquel Zaki
Trustees Absent: William Higgins
Guests by Zoom: Mr. Lester Long

I. Call to Order

There being a quorum by video connection, the Chairwoman called the meeting to order.

II. Minutes of October 20, 2020 Meeting Passed

The Trustees:

VOTED to adopt the draft of the October 20, 2020 minutes as submitted.

III. Board Chair Report

A. Finance Committee Report
   a. Having finished last year basically even (other than the non-cash lease accounting item we added in at the end), for the 1st quarter, we ended up $1.7m in the black. This is due to the following
      i. There is about $500,000 that will be called back, based on enrollment we expected versus enrollment we had.
      ii. We have had donations come in (i.e. Robertson foundation)
      iii. Salaries for the year are flat.

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iv. The business team and the whole organization has been laser focused on keeping costs down.
    1. Though we have spent more on things like laptops and PPE, we are spending less money on field trips, meals, etc.
v. We don't know if the per pupil funding will be cut, so this is not an indication that we will be up for the year.

b. Christian did mention there are some title funds, meant to supplement state funding for education, about $750k that we will get for COVID related expense
c. We are starting the year on a positive footing, but we don't know what the future will hold.
d. The board approved the financial statements for the 1st quarter.

IV. Executive Director's Report

A. School IV building has opened and is moved in.
    a. There were some repair issues, but the building is up and running.
B. Due to teacher union negotiation, Mayor DeBlasio is likely to close all New York City schools as COVID positivity rates rise in the city. We are ready for remote learning when it happens.
    a. We will be remote the week before Christmas regardless and for the two weeks after. This is for staff who want to go home before Christmas. If staff is exposed during winter break, they can spend the 2 weeks after teaching in quarantine.
C. We won the National Blue Ribbon Award for 2020. The remote ceremony was last week.
    a. Though it was a remote ceremony, it was national. We sent in slides for the presentation.
    b. It was a good opportunity to meet other schools and connect with them.
    c. We are one of the few winners in a major city, other winners were mostly Department of Defense or suburban schools, but there were a few others that had similar challenges to us.
D. Enrollment – we are working on increasing enrollment, but it is getting harder as the year goes on
    a. People have moved and continue to move due to COVID and related challenges.
E. Our fundraising appeal is going to start soon. We will send a letter to our contacts trying to raise donations.
F. We are going to have a weighted lottery for admissions,
    a. The state is requiring it for some schools based on their numbers. We are required due to our SPED numbers
    b. There will be a special allocation for exiting students with disabilities
        i. It won't be a high number, 5-10%
    c. We get to decide the numbers and the state will probably make sure the numbers are reasonable
    d. We would rather start low and work our way up.

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e. The problem we have with keeping our SPED numbers up is often that we declassify the students after some time or if they are supposed to be in a more restrictive setting, they leave
    i. We have the same issue with ELL students
f. Right now about 13% of the students that leave our schools are SPED, not that far from the 11% attrition rate generally. So it is not a signification difference. The declassification is our main issue.
g. Our ELL issue is that we declassify them after about 4th grade.

G. Have we improved with our SPED numbers?
    a. We put together a plan in the spring to improved. It has caused the number to rise and it is helping.
    b. We are at 10 or 11%, aiming for 15%

H. Hiring for next year, we are working hard to recruit, but getting fewer applications.
    a. This is primarily due to people not wanting to move to New York due to COVID.
    b. We are seeing numbers rise, but it's 2/3 the number of applications from a year ago.
    c. ED is not concerned as there is still time to hire
    d. We are also hiring for this year because hybrid learning and 2 separate programs (in person and remote) requires us to hire more teachers.
    e. Teacher attrition is down slightly, 5 fewer than last year.
    f. Our interview process remains the same but remote.
        i. Applicants apply on our website and we review applications through an algorithm and statistical analysis. We then have a phone screen interview and then the prospects teach a remote demo class.
        ii. Remote learning is very different. The teacher can manage the classroom in person in a way that they cannot in a remote environment. We keep an eye on new teachers to make sure they are teaching effectively.
I. How are we increasing the flow of great teachers into roles? This one of the ED's listed goals.
    a. Previously we were much more susceptible to role vulnerability – what would happen if a specific person left right now and what areas of the school are we most vulnerable
        i. We want to be flush with potential replacements.
    b. We know how to replace a teacher, what about an opps manager, what would we do in the short term and the long term?
    c. We never want to be in the situation where someone leaving harms us.
    d. We are in our best shape ever at the leadership level.
        i. Previously our organization was leaner and not as able to withstand potential losses.
        ii. Our new school directors are doing great work.

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1. We have some people who have not thrived and they have left
2. Our deans are strong, coaches are strong

iii. Our data director is someone that would be hard to replace, so we stay on top of them to put their work into a manual so someone else can replicate it.
iv. We don't have the issue of parents requesting specific teachers, because they expect all teachers to be good.

J. Teacher morale
   a. It has improved from 1-2 months ago.
      i. Work from home made in person teaching seem daunting. Now that it has kicked in and the teachers see how it works, it has improved.
      ii. The amount of work and changes made every day made it hard (i.e. if a teacher is absent and others have to cover for them)
K. We are hiring for a new role, a remote associate teacher.
   a. This would be a 100% remote role and can be a substitute or support for teachers.
   b. We have a second teacher on remote sessions to help monitor the class. This has helped teacher morale as well.
   c. We hired 4 of them as well as other teachers/
L. What will happen if NYC schools shut down, if the city hits 3% positivity?
   a. We would go 100% remote in all of our schools.
   b. We are planning for it now.
   c. The students get paper packets on top of remote instruction.
      i. Parents get a packet every 2 weeks, whether they are onsite or remote.
      ii. We do this a month ahead, it's a massive project.
   d. We are ready if schools close tomorrow and we do expect it to happen soon.
M. How are we with laptop and access to wifi issues for remote learners?
   a. Laptops were distributed over the summer.
      i. Parents bought on their own or had extra
   b. WiFi is a more difficult problem to solve, some homes cannot get WiFi (basements etc.)
      i. We have worked with Comcast to get access. At this point we don't have any issues.
   c. Managing both has been a difficult process.
N. Morale Issues
   a. Families are close to running out of money, are our parents getting the supports they might need?
   b. We wonder if there is a financial "cliff" for our families that may be coming up? Or else maybe they have found a way to get by.
      i. To the extent we can, we are providing mental health supports, practical support etc.

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ii. ED is working with Deans and others to make sure we are doing anything we can reasonable provide.

c. Report cards are coming up in a couple weeks, that will be another opportunity to reach out to parents.

d. Our deans of students reach out to families.

i. We do things such as "Movie night, "Monday Inspiration" "Walking Club" "Show and Tell Happy Hour" – trying to involve families to make them feel connected.

e. Our students are happy to be in school and see other children.

f. The lowest morale is teachers teaching remotely, they are missing the connection.

O. If Board Members would like to join a remote class, they can reach to the ED and it can easily be facilitated.

P. We should amend our fundraising appeal letter to include some of the work we are doing to adapt to circumstances.

V. Fundraising Appeal

A. We do ask for a meaningful financial commitment from our board. This is something we asked about.

B. Even with a 10% cut in our per pupil funding, we are about break even.

C. We are running about 50 scholars under budget about $750,000.

D. There is a donate page on our website.

a. If you want to send a check, send it to Grizelda Ramirez – though it is tricky due to potential COVID shutdown.

b. Wire is an option also,

c. No hard and fast deadline, but we are constantly looking at the budget so visibility is helpful

E. Thanks to board members who have solicited donations through personal connections.

F. Most of the money raised to date has come through foundations (about $960K) rest is from board and other donors.

G. Annual Appeal

a. Will update letter to add in more content.

b. Leverage some annual appeal content in form of email or put it on the website – as part of something the board members can send to their networks.

c. We will adjust the ranges of contributions.

d. Giving Tuesday appeal

H. Fundraising committee - Next year goals

a. Set and determine fundraising goal for the year – focus with ED on the gap

b. Developing a strategy for donor engagement

i. Email newsletters, develop an email with content or multimedia.

1. We can leverage internal teams to help with this, potentially our digital marketing associate.

2. This could be on the website too.

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3. This could be a more dynamic way of communicating with donors.

ii. Other ideas

1. Virtual events
2. Once a quarter touch point

c. 100% board contribution
d. Supporting Executive Director with new donors
e. Funding strategy for unique needs through the year
    i. Go Fund Me was successful for tech needs. Could be used for other appeals.
    ii. We should leverage Neon on the back end which would allow us to keep donor information.

I. Executive Director is available for any potential donors who want to speak with him.
    a. We could do a virtual tour of the schools.
    b. Visitors are still allowed at the school, following certain protocols.
J. We are set up on Amazon Smile for percentages of purchase.
K. Executive Director Goals
    a. He would appreciate board help on writing and sharing Linked In articles about the school.
        i. We could tap into our different networks to expand our outreach by doing this.
    b. Board Questionnaires completed by June, please respond in a timely manner.

Respectfully Submitted,

_____

Veena Malpani, Secretary

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Classical Charter Schools

Board Meeting Minutes

April 20, 2021

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

Trustees Attending by Zoom: Ben Arabia, C. Stephen Baldwin, Ingrid Bateman, Jake Elghanyan, James Hart, Kathryn Heleniak, Lawrence Hirsch, James Maher, Veena Malpani. Adrian Tonge, Raquel Zaki
Trustees Absent: William Higgins, J. Kevin Murphy, Robert Torres, Justin Walker White
Guests by Zoom: Lester Long

I. Call to Order

There being a quorum by video connection, the Chairwoman called the meeting to order.

II. Minutes of March 16, 2021 Meeting Passed

The Trustees:

VOTED to adopt the draft of the March 16, 2021 meeting minutes as submitted .

III. Report of the Chairwoman

I. The Chairwoman is looking at ways to improve board meetings. We want to ensure we know what is happening at Classical.
   a. Make sure that the board are actively review all surveys before meetings.

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CLASSICAL
CHARTER SCHOOLS

Classical Charter Schools

Board Meeting Minutes

February 23, 2021

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

Trustees Attending by Zoom: Ben Arabia, C. Stephen Baldwin, Ingrid Bateman, Jake Elghanyan, James Hart, Kathryn Heleniak, Bill Higgins, Lawrence Hirsch, James, Maher, Veena Malpani, J. Kevin Murphy, Adrian Tonge, Bob Torres Justin Walker White, Raquel Zaki
Trustees Absent: None
Guests by Zoom: Lester Long

I. Call to Order

There being a quorum by video connection, the Chairwoman called the meeting to order.

II. Minutes of January 19, 2021 Meeting Passed

The Trustees:

VOTED to adopt the draft of the January 19, 2021 minutes as submitted.

III. Report of the Chairwoman

A. The future is still uncertain and no one knows what will happen next year
B. President Biden has indicated that there may be a federal mandate for national testing. This could create some challenges for us. Each state will be allowed to customize the assessments.

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CLASSICAL
CHARTER SCHOOLS

Classical Charter Schools

Board Meeting Minutes

January 19, 2021

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

Trustees Attending by Zoom: C. Stephen Baldwin, Ingrid Bateman, Jake Elghanyan, James Hart, Kathryn Heleniak, Lawrence Hirsch, James, Maher, Veena Malpani, J. Kevin Murphy, Adrian Tonge, Justin Walker White, Raquel Zaki
Trustees Absent: Ben Arabia, Bill Higgins, Bob Torres
Guests by Zoom: Lester Long

I. Call to Order

There being a quorum by video connection, the Chairwoman called the meeting to order.

II. Minutes of December 15, 2020 Meeting Passed

The Trustees:

VOTED to adopt the draft of the December 15, 2020 minutes as submitted.

III. Report of the Chairwoman

A. Justice Rosado will not be able to serve on our board due to an opinion she received saying that justices are not permitted to serve on charter school boards due to potential political conflicts of interest as taking a political position.

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Classical Charter Schools

Board Meeting Minutes

December 15, 2020

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

Trustees Attending by Zoom: Ben Arabia, C. Stephen Baldwin, Ingrid Bateman, Jake Elghanyan, James Hart, Kathryn Heleniak, Lawrence Hirsch, James Maher, Veena Malpani, J. Kevin Murphy, Llinet Rosado, Adrian Tonge, Justin Walker White, Raquel Zaki
Trustees Absent: William Higgins, Robert Torres
Guests by Zoom: Lester Long

I. Call to Order

There being a quorum by video connection, the Chairwoman called the meeting to order.

II. Minutes of November 17, 2020 Meeting Passed

The Trustees:

VOTED to adopt the draft of the November 17, 2020 minutes as submitted.

III. Report of the Chairwoman

A. Motion to Approve Adrian Tonge to the Board with a term expiring June 20, 2022.
    a. The Board unanimously approved the application of Adrian Tonge.
B. Budget Discussion

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Classical Charter Schools

Board Meeting Minutes

November 17, 2020

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

Trustees Attending by Zoom: Ben Arabia, C. Stephen Baldwin, Ingrid Bateman, Jake Elghanyan, James Hart, Kathryn Heleniak, Lawrence Hirsch, James Maher, Veena Malpani, J. Kevin Murphy, Llinet Rosado, Adrian Tonge, Robert Torres, Justin Walker White, Raquel Zaki
Trustees Absent: William Higgins
Guests by Zoom: Mr. Lester Long

I. Call to Order

There being a quorum by video connection, the Chairwoman called the meeting to order.

II. Minutes of October 20, 2020 Meeting Passed

The Trustees:

VOTED to adopt the draft of the October 20, 2020 minutes as submitted.

III. Board Chair Report

A. Finance Committee Report
   a. Having finished last year basically even (other than the non-cash lease accounting item we added in at the end), for the 1st quarter, we ended up $1.7m in the black. This is due to the following
      i. There is about $500,000 that will be called back, based on enrollment we expected versus enrollment we had.
      ii. We have had donations come in (i.e. Robertson foundation)
      iii. Salaries for the year are flat.

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Classical Charter Schools

Board Meeting Minutes

October 20, 2020

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

Trustees Attending by Zoom: Ben Arabia, C. Stephen Baldwin, Ingrid Bateman, Lawrence Hirsch, James Maher, Veena Malpani, J. Kevin Murphy, Llinet Rosado, Adrian Tonge, Robert Torres, Raquel Zaki
Trustees Absent: Jake Elghanyan, James Hart, Kathryn Heleniak, William Higgins
Guests by Zoom: Mr. Lester Long (Executive Director), Mr. John Bianca, Mr. Gus Saliba (Auditors from PKF O'Connor Davies)

I. Call to Order

There being a quorum by video connection, the Chairwoman called the meeting to order.

II. Minutes of September 15 Meeting Passed

The Trustees:

VOTED to adopt the draft of the September 15, 2020 minutes as submitted

III. Report of the Chairwoman

A. Finance Committee
   a. Financial statements were ready last week, and discussed with auditors with some members of the Audit Committee
   b. Our revenue remains the number of students we have and the per pupil amount
   c. We would have had a small surplus, except that there was a big, but expected change in how leases are accounted for that has caused a change to our budget. This affects only School III for now, and will affect School IV next year, as these are the buildings that we own.
   d. This is a change to the GAAP standard and has changed for everyone

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Board Meeting Minutes

September 15, 2020

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

Trustees Attending by Zoom: Ben Arabia, C. Stephen Baldwin, Ingrid Bateman, James Hart, Kathryn Heleniak, William Higgins, Lawrence Hirsch, James Maher, Veena Malpani, Llinet Rosado, J. Kevin Murphy, Adrian Tonge, Robert Torres, Raquel Zaki
Trustees Absent: Jake Elghanyan
Guests by Zoom: Lester Long

I. Call to Order

There being a quorum by video connection, the Chairwoman called the meeting to order.

II. Minutes of August 25 Meeting Passed

The Trustees:

VOTED to adopt the draft of the August 25 minutes as submitted.

III. Report of the Executive Director

I. As our schools reopen, and despite the challenges they have faced, the people of the South Bronx have risen to the challenge.

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Classical Charter Schools

Board Meeting Minutes

August 25, 2020

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

Trustees Attending by Zoom: Ben Arabia, C. Stephen Baldwin, Ingrid Bateman, Jake Elghanayan, James Hart, Kathryn Heleniak, Lawrence Hirsch, James Maher, Veena Malpani, J. Kevin Murphy, Adrian Tonge, Robert Torres
Trustees Absent: William Higgins, Raquel Zaki
Guests by Zoom: Mr. Lester Long

I. Call to Order

There being a quorum by video connection, the Chairwoman called the meeting to order.

II. Chairwoman's Report

A. Regarding the former employee complaints brought to the board over the summer, there has been no follow up from the employees after the Board sent our response to them.

B. A Diversity, Equity and Inclusion (DEI) consultant from the Center for Supportive Schools, Altagracia Montilla, will start on August, 26, 2020.

C. The New York State Department of Education conducted a mid-term audit of School IV over the summer. They highlighted they following areas for improvement

   a. Rates of special education students – We will get a deficiency in this area as our rates are lower than other schools who are at 25% while

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Board Meeting Minutes

March 16, 2021

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

Trustees Attending by Zoom: C. Stephen Baldwin, Ingrid Bateman, Jake Elghanyan, Kathryn Heleniak, William Higgins, Lawrence Hirsch, James Maher, Veena Malpani, J. Kevin Murphy, Adrian Tonge, Justin Walker White, Raquel Zaki
Trustees Absent: Ben Arabia, James Hart, Robert Torres
Guests by Zoom: Lester Long

I. Call to Order

There being a quorum by video connection, the Chairwoman called the meeting to order.

II. Minutes of February 23, 2021 Meeting Passed

The Trustees:

VOTED to adopt the draft of the February 23, 2021 minutes as submitted.

III. Report of the Chairwoman

A. The board discussed potential board candidates to join the board. We have identified at least one candidate from the Bronx. We will continue to look into our networks with the hopes of having multiple candidates to discuss at our April meeting.

IV. Public Affairs Committee

A. Revive 11 Campaign

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Board Meeting Minutes

September 15, 2020

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

Trustees Attending by Zoom: Ben Arabia, C. Stephen Baldwin, Ingrid Bateman, James Hart, Kathryn Heleniak, William Higgins, Lawrence Hirsch, James Maher, Veena Malpani, Llinet Rosado, J. Kevin Murphy, Adrian Tonge, Robert Torres, Raquel Zaki
Trustees Absent: Jake Elghanyan
Guests by Zoom: Lester Long

I. Call to Order

There being a quorum by video connection, the Chairwoman called the meeting to order.

II. Minutes of August 25 Meeting Passed

The Trustees:

VOTED to adopt the draft of the August 25 minutes as submitted.

III. Report of the Executive Director

I. As our schools reopen, and despite the challenges they have faced, the people of the South Bronx have risen to the challenge.

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II. Today, School IV passed its building inspection – not a TCO, but on target to have it done by Friday
   a. It will take about 3 weeks to move in. October 5 or 13 are the targets to open.
   b. Any subsequent construction will take longer once the students are in the building, so we want to have it done before moving in. We would rather delay opening and have a completed building.
   c. Despite all the challenges, including the last 8 months, the building is largely on time.

III. Our schools reopened for 100% remote learning in August
   a. Remote teaching has been better than it was in the spring. The ED has been working with our data analytics team to determine how much the switch to remote learning has affected our scholars and how much they have lost, as it is not a perfect substitution for in person learning.
   b. We know were far ahead of other schools because of our data tracking. Our scholars were about half a year ahead of where they needed to be, which we used up in the spring and the summer.
   c. We bought about $200k of laptops
      i. There is a real Tech Gap – the students in the South Bronx do not have connectivity and devices
      ii. This solves that issue for our students, every student has a working device and WiFi or a hot spot that we are paying for
      iii. This is an upgrade from Kindles purchased back in March for about $50 each.
   d. Mayor DeBlasio has postponed opening from Sept 10 to 21 – we are going in step with him.
   e. About half of our parents want onsite learning and half want remote learning. We are able to meet parents demands. If students opt out of in person learning, they are not allowed back in until the next stage of reopening. Every stage will be 6 weeks. Right now, we are in Stage Zero which is all offsite.
   f. As a comparison, Success Academy has gone 100% remote learning until December
      i. It is difficult for parents to work in those circumstances, so we chose differently
   g. We are under-enrolled still. This is an issue for our budget as we receive $16k per scholar which is 92% of our revenue. We are down about 50 scholars (from 90) which is still about $900k. We are trying to enroll more student to keep up.

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i. We have additional expenses as we are running 2 separate programs, onsite and remote learning. We had to over hire teachers which costs more.
ii. We are going to hire 2 billboard trucks to advertise Schools II and IV the buildings have no identification.
iii. Schools I and III are pretty much full, schools II and IV are not. School IV is the most concerning. It is still K-4 only.
iv. We have gone back to the lottery to reach out to student who did not get in, but that has not resulted in more students
v. School IIB's middle school will move into School IV when it is complete
vi. Community Board IV is having a public session on September 22. It was suggested that we attend the meeting to advertise that the school is accepting applications.
vii. Why is School II under enrolled?
    1. It is the same district as School IV which is heavily chartered
    2. It had a lot of turnover, about 15% of students
    3. We overenrolled about 130 students
viii. It is an additional challenge that we have to bring in new students even as the buildings are only allowed 50% capacity.

IV. Staff Updates
a. Since June 1, we have had fewer exits than in previous years. 4 staff members have left and 1 termination. Our staff numbers are in good shape and we are fully hired.
b. No staff have tested positive for COVID thus far.
c. We are taking precautions and filing complaints when School Safety or Custodial Staff is not taking precautions, such as wearing masks.
d. We have closure triggers if someone is suspected of having COVID
e. Our standards are more strict than the Department of Education.
    i. We are wearing masks 100% of the time and socially distancing,
    ii. All windows that can be open are open,
    iii. Using infrared thermometers,
    iv. Spacing/staggering entry, it's taking 45 minutes, staff members have to fill out an app to enter. It is inconvenient, but only takes an extra minute or two per person
f. Our biggest concern is external parties in the buildings, i.e. school safety.
g. For our schools that are co-located with other schools in the same building, our school buildings have 7-9 different ways to enter so we are able to break it apart when students enter and limit co-mingling.

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h. The scholars get temperature checked every morning, they don't get tested for COVID unless they have a temperature over 100.
i. There are now 24-hour rapid result tests are coming out. Our staff and students can go and get a quick turnaround.
j. Our teachers and staff do not have to be tested prior to school opening, unlike DOE schools
k. We will do staff COVID tests once per month which is provide by DOE. It is not a random sampling, everyone on staff will get tested.
l. This process has revealed an operational weakness in New York. There are a lot of things we are struggling with on the ground, for example reporting data to New York.
m. Our Staff seem excited generally, though some are nervous to return
    i. We try to reinforce that the curve in New York is better than it as in the spring.

V. Our parents are struggling financially, we hope reopening goes well as a lot of our families need to go back to work.

VI. If the city decides to postpone reopening again, we do not have to abide by their decision.
a. We would have to move around students in DOE buildings as we would not be able to go into the buildings. There would not be school safety or custodial engineers.
b. We would be able to put all K-1 in School III
c. We also have capacity in School IV when it opens. 2nd, 3rd, 4th and possibly 5th grades in that school.

VII. Our mask policy is 100% masks in the building except for when people are eating. The scholars will be eating at their desks
a. Social distancing has been harder to enforce than mask wearing

VIII. We have not had any layoffs or furloughs and staff salaries are flat from last year for those that are returning.
a. The staff has been supportive.
b. There are varying levels of stress individually with the staff. We have told our school directors to be as empathetic as possible.

IX. We have not had an update on per pupil funding from the state.
a. The public schools in our buildings are running on about 25% of teachers, 75% of teachers got accommodations not to teach in person.

X. All of these factors, the health crisis, economic crisis and social unrest and landing on the same population.

XI. What proportion of our families have chosen remote learning because they have left the city? Are they concerned for health issues?
a. About 10-20% are not in New York City, so they may withdraw completely when we are back to in person learning.
b. About 50% are choosing it for safety

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        i. 40% of this group have someone in the home who is immunocompromised
    c. The rest are just choosing remote learning.

XII. Virtual learning – what are we doing for professional development?
    a. In the beginning, we were meeting every week to iterate the program, we had handbooks that we were updating and sending out to staff.
    b. In July, we made summer school about twice as big.
    c. In August/September, we started changing schedules etc. – remote students are going across the network to learn. This has created efficiencies and brought the number of scholars in the virtual classroom down
    d. It is not as good as onsite learning, but we are looking at the data. It is still better than other schools are onsite.

XIII. Internet connectivity is still an issue for some scholars. We can buy a device, but some apartments can't get signal (i.e. a basement or building is not set up for it)
    a. Ongoing cost, we are spending about $10,000/month on hotspot monthly fees.
    b. Some parents are not paying the bill, so it gets shut off.
    c. We have about 50 out of 1,200 parents in this situation.
    d. We do have paper workbooks of all the work the scholars have to do and give them to the parents every month. This works even when scholars have no other options.

XIV. Lester is no longer School I school leader – how is the transition going?
    a. He feels it's worked out well, it's a good to have an extra 3 school leaders.
    b. School Leader Fellowship program has gone well
    c. They meet remotely weekly

XV. Ms. Leena Gyftopoulos role
    a. She has been at the school since June 2006. She was School Directors of SBC II
    b. She is on unpaid sabbatical, probably for the year, for personal reasons/commitments
    c. She is in contact and answering questions as needed

XVI. Other
    a. Tomorrow, the ED is making formal presentation to the Robertson Foundation presentation for a substantial grant.

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b. On Thursday the staff is having a call with a doctor to speak about COVID and viruses generally
c. Every Tuesday night we have movie night at 5pm – our staff is showing movies to families through zoom
    i. Multicultural movies etc.
d. The counseling team is hearing about scholar's situations at home
    i. i.e. a child whose mom died of COVID, and dad has not been involved historically. They have been supporting the family.
    ii. Also supporting students struggling with domestic violence, neglect etc.
    iii. How many/what percentage have been affected by COVID?
        1. Approximately 30 scholars lost someone who lives with them, out of 1,000.
    iv. We are prioritizing safety and health, physical and mental, for the year.
        1. Our counseling team reaches out through Zoom, which the students seem to enjoy
    v. Family advisory counsel meetings will be on Zoom as well when they start up.
e. SPED students also have a 50/50 split also for remote/in person as well?
    i. We are prioritizing that our Scholar Services team is on site and our SPED students are prioritized for in person education because they need it the most.
f. We have been talking to our scholars about race/racial issues
    i. We want students to share what they are feeling.
    ii. Addressing awkward topics
    iii. These conversations go on at night/weekends
    iv. Sessions seem to be going well and are confirming positive relationships with our families
    v. At the end of 8th grade we address that high school may be different for our students and there may be less minority representation in those schools.
    vi. We are working on "allyship," confirming that we see the same things they see.

IV. Report of the Chairwoman

I. New Board Members
    i. Welcome to Justice Rosado
    ii. Justin Walker White – will most likely be moving to LA for a job opportunity. He will be back frequently after COVID.
        1. He still has a strong grounding in NYC

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2. Our meetings are remote for the foreseeable future so joining will not be a problem. Typically, we had asked for board members to be local, but that has changed in this landscape.
3. We think it makes sense to invite him to join the board now and we can reevaluate if it is still working once we are back to in person session.
    a. Onboarding a new board member can take some time as well.

II. Document Sharing Platform
    i. Google Drives are an option
    ii. We did make an effort to use Asana last year, but never got critical mass of members using it.
    iii. Documents do not need to go through the Chairwoman to be uploaded.
    iv. Board members would prefer a notification that something has been posted.
    v. Preference would be for an email to be sent to members with a link to view the documents.
    vi. The reason is to reduce the volume of emails going back and forth and to have a central repository for documents

III. What would board members like to see in our meetings?
    i. If there are things you think we should be addressing, please let the Chairwoman know.
    ii. To better keep pulse on schools since board members are not able to visit, one suggestion is a monthly list of interesting things happening in the schools, both negatives and positives.
        1. Chairwoman and ED will determine the best way to approach that.

IV. Revive 11 Campaign
    i. This got lost in the shuffle with COVID.
    ii. We still want to be a part of it, we should start up in January.

V. Kathryn is planning to attend the Efficacy and Policy Committee meeting for New York City Charter schools next week, she will report back.

VI. Committee assignments
    i. Committees try to meet before the next meeting
    ii. Set out goals for committee
    iii. Discuss with Lester if desired

Meeting was adjourned

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Respectfully Submitted,

_____

Veena Malpani, Secretary

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Classical Charter Schools

Board Meeting Minutes

April 20, 2021

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

Trustees Attending by Zoom: Ben Arabia, C. Stephen Baldwin, Ingrid Bateman, Jake Elghanyan, James Hart, Kathryn Heleniak, Lawrence Hirsch, James Maher, Veena Malpani. Adrian Tonge, Raquel Zaki
Trustees Absent: William Higgins, J. Kevin Murphy, Robert Torres, Justin Walker White
Guests by Zoom: Lester Long

I. Call to Order

There being a quorum by video connection, the Chairwoman called the meeting to order.

II. Minutes of March 16, 2021 Meeting Passed

The Trustees:

VOTED to adopt the draft of the March 16, 2021 meeting minutes as submitted .

III. Report of the Chairwoman

I. The Chairwoman is looking at ways to improve board meetings. We want to ensure we know what is happening at Classical.
   a. Make sure that the board are actively review all surveys before meetings.

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b. The DOE does their own survey in the spring, we can review those in the August meeting.

II. Visiting schools is now allowed and board members are to make the effort.

III. Review of Parent Survey Fall 2020 – Over 44% of parents responded to it. Fairly even response across all the schools.
   a. The school rated very high with "How likely are you to recommend Classical?"
   b. Also rated high with culture, discipline etc.
   c. The biggest area parents wanted to see growth was afterschool/extracurriculars.
      i. The survey was in the fall when school buildings were shut down
      ii. We have an afterschool in 2 of our buildings (the public-school locations)
      iii. We do have programs that we tend to do in the fall. Spring is dedicated to tutoring.
      iv. Our school day is already long so this is tough to figure out.
      v. This may be more related to childcare than any particular activity.
      vi. There are programs that we could hire to implement, but we should investigate what parents want.
   d. Parents generally seemed satisfied with the level of communication from the School.
   e. They wanted more clear commination on scholar progress and report cards.
   f. Some parents indicated the Scholars were spending large amounts of time (more than 3 hours a night) on homework. This may have been skewed by "Formative" – a website we are using for remote learning. Our teachers are limited to assigning about 1 -1.5 hours a night total.
   g. Parents have been attending workshops we offer. The virtual workshops have been popular, and we will continue with them.
   h. Parents do not seem to want to be more involved in the school than they are. There was not a large amount of interest in joining the Family Advisory Committee.

IV. Review of Staff Survey Fall 2021
   a. We do collect the name of the respondent, it is separated when sent to management, but the Director is able to see the responses.
   b. These responses are from last fall and spring.
   c. Ratings are slightly down in almost every area. This may reflect exhaustion in this challenging time for staff.
   d. Looking at satisfaction and culture, it is still overall positive; most answers are above 4 (out of 5).
   e. We have asked a lot of our staff and they have had to be very flexible.
   f. One of the lower areas was "I have a best friend at work". This is a question that was included in some industry surveys, there is some

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dispute on what it means and if it reflective of a positive work experience.

g. Operations had the most areas that went up from last year.
h. Grading/Tech support went down – this was a difficult year for tech.
i. DEI is an area where staff indicated there could be improvement
    i. We have looked at ways of diversifying out staff, i.e. hiring non-college educated individuals where appropriate.
    ii. Back in the summer we created staff action groups (8 different groups operating in different areas).
        1. The action groups came up with proposals and we accepted almost all.
        2. Twice a month we send staff an update on their proposals.
        3. These are going really well.
    iii. We also hired a DEI consultant - this was not successful and probably is reflected in the lower scores in this area.
        1. We are looking to hire someone for next year
j. Desire to return was down almost a point from last year. This is not reflective of our actual rate of attrition.
k. Behavior management system – there have been complaints about it and now we are getting feedback that staff don't understand the system.
l. Career path – this has been part of the D&I working groups to document progression for each role

V. Board Composition

a. Ben Arabia has moved to London, he will stay on until the end of the financial year, but we will need a new treasurer.
b. We have 11 official members. We can comfortably go up to 15 members.
    i. Bob, Justin and Raquel are not fully onboarded – working through fingerprinting and qualification issues
c. We have been looking for Bronx representation as well and speaking with potential candidates.

IV. Public Affairs Committee

I. Revive 11 did not go through the budget this year. There isn't one clear reason why. We made outreach, but the anti-charter voices won again.
II. We can build on what we have achieved, as schools open, we can invite people to come in.

V. Report of Executive Director

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I. Things are going well in the schools; the schools and staff are getting used to shutdowns and moving to remove.
II. The lottery numbers for enrollment were significantly down, this is across all charter schools.
III. Continue to try to get PPP loan categorized as a grant.
IV. ELA test yesterday went well.
    a. Most schools had a 50% or more opt out rate, ours was about 3%.
    b. This shows how engaged our parents are with what we are doing.
V. We did not give raises to staff last year; he is going to build a model for raises going forward.
VI. The Calder Foundation grant that we received will go towards summer school. It will be at School IV this summer. We usually send the bottom 20% performers to summer school, but students are performing worse across the board so we might send a higher number. We are doing data and research to figure out which students should go.

Respectfully Submitted,

_____

Veena Malpani, Secretary

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Classical Charter Schools

Board Meeting Minutes

February 23, 2021

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

Trustees Attending by Zoom: Ben Arabia, C. Stephen Baldwin, Ingrid Bateman, Jake Elghanyan, James Hart, Kathryn Heleniak, Bill Higgins, Lawrence Hirsch, James, Maher, Veena Malpani, J. Kevin Murphy, Adrian Tonge, Bob Torres Justin Walker White, Raquel Zaki
Trustees Absent: None
Guests by Zoom: Lester Long

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I. Call to Order

There being a quorum by video connection, the Chairwoman called the meeting to order.

II. Minutes of January 19, 2021 Meeting Passed

The Trustees:

VOTED to adopt the draft of the January 19, 2021 minutes as submitted.

III. Report of the Chairwoman

A. The future is still uncertain and no one knows what will happen next year
B. President Biden has indicated that there may be a federal mandate for national testing. This could create some challenges for us. Each state will be allowed to customize the assessments.

C. The NY State Education Department has a new initiative called Community Responsive Auditing. The goal is to ensure that schools are hearing the voice of the community. They want to see schools that are supporting the needs of and being responsive to the community.
    a. We have tried various ways of getting input, but the Department of Ed are getting more granular.
    b. They want to clearly define the community being served and ensure that the community is being heard, including representation on the school's Board of Trustees.
    c. For each school that is requesting a charter or reauthorization, it is clear that the Department of Ed wants community representation on the board.
        i. We need to take concrete steps towards this.
        ii. How do we ensure that we are being responsive to the needs of the community? They are looking for us to ask the community what they want, not what we or our administration wants.
        iii. One way we know that we are responsive to what the community wants is that we get thousands of applications to our schools every year. But they want to see more than that.
    d. Would allowing our facilities to be used by the community outside of school hours be considered responsive to community needs?
        i. We do that at School III, we can look into if this meets their standard.
    e. Our parents get 2 surveys a year from our schools and one from the Department of Ed. The DOE survey is publicly available online.
    f. The Board is asked to search their network for people who live in the Bronx who would be interested in joining.
    g. We could also start attending Education Board Committee meetings in the community.
        i. These are held via Zoom now so it is easier to attend.
        ii. Would be good if some board members can volunteer to do it.
        iii. Our staff is overburdened so it would be difficult for them to attend.
    h. We have been looking for more ways to get parent feedback.
        i. Maybe once a year have the head of the Family Advisory Committee come speak to us with feedback
        ii. More communication with the organization in general
        iii. Make sure that the board is reading the three parent surveys.
    i. We can reach out to the pre-schools that send us students to see how they regard our schools.

IV. Finance Committee

A. Financials are positive.
    a. From a net income perspective, we are positive $147,000,

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    b. On a cash flow perspective, we are $1m in the black, driven by the previously discussed change in accounting.

B. On our PPP loan, we still do not know the outcome on if it will be forgiven, but the business team feels more optimistic that it will be.
C. There are still challenges, the business team and Lester have done a lot of work on cutting expenses.
D. Still have headwinds with per pupil allotment issues. The per pupil funding was not reduced as we had worried about.
E. Are there other areas for concern?
    a. Yes, we are still knee-deep in the crisis. Our schools and students are still seeing dislocation of all kinds including instability with parents.
    b. There are other structural concerns, the number of charter schools in the area has increased. More supply might mean smaller numbers for us.
    c. Even once we are fully back to in person learning, there are going to be students who have circumstances where they cannot attend in person school and we must provide remote instruction. This will be an added expense going forward and this group will likely be more vulnerable for attrition.
F. We want to make sure that next year we are well enrolled.
G. There is a marketing opportunity that we are open for in person education – except that the building is at 50% capacity so new students would not be able to come in at this time.
H. If demand is shifting towards charter schools, why aren't we seeing it in our numbers? We got students in the first part of the year (September – December), but now the issue is that we do not have more room for in-person learning.
I. Every single staff member is tested every week. We were involved in a lawsuit with the city to get reimbursed for the cost ($20,000/week). We won, but the city is appealing. About 50% of our staff has been vaccinated. We pushed it from Day 1. It has created a lot of peace of mind.
J. The vaccine is not yet authorized for children. We assume that masks will be required until children can be vaccinated, but will distancing be required also? We don't know yet, but that will affect our space issues and in school enrollment.
K. Is there incentive for us to take in more students remotely and then shift them to in person as we are able? Yes, but we are not seeing interest from parents in doing this.
    a. We had someone marking us on street corners to market, billboard trucks etc., but we are not getting applications.
    b. It might be something for next year
L. It like the per pupil allotment will be flat next year. We were expecting it to drop so this is good news.
M. Motion to approve the financials was passed.

V. Public Affairs Committee

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A. The “Revive 11” movement is moving forward with weekly/ bi-weekly calls.
B. For our schools, we have been reaching out to new Assembly members. We are also looking to arrange a meeting with parents and students.
C. The coalition thinks their best hope to pass Revive 11 is with the state senate.
D. Our next step is to reach out to state senators. We can also ask them if they can recommend board members.
E. There is a Charter Center policy meeting tomorrow. They are trying to improve the view of charter school generally, not just Revive 11.
F. We have the challenge of not being affiliated with unions, but we have to show the political world we have the support of the parents.
G. What is the timeline for these initiatives? These will be in the Governor’s Budget on April 1.

VI. Education Committee

A. Our Speaker Series will kick off at the end of March with 6-8 grades. We have chosen an entertainment lawyer to be the speaker.
B. We may need help from the wider board for some activities related to logistics. We will keep the board updated as we make decisions.
C. This will be within the school day around 4:00. It will be about 45-50 minutes.
D. Also have been working with James to provide Spirit Gear to the students, want it to be low maintenance for the teachers and staff but fun.
E. We are aiming to do 4 of these sessions within the calendar year but will recalibrate as needed.
F. If you have potential speaker ideas, please send to Adrian. We discussed inviting Nathalia Fernandez, an assembly woman from the Bronx who is running for Bronx Borough President as a speaker.
G. We are coordinating Zoom logistics with the team at the school. It will be a webinar format.
H. Should we open it to parents?
    a. We have students onsite and offsite. Parents will be able to join the students who are at home.
I. How will students in school participate? They can use their computers at school or quickly go home for the session. It should not be an issue to get them connected.
    a. Our teachers will be a part of this, to help with technology for any students who want to stay in school and watch it.

VII. Executive Director Report

A. We have had to shut down classrooms/grades occasionally but, no one has caught COVID at Classical.
B. We are looking into bringing vaccinations in house to provide for staff who have not received them yet.

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C. COVID related concerns have dropped over the last 3 months. People are less worried.
D. We were part of a case against the city about paying for testing in charter schools. The city will appeal, but if we win, we will be getting $20k a week reimbursed.
E. The weighted lottery for new students is on target, it should be done by the end of the week.
    a. We are improving on our SPED rate at 13.7% - 22 students away from reaching the goal.
F. We are applying for conversion of our PPP loan.
G. Culturally in the schools, people do feel more disconnected. However, our staff attrition is lower than usual and hiring continues to improve.
H. Historically, we have not had a global operations person or deans throughout the system. This is the first year we did it with a Deans Team Leader and it went well.
    a. We are going to recruit internally a Director of Operations or Operations Team Leader.
I. Our Talent Manager is going to be promoted to Director of Talent, she is doing great work.
    a. Applications are 50% down, but she is still able to hire the same amount of staff.
J. When people have left, we have been able to replace them in house.
    a. Lester is spending time on process management, manuals etc. and when someone leaves, it makes it easier for someone to take over the role.
K. Summer school
    a. There are conflicting opinions on what to do.
    b. State test requirement is creating confusion – should we prep for them?
L. Equity
    a. We are looking at salaries and stipends. We are doing in depth analysis to make sure it is equitable across roles.
M. What will we do with Technology provided to students post-Covid?
    a. We will take the devices back.
    b. They may be useful for Saturday tutoring.
N. Teacher surveys happen twice per year
    a. Staff are generally happy, we get rated 4 or higher out of 5.
    b. Surveys are not anonymous.
    c. Staff can go to HR with complaints.

Respectfully Submitted,

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Veena Malpani, Secretary

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Classical Charter Schools

Board Meeting Minutes

August 25, 2020

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

Trustees Attending by Zoom: Ben Arabia, C. Stephen Baldwin, Ingrid Bateman, Jake Elghanayan, James Hart, Kathryn Heleniak, Lawrence Hirsch, James Maher, Veena Malpani, J. Kevin Murphy, Adrian Tonge, Robert Torres
Trustees Absent: William Higgins, Raquel Zaki
Guests by Zoom: Mr. Lester Long

I. Call to Order

There being a quorum by video connection, the Chairwoman called the meeting to order.

II. Chairwoman's Report

A. Regarding the former employee complaints brought to the board over the summer, there has been no follow up from the employees after the Board sent our response to them.

B. A Diversity, Equity and Inclusion (DEI) consultant from the Center for Supportive Schools, Altagracia Montilla, will start on August, 26, 2020.

C. The New York State Department of Education conducted a mid-term audit of School IV over the summer. They highlighted they following areas for improvement

   a. Rates of special education students – We will get a deficiency in this area as our rates are lower than other schools who are at 25% while

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we are at 8 -15%. They indicated they would be happy with a rate of 15%.

b. Board Diversity – they would like to see better representation of the Bronx on our board.

D. Eight grade graduation was held over Zoom this year and many board members attended. It was a great success.

E. Board self assessment – generally we are similar to how we rated ourselves last year. We have 4 standards below where we want to be. Some takeaways
   a. School succession plan
      i. This was finalized this afternoon, Eliza Montgomery has completed the school leadership development program but is not currently a school leader. She would serve as interim director.
      ii. We also need a long term plan around the search for a director with both internal and external candidates.
   b. Removing disengaged members from the board – this will be discussed by the Executive Committee
   c. Investing in board development
      i. Trustee Welcome Packs should be sent out to all new board members
      ii. Charter school center training programs when the are available again.
   d. Raising the schools profile/engaging donors
      i. We had an event scheduled for the spring, which was cancelled because of Covid0-19
   e. How the metrics from the school get reviewed by the board
   f. One area where we improved was around organization of the board, in particular in public affairs, the Public Affairs Committee has been very active.

F. Board Committees – each committee will meet before our September Board Meeting.
   i. Each committee was asked to meet before September meeting
   ii. Finance – James Maher and Kevin will go on
   iii. Fundraising – James Hart is willing to start to take it over
   iv. Education – Adrian will chair it
   v. Public Affairs – Larry will chair it
   vi. Real Estate – Jake and Larry will join

G. Resolutions to add new Board Members
   a. Bob Torres and Jake Elghanayan were both approved as board members.

H. Potential new board members
   a. Justin Walker White – we are positive about him joining the board. Because Justin had questions on how he could best contribute to the board, Adrian will be in touch to discuss the Education Committee as we think he would be valuable there.

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b. Justice Ilinet Rosado – some board members had a chance to speak with hers, others watched the meeting and/or the interviews of her. The board was positive on him and will ask her to join the board.

III. Executive Director's Report

A. 8th grade graduation was conducted successfully over Zoom.
B. Construction of School IV is on target for completion in the next 3 weeks. Expected around September 28.
C. Reopening has been a massive project – 3 legs Safety, Equity and Excellence
    i. Medical/Safety- the school will implement the following:
        1. Temperature checks
        2. Maximum capacities of buildings
        3. Process for entering/exiting buildings – includes isolating anyone with a fever amongst other things
    ii. Economic/safety/equity
        1. Our parents are still going through a hard time
        2. We have contacted every family/every scholar
        3. We are seeing depression/anxiety in students as well as unsafe homes for some
        4. School choice – we contacted every parent and asked them how they would like their child to be educated. For Phase I:
            a. 45% chose wholly remote
            b. The rest chose on site
            c. We are at phase 0 – 100% remote
    iii. Social upheaval
    iv. Technology gap – We purchased laptops to replace the Kindles we used in the spring. The laptops will be more effective. We received them yesterday and they will be distributed.
D. School began on Wednesday
    i. Enrollment is down, even though we over enrolled
    ii. We have a plan in place to start enrolling more students
E. Phase I will kick in in mid-September
    i. It will be 5 days a week
    ii. Space is an issue – we are using all of the space we can, hallways, cafeterias, gyms, closets, etc. to meet the square foot per student requirement
F. Excellence – We want a great education whatever we do
G. We are running 2 separate programs that are aligned. As of now we have enough staff to run the programs.

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H. Phases will be 6 weeks each – every 6 weeks parents can adjust as they want as long as there is space
I. Mayor Deblasio announced that schools could use outdoor space and we are brainstorming to meet this
J. School IV coming online will give us more space. It fits around 240 students during Covid-19 restrictions, plus a gym and other rooms, it could accommodate about 350 students.
K. It is a strain on the budget to run to 2 programs as we had to hire an extra 8 teachers
    i. All of the teachers are going into the building, no one is working from home
    ii. We are following ADA accommodations for anyone who needs to work remotely for medical reasons
    iii. Teacher attrition is a concern
    iv. We have had 4 teachers leave since April and we do have people on improvement plans
    v. Finished hiring today, will start taking in new resumes in case
    vi. We have 2 extra people in operations as well
    vii. Also as we have 10% fewer students, our per pupil allotment will go down. We still have our wait list. Various factors contributed to students not showing up including moving. Civil unrest has played into it as well. We are trying to make up for it with our wait list, but we only have a certain amount of space so any additional students we accept would have to be remote.
        1. School 1 and 3 are full
        2. Schools 2 and 4 are in district 7 which are over-chartered so we have to overenroll.
L. Ventilation/Air Circulation –
    i. They will be shut down in schools with windows. School 2 – windows will be open all the time, even if it is raining.
    ii. School 4 has windows as well
    iii. School 3 we are concerned as it does not have windows that open. We bought ERV13 filters that potentially filters out the virus. Will be replacing it within the next 3 weeks.
    iv. No child will be educated in a room without windows unless there is ventilation.
M. Schools that are co-located with another school
    i. We are working with the other schools. They will have similar protocols.
    ii. We will be separated.
    iii. Our staff normally travel between schools – but this will be restricted. Staff is limited to going to 2 schools per week.

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N. COVID Testing – is recommended by not required.
    i. We are only doing temperature testing.
    ii. We are buying infrared thermometers – it will save time. It will take us 50 min to get kids into the building. We are aiming to get it down to 20 min.
O. Performance –
    i. We have found remote less effective than onsite; it is probably only 60-70% effective
    ii. From the spring, 86% of students are on grade level. That is lower than normal, but overall pretty well.
    iii. Summer school was larger than it had ever been at 400 students.
P. Goals from 2019
    i. We made a lot of progress on 2019 goals despite challenges from Covid-19 and other things.

IV. Finance Committee Report

A. Our costs are up and students are down. We will likely break even this year, but will put us in a deficit next year
B. We will have more information in the coming months. As there are several moving parts to this.
    a. 130 students fewer than we expected translates to a $2mm loss.
    b. A 5% drop in funding about $1mm
    c. Incremental costs
    d. Our PPP loan is was $3m. We still have to determine how to treat it in the budget. It won't be treated as revenue, but may be treated as gain on forgiveness of debt in which case we would see it on the income statement.
    e. Our budget right now conservatively assumes it will not be forgiven.
    f. We will know more around student enrollment in the coming months.
C. The Board approved the budget, but we will revisit more frequently than quarterly reports given the uncertainty.

Respectfully Submitted,

Veena Malpani, Secretary

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Classical Charter Schools

Board Meeting Minutes

March 16, 2021

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

Trustees Attending by Zoom: C. Stephen Baldwin, Ingrid Bateman, Jake Elghanyan, Kathryn Heleniak, William Higgins, Lawrence Hirsch, James Maher, Veena Malpani, J. Kevin Murphy, Adrian Tonge, Justin Walker White, Raquel Zaki
Trustees Absent: Ben Arabia, James Hart, Robert Torres
Guests by Zoom: Lester Long

I. Call to Order

There being a quorum by video connection, the Chairwoman called the meeting to order.

II. Minutes of February 23, 2021 Meeting Passed

The Trustees:

VOTED to adopt the draft of the February 23, 2021 minutes as submitted.

III. Report of the Chairwoman

A. The board discussed potential board candidates to join the board. We have identified at least one candidate from the Bronx. We will continue to look into our networks with the hopes of having multiple candidates to discuss at our April meeting.

IV. Public Affairs Committee

A. Revive 11 Campaign

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a. We think it may go through the next state budget. The people we have spoken with seem open to it.
b. We are coordinating with Assemblywoman Nathalia Fernandez on our Speaker Series
    i. She has not committed to Revive 11, but indicated she was open to it.
c. Our Scholars attended a meeting with Senator Septimo on the issue. There was also a big turnout of parents and teachers and well represented us.
d. There is a new chancellor in New York, Meisha Porter. It will be interesting to see how she works with charters. We are hopeful about working with her.

V. Education Committee

A. The Education Committee has been planning for our Speaker Series kick off on March 24 at 5:15. Nathalia Fernandez will be the speaker.

a. The committee has been preparing for this, arranging a moderator, working on publicity, etc.

b. Board Members are welcome to join.

VI. Executive Director's Report

A. We continue to have grade/school closures in response to COVID – we shift to remote learning in these circumstances.
B. About 55% of our staff have been vaccinated. The numbers keep rising. No impact on masks or social distancing in the schools. It does help to create a culture of safety in our schools.
    a. About 25% are vaccine hesitant
C. Now we are rarely getting staff cases in the schools, before most cases in school were staff. It has now shifted to students (about 5 positive tests in the last 3 months)
D. Nobody has caught COVID at Classical still.
E. We had a surprise Department of Health inspection for COVID safety today.
    a. They did a 2 hour inspection and we were almost perfect on inspection.
    b. They checked distancing, mask wearing, ventilation, hand washing etc.
F. Our system is working, though it is not a sustainable system for teaching students.
G. All teachers are in the building, whether they are remote or in person.
H. If a staff member chooses to get vaccinated, can they get preferential treatment, etc? We don't know yet what will happen. Maybe down the line when the vaccine is fully FDA approved.
I. Our weighted lottery has been approved by the state.
    a. Student with IEP's will get preference (disabilities)

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b. Our application numbers are good. We are slightly lower in Kindergarten in Schools 2 and 4. The lottery is in two weeks so we have some time.

J. No update on our PPP loan.
K. We have applied for 3 grants.
L. Process Mapping
    a. How can we get bigger, better and broader and impact places beyond our walls? Inviting people in to see our schools has not worked in the past.
    b. Every department will have a manual, process map and rubric connected to those processes.
    c. We are moving forward on designing our high school.
        i. Working with Robinson Foundation
        ii. Working with Paul O'Neil on turn arounds of charter schools
    d. This would be a way to educate others on what we have achieved.
    e. The finished product would be presented in 3 ways – narrative, tabular (like an Excel) and pictorial.
    f. We may want to hire someone to help complete this project more quickly.
    g. For our high school, we would not need a new charter, but we would need approval from the Board of Regents.
M. The COVID Slide
    a. Our students are doing worse. It is not significantly worse, but it is worse.
    b. The good news is that our remote instruction is getting better.
    c. We are producing a research paper which will discuss the differences.
N. State Testing
    a. The Federal government has said we have to give State Tests to students. It will be end of April/Early May.
    b. Tests will be reduced from 2/3 days to 1 and all multiple choice.
    c. We are gearing up for State Test tutoring, this is2 months after we normally start
    d. The test will be for onsite students, not remote. We will advocate for our remote students come in to take the test.
    e. For remote students who are not taking the test, it will not be factored into the decision for them to move up a grade, we will evaluate them on other factors.
O. We are assuming that we will have to include a remote component to our curriculum next year as well for students who desire it and are developing a program.
    a. Space constraints will continue to be an issue if we are limited to 50% capacity.
    b. If the guidance is reduced to 3 feet of distance, we will be able to accommodate all students.
    c. Our remote program would be one program across all schools.

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P. The Board requested to see staff and parent surveys ahead of next board meeting.
    a. David Frank has followed up on getting information from parents.

Respectfully Submitted,

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Veena Malpani, Secretary

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Classical Charter Schools

Board Meeting Minutes

October 20, 2020

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

Trustees Attending by Zoom: Ben Arabia, C. Stephen Baldwin, Ingrid Bateman, Lawrence Hirsch, James Maher, Veena Malpani, J. Kevin Murphy, Llinet Rosado, Adrian Tonge, Robert Torres, Raquel Zaki
Trustees Absent: Jake Elghanyan, James Hart, Kathryn Heleniak, William Higgins
Guests by Zoom: Mr. Lester Long (Executive Director), Mr. John Bianca, Mr. Gus Saliba (Auditors from PKF O'Connor Davies)

I. Call to Order

There being a quorum by video connection, the Chairwoman called the meeting to order.

II. Minutes of September 15 Meeting Passed

The Trustees:

VOTED to adopt the draft of the September 15, 2020 minutes as submitted

III. Report of the Chairwoman

A. Finance Committee

a. Financial statements were ready last week, and discussed with auditors with some members of the Audit Committee
b. Our revenue remains the number of students we have and the per pupil amount
c. We would have had a small surplus, except that there was a big, but expected change in how leases are accounted for that has caused a change to our budget. This affects only School III for now, and will affect School IV next year, as these are the buildings that we own.
d. This is a change to the GAAP standard and has changed for everyone

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e. This change requires us to "straighline" our rent over the 30-year life of our lease
f. Our rent goes up 2% a year. This divided over 30 years is how we calculate it.
    i. Because we are paying less rent how than we will in 30 years, for the first 15 year we are paying less (below average)
    ii. In 15 years, we will be paying above the average
    iii. For the first 15 years, we are in the red, for the last 15 years we have what looks like a massive surplus.
    iv. Difference between the two ends up as a non-cash item
    v. Rather than finish at break even, we finish about $700k in the red
    vi. It does mean when someone looks at our numbers, we have to emphasize that this is because of the change in accounting rules
    vii. Anyone who looks at our financial statements would understand that this is normal, (i.e. banks, state education department)
    viii. We are going to back to our landlord and Civic Builders to make sure that lease payments have accounted for this.
g. This is an accounting quirk, and not a true liability
h. Additionally, we took a $3.3m PPP loan, like most other charter schools and we will be audited. We hope by the time we close the books next year; it will be forgiven

B. Auditor's Report

a. The auditors walked us through the financial statements noting the following
    i. There is uncertainty around school enrollment as well as per pupil allocations. It's important to have cash at this time.
    ii. No misstatements or weaknesses, it was a clean opinion.
    iii. Cash went up by $2.7m, due to PPP Loan
    iv. Investments did well
    v. Pre-paid expenses that we didn't have last year
        a. July Rent
        b. July health insurance
        c. Field trips cancelled due to COVID
    vi. There is a rainy day fund of $1.5m, looks good
b. $725K entry of deferred rent
c. The School is educating the same number of students and did not get an increase in per pupil allocation for the current year
d. Expenses went up by $2.4m, but they consistently go towards programs
e. Rent went up by $1m
f. School 4 will start recognizing rent on a straightine basis next year
g. The schools have grants as well
h. List of no findings. Low risk and no weakness over the last few years
i. Financial statements were approved in draft form.

IV. Education Committee Report

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A. The Education Committee has been meeting to determine its agenda for the year.
   a. Teacher and Deans survey process – the committee will discuss with the Executive Director ways it can be involved and how it can support it remotely
   b. Alumni/Community engagement
      i. Speaker series for students – prospective Board Member, Justin Walker White has been engaged with this as well. He has many contacts who could be interesting to our students
      ii. We could do this program on a weekend since our school days are full, the parents may be receptive and want to listen as well.
      iii. The committee is continuing to discuss and will revert to the board as it solidifies plans

B. To visit the schools, there is a special process that visitors must go through to visit school. The board is welcome to visit an online class at any time.

V. Report of the Executive Director

A. Our schools are open. About half of our students are in the buildings and nearly all of our staff. People are generally happy to be back in schools
B. A New York Times report said that COVID testing in schools has shown low rates of infection – less than .1%
C. The building looks good, it's nice to be back in the neighborhood again
D. School IV opened last week, we are very happy to be in the building
   i. School IV and School 2B are in the building which is about 300 students
E. More students are converting from remote to in person learning – about 60% are opting in. This is very high compared to rates at other schools.
   i. Special ED and English Language Learner rates are about the same
F. Organized sports are off this year. Normally we have the Charter School Athletic Association that we are a part of (basketball, track, touch football).
G. We reopened last month in Stage II. This stage is lasting until Christmas.
H. We did buy about 200 computers that arrived last week, so every remote student now has a brand new Chromebook.
I. Our remote program is still not instructionally equal to our in-person program. Now that we are able to compare it with simultaneous onsite learning, we are seeing worse results from remote students
   i. It might be a testing issue rather than a teaching issue, with how well the students are able to take the tests remotely
   ii. We are looking at if it is feasible to have kids come on site for testing. This would be an inconvenience for parents so it may not happen.
   iii. Our research staff member is studying this on these issues
      1. The "COVID slide" – How much did students lose from March – June and then how much during the summer?

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2. How much worse is it?
3. What grades are affected?
4. This could be an interesting study for others as well

J. School I won the National Blue Ribbon award – this is our 3rd Blue Ribbon
    i. We are the only charter school in the state that won it this year
    ii. Possibly the only school in the Bronx
    iii. W now have 3 Blue Ribbons
    iv. The staff and scholars are excited about it. It was great for the community as well.
K. Other public schools with which we co-locate are struggling with staffing with up to 80% of teachers out for accommodations. We are doing our part to support them
L. Enrollment remains is a challenge
    i. People are moving more
    ii. We have made progress, but we still have more to go, we have another 50 spaces to fill.
    iii. Eventually with regard to per pupil funding this will become an issue
M. Our Special Ed numbers are improving, this was one of our areas of improvement from the state. We are targeting getting to 15% SPED students. We are at 12% and have not started the referral process yet for this year.
N. The state has cancelled its English Language Learner designation process. We are far ahead and should not be affected us too much.
O. Fundraising
    i. We officially won a $3m Robinson grant over a 3-year period. This is a substantial increase from our last grant of $2.3m
    ii. Tiger Grant will be in our next financials
P. We are fully hired and looking to hire a few more people
    i. Our biggest vulnerability systemically is teacher attrition/absences
    ii. We have every teacher come into the building, even if they are teaching remotely so they can fill in if anyone is out
    iii. We will probably hire a couple extra teachers to help with that
Q. Strategy team
    i. Eliza Montgomery – Director of Strategy. She is a School Leader Fellow, promoted 2 months ago to this role.
    ii. A 6th year teacher has moved over to project management – so now we have a strategy management team in place
    iii. Our strategy goals are:
        i. Get better
            1. Making our systems more efficient, making us more inclusive, reducing teacher attrition.

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2. We would do this through process mapping – how do you map how we do things, who is doing what when?

ii. Get bigger
1. We are going to move forward on Classical High School, opening in 2023.
2. Turnarounds or moving outside of New York City (upstate New York, New Jersey, Connecticut)
3. We will consult with lawyers, the state etc. to develop the technology of turnarounds
    a. Very few schools have done it, and none have done it well. No on has done it in a systematic way.

iii. Get broader
1. How can we improve education outside of classical?
2. How can we provide tools to other school leaders?
3. What is the best way to do it?
    a. Robertson is convinced it is leadership. Lester thinks it is the organization.
    b. Strategy -is our core method of attacking a problem better than others
4. Are more resources needed for this?
    a. Developing the High School will involve ideation, reading, visiting other schools, learning what high school looks like and what it should look like from a Classical perspective
    b. It would be in its own building
    c. Task force is working on it and there is a lot of planning to do
        i. Our curriculums take years to create
        ii. Lester will run documents by the board
        iii. We want to package who we are as best we can – organizational intelligence is our strategy

R. COVID update
i. 2 staff tested positive in the last month
ii. One worked remotely for 10 days
iii. We are strict at the schools
    i. Mask are required
    ii. Official Questionnaire
    iii. Hallways are one way
    iv. Hand washing
iv. Maintaining distance is tougher in the classroom, they are at capacity

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i. Guided reading/independent reading, we are not able do those things anymore. We are trying to figure them out because this is an important part of the day
ii. We are still tinkering with improving the onsite program (i.e. sneeze guards)

v. Our teacher morale is good
    i. During remote teaching it was not as good
    ii. We often have 2 teachers in a Zoom room – one manages the class, takes attendance, checks if kids are paying attention, etc.
vi. There is an emotional component with all staff. Our staff that is not onsite (data teams etc.) is struggling a little, similar to what is being seen in other industries.

Meeting was adjourned.

Respectfully Submitted,

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Veena Malpani, Secretary

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Classical Charter Schools

Board Meeting Minutes

May 11, 2021

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

Trustees Attending by Zoom: Ben Arabia, C. Stephen Baldwin, Ingrid Bateman, Jake Elghanyan, James Hart, Kathryn Heleniak, James Maher, Veena Malpani, J. Kevin Murphy, Adrian Tonge, Robert Torres, Raquel Zaki.
Trustees Absent: William Higgins, Lawrence Hirsh, Justin Walker White
Guests by Zoom: Lester Long

I. Call to Order

There being a quorum by video connection, the Chairwoman called the meeting to order.

II. Minutes of April 20, 2021 Meeting Passed

The Trustees:

VOTED to adopt the draft of the April 20, 2021 minutes as submitted.

III. Report of the Chairwoman

A. Board Candidates
    a. We have met with several candidates and will extend invitations to Keith Roseboro and Mariel Jenkins-Taylor to join to board
B. The School II Midterm Audit with the New York State Education Department is scheduled for Friday, May 21 from 4-5 pm. It will be virtual.
    a. Board members will attend if they are able.

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b. In our last audit, one of their comments was that that we do not have a strategic plan. We do have one but did not send it to them. We will send it to them this year.

IV. Finance Committee

A. Our finances have improved. There was negative income in Q3, but it was an improvement from Q2. There was negative income in Q3, but it was a positive compared to Q1. Some factors that helped:
   a. Student enrollment went up
   b. COVID expense reimbursement program, $150k
   c. Continued expense management
B. We submitted our PPP loan conversion ($3m convert from a loan to a grant). It is not guaranteed.
C. The board approved the 3rd Quarter Financials.

V. Fundraising Committee

A. We are doing well with fundraising and close to raising our revised target of $1,700,000. Our original target was $1,000,000.
B. We want to do a quarterly newsletter to increase donor engagement.

VI. Public Affairs

A. There is increased support for Charter Schools in the state government. The newer, young members may require more effort to educate and convince them on charters.
B. The Charter Center thinks that all Charter schools should participate in the pre-K extension program because that will feed students into the school.
   a. The Education Direction provided that Pre-K education can be difficult. It is expensive ($10k/student), requires more teachers and needs real estate.
   b. It is allowed in charters but has not been widely done.
C. There is no proposed anti-charter legislation that is progressing.

VII. Education Committee

A. Hats have arrived for our next speaker session (we can also send to donors). We will try to incorporate them into the event.
B. For the next session we have moved the time to part of the school day, from 3-3:45. We will have full classrooms join in.
   a. We want more interaction with speaker and children.
C. Justice Rosado will be the speaker. We think she will be very engaging to the students.

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VIII. Report of the Executive Director

A. Reopening schools is going well, and we have not had to close a grade or school in some time.
    a. CDC change in distance required has been helpful
B. Enrollment is massively down. We have 2 grades that are not fully enrolled and are advertising aggressively.
    a. We are starting to target Harlem as it is not too far for students to attend
C. PPP loan conversion is with the Small Business Administration
D. State testing has been going on.
    a. We typically start prepping them in January, but we didn't find out that there would even be a test, so our 3-8 grade students did not get as much prep as usual. We are providing K-2 tutoring for that exam.
E. The last day of school will be one week early for approximately 50% of our scholars, allowing our full staff to focus on the remaining lowest 50%. This is essentially an extra week of Summer Learning Academy (SLA).
    a. SLA will be at School IV – board is encouraged to visit
    b. We will be able to accommodate it all in one school.
F. We are still working on improving our Special Ed rates
    a. We are at 14.8%
    b. School I and II are at 15% which is the state target
    c. Other schools are close
G. While there have been some staff departures, our attrition this year has been less than in other years. Some departures could be attributable to burnout.

IX. Executive Session

The board went into Executive Session

Respectfully Submitted,

_____

Veena Malpani, Secretary

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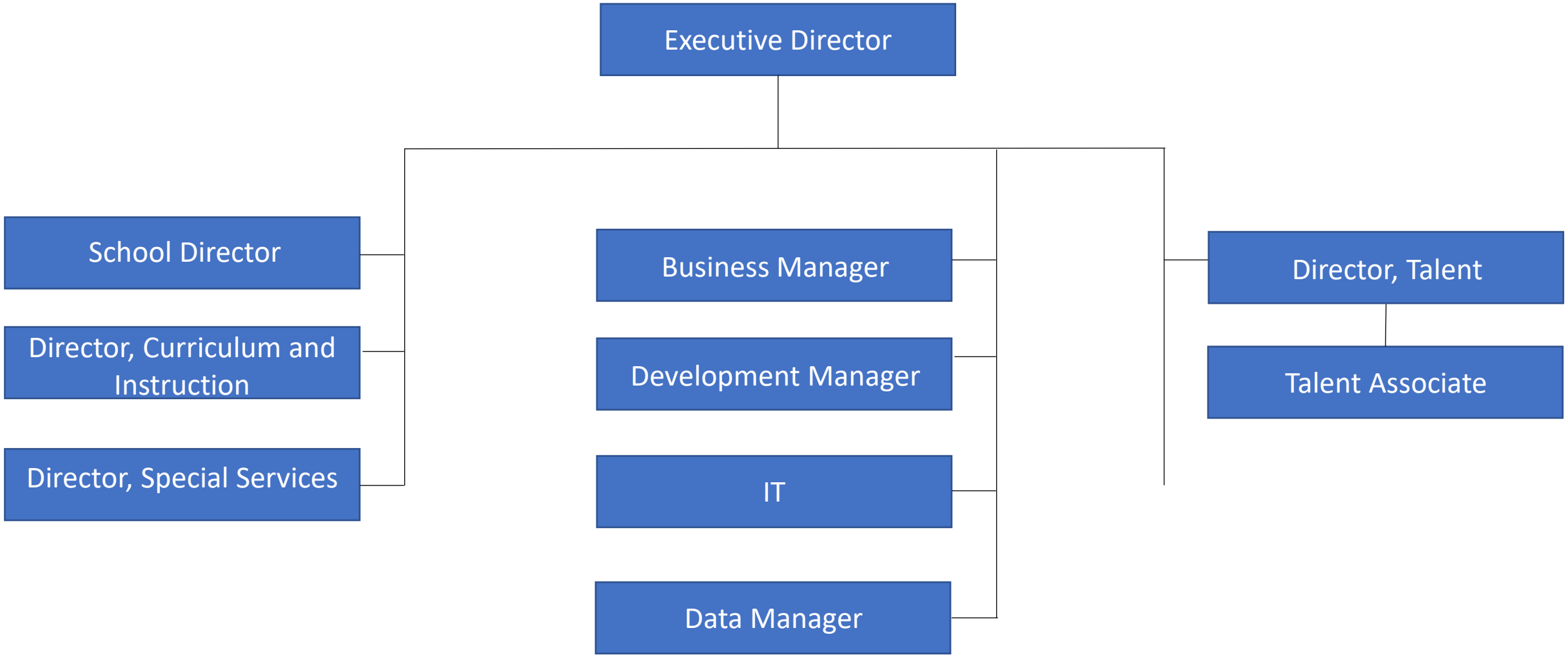
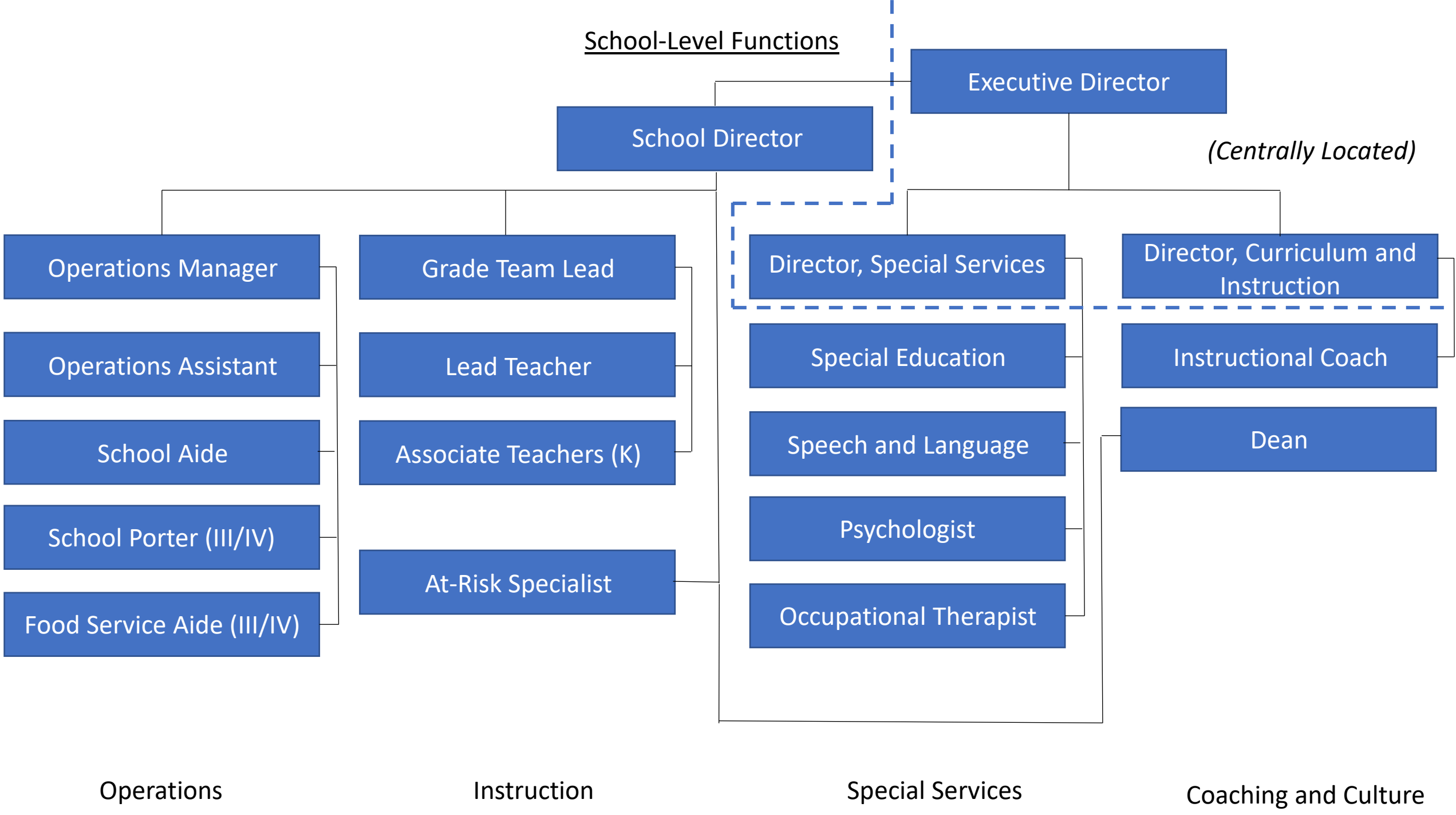
Central Functions




School-Level Functions
Executive Director
School Director
(Centrally Located)
Operations Manager
Operations Assistant
School Aide
School Porter (III/IV)
Food Service Aide (III/IV)
Grade Team Lead
Lead Teacher
Associate Teachers (K)
At-Risk Specialist
Director, Special Services
Special Education
Speech and Language
Psychologist
Occupational Therapist
Director, Curriculum and Instruction
Instructional Coach
Dean
Operations
Instruction
Special Services
Coaching and Culture

Annual Calendar 2021-2022

CLASSICAL
CHARTER SCHOOLS

August 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				

September 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		

October 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						

November 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				

December 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	

January 2022

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 2022

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 2022

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 2022

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 2022

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 2022

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 2022

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 193 school days in the 2021 - 2022 academic year. Black boxes indicate no school. Grey boxes indicate important dates. Diagonal lines indicate early dismissal days (at 1pm)

HOLIDAYS/IMPORTANT DATES

August 18	First Day of School	December 24-31	Winter Recess	April 26-28	Math State Test Grade 3-8*
September 6	Labor Day	January 17	MLK Jr. Day		
September 7-8	Rosh Hashanah	February 1	Lunar New Year	May 2	Eid al-Fitr
September 16	Yom Kippur	February 21-15	Mid-Winter Recess	May 30	Memorial Day
October 11	Indigenous Peoples' Day / Italian Heritage Day	March 4	Report Card Conferences	June 9	Chancellor's Day
				June 20	Juneteenth
November 2	Election Day	March 29-30	ELA State Test Grade 3-8*	June 24	Last Day of School
November 11	Veterans Day			June 27- July 15	SLA Starts-Ends
November 25-26	Thanksgiving Recess	April 15- 22	Spring Recess	July 4	Independence Day
December 3	Report Card Conferences	April 21-22	Grade 3-8 Spring Break Math Tutoring		

**While the testing period is 3 days, our tests typically are administered on only two of those days. Exact dates are to be determined.*

FIRE DEPARTMENT

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

BUREAU OF FIRE PREVENTION

Public Buildings Unit

DATE: 01.10.2019.

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

To Whom It May Concern:

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

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

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

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

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

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

Examined by: _____

Tomasz Korbas, Supervising Inspector, PBU

Certificate of Occupancy

CO Number: 220242878F

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

A.

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

This building is subject to this Building Code: 2008 Code

For zoning lot metes & bounds, please see BISWeb.

B.

Construction classification:	1-B	(2014/2008 Code)
Building Occupancy Group classification:	E	(2014/2008 Code)
Multiple Dwelling Law Classification:	None	

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

C.

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

D.

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

E.

This Certificate is issued with the following legal limitations:
None

Borough Comments: None

Borough Commissioner

Commissioner

DOCUMENT CONTINUES ON NEXT PAGE

NYC Buildings

Certificate of Occupancy

CO Number: 220242878F

Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

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

Borough Commissioner

Commissioner

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NYC Buildings

Certificate of Occupancy

CO Number: 220242878F

Permissible Use and Occupancy

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

Borough Commissioner

Commissioner

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Certificate of Occupancy

CO Number: 220242878F

Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

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

Borough Commissioner

Commissioner

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Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

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

END OF SECTION

Borough Commissioner

Commissioner

END OF DOCUMENT