

# Application: South Bronx Classical Charter School II

Lester Long - llong@southbronxclassical.org  
2021-2022 Annual Report

## Entry 1 School Info and Cover Page

Completed - Oct 11 2022

### 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 2021-2022 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, 2022**) 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 II 800000074677

### a1. Popular School Name

South Bronx Classical Charter School II

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

Please select the correct authorizer as of June 30, 2022 or you may not be assigned the correct tasks.

BOARD OF REGENTS

**d. DISTRICT / CSD OF LOCATION**

CSD # 7 - BRONX

**e. DATE OF INITIAL CHARTER**

12/2012

**f. DATE FIRST OPENED FOR INSTRUCTION**

8/2013

**c. School Unionized**

Is your charter school unionized?

No

**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.

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**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	<p>"Classical Framework: We strongly believe that our school model best meets the needs of all students in our target population. The key components of a classical education in the early years focus on a core curriculum, the development of strong literacy and numeracy skills, knowledge, and understanding of elementary facts, with less emphasis on "higher level" thinking, until later grades. In all grades, our scholars develop core knowledge in the basic subjects of reading, writing, math, science, and history. Subjects are taught directly and sequentially, as clearly elucidated in the Common Core State Standards, so scholars can master skills and content each step of the way. Within this classical framework, SBCCS I provides an educational program firmly based on two principles:</p> <p>All children can achieve academic success when given a rigorous and organized curriculum, effective teaching, and a structured environment.</p> <p>Development of respectful, compassionate, productive citizens is a fundamental aim of education."</p>
KDE 2	<p>"Rigorous and Organized Curriculum: We believe that an organized, clear, and sequential curriculum, fully aligned with the Common Core and New York State Learning Standards, focused on ensuring strong literacy skills in all students, will best serve the educational needs of our target population. Our mission endeavors to prepare its scholars to "achieve proficiency 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,</p>

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)**

[classicalcharterschools.org](http://classicalcharterschools.org)

**i. Total Approved Charter Enrollment for 2021-2022 School Year (exclude Pre-K program enrollment)**

372

**j. Total Enrollment on June 30, 2022 (exclude Pre-K program enrollment)**

298

**k. Grades Served during the 2021-2022 School Year (exclude Pre-K program students)**

Check all that apply

Grades Served

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

**l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

No

## FACILITIES INFORMATION

**m. FACILITIES**

Will the school maintain or operate multiple sites in 2022-2023?

Yes, 2 sites

**SOUTH BRONX CLASSICAL CHARTER SCHOOL II 800000074677**

**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	333 E 135 St, Bronx New York, 10454	7188604340	NYC CSD 7	K-5	Yes

**m1a. Please provide the contact information for Site 1.**

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Sam Gradess		718-292-9526		<a href="mailto:sgradess@southbronxclassical.org">sgradess@southbronxclassical.org</a>
Operational Leader	David Montiel		718-292-9526		<a href="mailto:dmontiel@southbronxclassical.org">dmontiel@southbronxclassical.org</a>
Compliance Contact	Vivian Cassaberry-Furby		718-860-4340		<a href="mailto:vfurby@southbronxclassical.org">vfurby@southbronxclassical.org</a>
Complaint Contact	Vivian Cassaberry-Furby		718-860-4340		<a href="mailto:vfurby@southbronxclassical.org">vfurby@southbronxclassical.org</a>
DASA Coordinator	Leah Epstein		718-860-4340		<a href="mailto:lepstein@southbronxclassical.org">lepstein@southbronxclassical.org</a>
Phone Contact for After Hours Emergencies	Lester Long		718-860-4340		<a href="mailto:llong@southbronxclassical.org">llong@southbronxclassical.org</a>



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

Co-located Space

**m1c. Please list the terms of your current co-location.**

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

**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.**

- Fire inspection certificates must be updated annually. For the upcoming school year 2022-2023, the fire inspection certificate must be dated after July 1, 2021.
- If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2022.

**Site 1 Certificate of Occupancy (COO)**

[S2\\_Certificate of Occupancy.pdf](#)

**Filename:** S2\_Certificate of Occupancy.pdf **Size:** 42.8 kB

**Site 1 Fire Inspection Report**

[S2\\_Fire Inspection.pdf](#)

**Filename:** S2\_Fire Inspection.pdf **Size:** 42.5 kB

**South Bronx Classical Charter School II**

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**School Site 2**

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**m2. SCHOOL SITES**

Please provide information on Site 2 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 2	757 Concourse Village West, Bronx NY 10451	7188604340	NYC CSD 7	6-8	Yes

**m2a. Please provide the contact information for Site 2.**

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Sam Gradess		518-248-8728		<a href="mailto:sgradess@southbronxclassical.org">sgradess@southbronxclassical.org</a> .
Operational Leader	David Montiel				<a href="mailto:dmontiel@southbronxclassical.org">dmontiel@southbronxclassical.org</a> .
Compliance Contact	Vivian Cassaberry-Furby		718-860-4340		<a href="mailto:vfurby@southbronxclassical.org">vfurby@southbronxclassical.org</a> .
Complaint Contact	Vivian Cassaberry-Furby		718-292-9526		<a href="mailto:vfurby@southbronxclassical.org">vfurby@southbronxclassical.org</a> .
DASA Coordinator	Leah Epstein		718-860-4340		<a href="mailto:lepstein@southbronxclassical.org">lepstein@southbronxclassical.org</a> .
Phone Contact for After Hours Emergencies	Lester Long		718-860-4340		<a href="mailto:llong@southbronxclassical.org">llong@southbronxclassical.org</a> .

**m2b. Is site 2 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, 2022.**

- **Fire inspection certificates must be updated annually. For the upcoming school year 2022-2023, the fire inspection certificate must be dated after July 1, 2022.**
- **If the fire inspection certificate expires after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2022. Please note in the portal that this is the case**

**Site 1 Certificate of Occupancy (COO)**

[S4\\_757 Concourse Village West Certificate of Occupancy\\_2.25.21.pdf](#)

**Filename:** S4\_757 Concourse Village West\_Certificate of Occupancy\_2.25.21.pdf **Size:** 37.3 kB

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**Site 2 Fire Inspection Report**

[S4\\_757 Concourse Village West. Fire pump and standpipe annual test report. 10.04.2022.pdf](#)

**Filename:** S4\_757 Concourse Village West. Fire pump and standpipe annual test report. 10.04.2022.pdf **Size:** 2.1 MB

**CHARTER REVISIONS DURING THE 2021-2022 SCHOOL YEAR**

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**n1. Were there any revisions to the school's charter during the 2021-2022 school year? (Please include approved or pending material and non-material charter revisions).**

No

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**o. Has your school's Board of Trustee's approved a budget for the 2021-2022 FY?**

Yes

**ATTESTATIONS**

**p. Individual Primarily Responsible for Submitting the Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).**

Name	Sam Gradess
Position	School Director
Phone/Extension	518-248-8728
Email	<a href="mailto:sgradess@southbronxclassical.org">sgradess@southbronxclassical.org</a>

**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**

A handwritten signature in black ink on a light gray background. The signature reads "Samuel Brudess" in a cursive, flowing script.

**Signature, President of the Board of Trustees**

A handwritten signature in black ink on a light gray background. The signature is highly stylized and cursive, appearing to be "John D." followed by a long horizontal flourish.

**Date**

Jul 27 2022

Thank you.



## Entry 3 Progress Toward Goals

Completed - Oct 11 2022

### Instructions

#### Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2022**.

**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

#### Regents, NYCDOE, and Buffalo BOE-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, 2022.

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**SOUTH BRONX CLASSICAL CHARTER SCHOOL II 800000074677**

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### 1. ACADEMIC STUDENT PERFORMANCE GOALS

#### Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2022**.

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2021-2022 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	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
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.	Met	
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.	Met	
Academic Goal 3	Scholars will demonstrate proficiency in science.	(a) 60% of all fourth grade scholars will score at Level3 or higher on the State Science Test (b) 60% of all eighth grade scholars will score at Level3 or	Met	



		higher on the State Science Test		
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

2. Do you have more academic goals to add?

No

#### 4. ORGANIZATION GOALS

**For the 2021-2022 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”.**

2021-2022 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	
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 between school and home regarding scholar achievement.	Met	

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**

## 2021-2022 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.	Partially Met	The school uses GAAP accounting, and have received 'clean' audited financial statements since 2007. Our latest financial statements will be submitted by November 1, 2022.
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 25 2022

### Required of ALL Charter Schools

**ALL SUNY-authorized charter schools** must upload the financial statements and related documents in PDF format into the SUNY Epicenter system no later than **November 1, 2022**. SUNY CSI will forward to NYSED CSO. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

**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, 2022**. 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 protections are removed from all school uploaded documents.

**PLEASE NOTE: This task appears as visible and optional task in the online portal until August 1 2022 but will be identified as a required task thereafter and due on November 1, 2022. This is a required task, and it is marked optional for administrative purposes only.**

## [CCS Financial Audit Report](#)

Filename: CCS\_Financial\_Audit\_Report\_5ZBsRka.pdf Size: 8.8 MB

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

Completed - Oct 25 2022

### [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 [2021-2022 Annual Reports](#) webpage. Upload the completed file in Excel format and submit by **November 1, 2022**.

**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.**

## [SBCII AuditedFinancialReportTemplate-NYSED FY22](#)

Filename: SBCII\_AuditedFinancialReportTempl\_rBtKWra.xlsx Size: 88.6 kB

## Entry 4c – Additional Financial Documents

Incomplete

**Instructions - Regents, NYCDOE and Buffalo BOE authorized schools** must upload financial documents and submit by **November 1, 2022**. 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<sup>[1]</sup>
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

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<sup>[1]</sup> 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.**

## Entry 4d - Financial Services Contact Information

Completed - Oct 11 2022

**Regents, NYCDOE, and Buffalo BOE authorized schools** should enter financial contact information directly into the form within the portal by **November 1, 2022**.

## 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
	Vivian Cassaberry-Furby	<a href="mailto:VFurby@southbronxclassical.org">VFurby@southbronxclassical.org</a>	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	[REDACTED]	[REDACTED]	12

**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 2022-2023 Budget**

Completed - Oct 11 2022

**SUNY-authorized charter schools** should download the [2022-23 Budget and Quarterly Report Template and the 2022-23 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed template into Epicenter. SUNY CSI will forward to NYSED CSO. **Due November 1, 2022.**

**Regents, NYCDOE, and Buffalo BOE authorized charter schools** should upload a copy of the school's FY22 Budget using the [2022-2023 Budget Template](#) in the portal or from the Annual Report website. **Due November 1, 2022.**

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.

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

**[SBC II AR Budget Template FY23](#)**

Filename: SBC\_II\_AR\_Budget\_Template\_FY23.xlsx Size: 51.5 kB

**Entry 6 – Board of Trustees Disclosure of Financial Interest Form**

Completed - Oct 11 2022

Due on August 1, 2022, 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 2021-2022 school year must complete and sign a [Trustee Disclosure of Financial Interest Form](#). Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for completing the form for trustees who left the board during the reporting year.**

Forms completed from past years will not be accepted. **Only the latest version of the form** (updated in April, 2022) is acceptable.).

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.

### [Taylor, Mariel J](#)

Filename: Taylor\_Mariel\_J\_ORNDTiF.pdf Size: 286.9 kB

### [Torres, Robert E](#)

Filename: Torres\_Robert\_E\_9dN39Hn.pdf Size: 277.6 kB

### [Malpani, Veera](#)

Filename: Malpani\_Veera\_D6c1Un3.pdf Size: 4.8 MB

### [Heleniak, Kathryn M](#)

Filename: Heleniak\_Kathryn\_M\_jPPsduA.pdf Size: 4.8 MB

### [Elghanayan, Jake](#)

Filename: Elghanayan\_Jake\_zdsPaNY.pdf Size: 4.8 MB

### [Baldwin, Stephen](#)

Filename: Baldwin\_Stephen\_NUcpOvx.pdf Size: 4.9 MB

### [Bateman, Ingrid](#)

Filename: Bateman\_Ingrid\_2vL9LjT.pdf Size: 4.7 MB

### [Murphy, Kevin](#)

Filename: Murphy\_Kevin\_Duu5rZr.pdf Size: 5.5 MB

### [Maher, James](#)

Filename: Maher\_James\_VFVEC21.pdf Size: 421.1 kB

### [Tonge, Adrian](#)

Filename: Tonge\_Adrian\_9wYDSkk.pdf Size: 309.5 kB

### [Hart, James](#)

Filename: Hart\_James\_WhtwdY0.pdf Size: 425.0 kB

## Entry 7 BOT Membership Table

Completed - Oct 11 2022

### 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.

**SOUTH BRONX CLASSICAL CHARTER SCHOOL II 800000074677**

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**Authorizer:**

Who is the authorizer of your charter school?

Board of Regents



**1. 2021-2022 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 2021-2022
1	Stephen Baldwin		Trustee/Member	Public Affairs	Yes	3	07/01/2020	06/30/2022	11
2	Kathryn Heleniak		Trustee/Member	Public Affairs, Education	Yes	3	07/01/2020	06/30/2022	11
3	Kevin Murphy		Trustee/Member	Finance, Education	Yes	3	07/01/2020	06/30/2022	11
4	William Higgins		Trustee/Member	Education, Real Estate	Yes	3	07/01/2021	06/30/2023	6
5	Larry Hirsch		Trustee/Member	Public Affairs	Yes	3	07/01/2021	06/30/2023	7
6	James R. Maher Jr.		Vice Chair	Real Estate (chair), Executive	Yes	3	07/01/2020	06/30/2022	8
7	Veena Malpani		Secretary	Executive, Development, Education	Yes	3	07/01/2021	06/30/2023	10
8	Adrian Tonge		Trustee/Member	Education (chair)	Yes	3	07/01/2020	06/30/2022	9

9	Jake Elghanyan		Trustee/Member	Executive (chair), Real Estate	Yes	3	07/01/2022	06/30/2024	11
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**1a. Are there more than 9 members of the Board of Trustees?**

Yes

**1b. 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 2021-2022
10	Bob Torres		Trustee/Member	Trustee, Public Affairs	Yes	3	07/01/2022	06/30/2024	9
11	Mariel Jenkins Taylor		Treasurer	Finance, Education	Yes	2	07/01/2022	06/30/2024	10
12	Ingrid Bateman		Chair	Executive	Yes	3	07/01/2021	06/30/2022	10
13	James Hart		Trustee/Member	Development	Yes	1	07/01/2020	06/30/2022	7
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, 2022	13
b.Total Number of Members Added During 2021-2022	5
c. Total Number of Members who Departed during 2021-2022	3
d.Total Number of members, as set in Bylaws, Resolution or Minutes	13

**3. Number of Board meetings held during 2021-2022**

11

**4. Number of Board meetings scheduled for 2022-2023**

11

**Total number of Voting Members on June 30, 2022:**

13

**Total number of Voting Members added during the 2021-2022 school year:**

5

**Total number of Voting Members who departed during the 2021-2022 school year:**

3

**Total Maximum Number of Voting members in 2021-2022, as set by the board in bylaws, resolution, or minutes:**

13

**Total number of Non-Voting Members on June 30, 2022:**

0

**Total number of Non-Voting Members added during the 2021-2022 school year:**

0

**Total number of Non-Voting Members who departed during the 2021-2022 school year:**

0

**Total Maximum Number of Non-Voting members in 2021-2022, as set by the board in bylaws, resolution or minutes:**

0

Thank you.

## Entry 8 Board Meeting Minutes

Completed - Oct 11 2022

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

Schools must upload a complete set of monthly board meeting minutes (July 2021-June 2022), which should match the number of meetings held during the 2021-2022 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 1, 2022**.

### **CCS Minutes 011822**

Filename: CCS\_Minutes\_011822\_vPP05xZ.pdf Size: 140.1 kB

### **CCS Minutes 021522**

Filename: CCS\_Minutes\_021522\_fdwtWRI.pdf Size: 189.2 kB

### **CCS Minutes 051022**

Filename: CCS\_Minutes\_051022\_BWb6xR0.pdf Size: 174.5 kB

### **CCS Minutes 031522**

Filename: CCS\_Minutes\_031522\_zsPAQl0.pdf Size: 146.9 kB

### **CCS Minutes 041222**

Filename: CCS\_Minutes\_041222\_F9SEkQf.pdf Size: 122.8 kB

### **CCS Minutes 082421**

Filename: CCS\_Minutes\_082421\_PllzlXZ.pdf Size: 163.3 kB

### **CCS Minutes 092121**

Filename: CCS\_Minutes\_092121\_i3R9jWO.pdf Size: 160.1 kB

### **CCS Minutes 101921**

Filename: CCS\_Minutes\_101921\_Q3oVdHS.pdf Size: 163.5 kB

### **CCS Minutes 111621**

Filename: CCS\_Minutes\_111621\_qOPuVqp.pdf Size: 157.1 kB

### **CCS Minutes 121421**

Filename: CCS\_Minutes\_121421\_epRgdVE.pdf Size: 126.4 kB

# Entry 9 Enrollment & Retention

Completed - Oct 11 2022

## Instructions for submitting Enrollment and Retention Efforts

### Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2021-2022 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 2022-2023.

## Entry 9 Enrollment and Retention of Special Populations

---

**Recruitment/Attraction Efforts Toward Meeting Targets**

	Describe Recruitment Efforts in 2021-2022	Describe Recruitment Plans in 2022-2023
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.
English Language Learners	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 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.	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.
Students with Disabilities	To recruit students with disabilities, SBCCS engages in an aggressive student recruitment plan, which includes: 1. All materials in our mass mailings	Classical is making a strong effort to increase its SWD% in 2022-2023. Please see our Corrective Action Plan for more detail.

of school information and student applications to nursery schools, Head Starts, and community organizations have Spanish translations and information about the special services we provide.

2. All SBCCS information sessions are held with a Spanish speaking translator.

3. We have attended several student recruitment fairs. At both fairs, a bilingual staff member was present for its entirety. Information about SBCCS Special Services was also distributed at both fairs.

4. We distributed flyers at locations all over the South Bronx. All flyers were in both Spanish and English.

5. All paper applications are in both English and Spanish.

6. We gave presentations to local community organizations that serve ELL populations, including Mott Haven Community Partnership Program and South Bronx Churches.

7. We contacted and distributed information about SBCCS, in both English and Spanish, to seven local NYCHA housing developments.

8. We run Facebook advertisement translated into English, Spanish, and French.

9. We mailed information pamphlets and student applications, in both English and Spanish to 12,000 South Bronx residents.



## Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2021-2022	Describe Retention Plans in 2022-2023
Economically Disadvantaged	<p>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 learning differences.</p> <p>Beginning in Kindergarten, or when a scholar is identified as a student with a disability or an English Language Learner, we establish a close relationship with the family. This includes regular communication home via home-school logs and phone calls, as well as meetings with the team of educators who work with their scholars. During this contact, we communicate their scholar's progress, areas of growth and areas of concern. We regularly evaluate changes in service depending on scholar progress, and service providers maintain at least monthly contact with parents. We frequently send home enrichment activities for scholars in areas we have identified for growth. Parents are provided with staff members' contact information and an open door policy is strongly communicated.</p> <p>When a scholar is struggling, we invite parents in to observe and work as a team to determine how to</p>	<p>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.</p> <p>In 2022-2023, we are working to improve our instructional coaching of our special education teachers as well as the efficacy of our special education (SETSS) curriculum.</p>

	<p>better support the scholar. We also see it as our role to educate parents about their scholar's needs. For scholars with disabilities, we work with the CSE and the parent to determine the appropriate setting. If we do not have a setting that is identified as appropriate for the scholar, we supplement our current services to ensure the scholar continues to make progress, and we also accompany parents when looking at alternate placements, if they wish to move to a different setting. In our communication with parents, we emphasize a commitment to each scholar's growth through whatever resources we have available. In 2016-2017, we began looking into expanding our current services to include more restrictive settings, special education focused parent groups, bilingual resources to support academics, and ongoing teacher development to support this population of students. We have found great success with these initiatives in the past 3 years.</p>	
English Language Learners	See Above	See Above
Students with Disabilities	See Above	Classical is making a strong effort to increase its SWD% in 2022-2023. Please see our Corrective Action Plan for more detail.

**Entry 10 – Teacher and Administrator Attrition**

Completed - Oct 11 2022

**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<sup>[1]</sup> receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel who 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.

<sup>[1]</sup> Employees who 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.nysed.gov/common/nysed/files/programs/charter-schools/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.

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## B. Emergency Conditional Clearances

### Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must 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 [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

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### 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 - Oct 11 2022

### 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:

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# 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, 2022)	2
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2022)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2022)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2022)	0
Total Category A: 5 or 30% whichever is less	2.0

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

	FTE Count
i. Mathematics	1
ii. Science	0
iii. Computer Science	0
iv. Technology	0
v. Career and Technical Education	0
<b>Total Category B: not to exceed 5</b>	<b>1.0</b>

**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, 2022)	0
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2022)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2022)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2022)	0
<b>Total Category C: not to exceed 5</b>	<b>0.0</b>

**TOTAL FTE COUNT OF UNCERTIFIED TEACHERS (Sum of Categories A, B AND C)**

(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	3

**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	0

**CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS**

	FTE Count
Total Category E	0

**CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS**

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	0

Thank you.



**Entry 12 Organization Chart**

Completed - Oct 11 2022

[Instructions](#)

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

Upload the 2021-2022 **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\_t8KMduf.pdf Size: 82.9 kB

## Entry 13 School Calendar

Completed - Oct 11 2022

[Instructions for submitting School Calendar](#)

### Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 1, 2022 submission. Charter schools must upload a final school calendar into the portal and may do so at any time but no later than **September 15, 2022**.

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 also 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. See an example of a calendar showing the requested information. Schools are encouraged to use a calendar template and ensure there is a monthly tally of instructional days.

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

### Annual Calendar 2022-2023

Filename: Annual\_Calendar\_2022-2023\_80jJXPp.pdf Size: 141.3 kB

## Entry 14 Links to Critical Documents on School Website

Completed - Oct 11 2022

### Instructions

#### **Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy, and NYSED-Approved School Discipline 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:

1. Current Annual Report (i.e., 2021-2022 Annual Report);[\[1\]](#)
2. Board meeting notices, agendas and documents;
3. New York State School Report Card;
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building level safety plan (as per the September 2021 [Emergency Response Plan Memo](#));
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records. (Example: See [NYSED Subject Matter List](#))

[\[1\]](#) Each charter school is required to make the Annual Report publicly available by August 1 and to post on their respective charter school website. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., Report when financials have been submitted in November.)



# Form for Entry 14 Links to Critical Documents on School Website

School Name: South Bronx Classical Charter School II

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item

4: Authorizer-approved DASA policy and NYSED-Approved School Discipline 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. Current Annual Report (i.e., 2021-2022 Annual Report)	<a href="https://classicalcharterschools.org/wp-content/uploads/2021/12/SBC-II-Annual-Report-2020-2021.pdf">https://classicalcharterschools.org/wp-content/uploads/2021/12/SBC-II-Annual-Report-2020-2021.pdf</a>
2. Board meeting notices, agendas and documents	<a href="https://classicalcharterschools.org/classical-charters-board/">https://classicalcharterschools.org/classical-charters-board/</a>
3. New York State School Report Card	<a href="https://tools.nycenet.edu/snapshot/2020/84X364/EMS/">https://tools.nycenet.edu/snapshot/2020/84X364/EMS/</a>
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	<a href="https://classicalcharterschools.org/wp-content/uploads/2019/12/Family-Handbook-2018-19.pdf">https://classicalcharterschools.org/wp-content/uploads/2019/12/Family-Handbook-2018-19.pdf</a>
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo	<a href="https://classicalcharterschools.org/wp-content/uploads/2021/12/SBC-II-2021-2022-Safety-Plan.pdf">https://classicalcharterschools.org/wp-content/uploads/2021/12/SBC-II-2021-2022-Safety-Plan.pdf</a>
6. Authorizer-approved FOIL Policy	<a href="https://classicalcharterschools.org/wp-content/uploads/2021/12/SBC-II-FOIL-Policy-2021-2022.pdf">https://classicalcharterschools.org/wp-content/uploads/2021/12/SBC-II-FOIL-Policy-2021-2022.pdf</a>
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	<a href="https://classicalcharterschools.org/wp-content/uploads/2021/12/SBC-II-FOIL-Policy-Subject-Matter-List.pdf">https://classicalcharterschools.org/wp-content/uploads/2021/12/SBC-II-FOIL-Policy-Subject-Matter-List.pdf</a>

Thank you.





**CLASSICAL**  
CHARTER SCHOOLS

October 18, 2022

PKF O'Connor Davies, LLP  
500 Mamaroneck Avenue, Suite 301  
Harrison, NY 10528

This representation letter is provided in connection with your audits of the financial statements of Classical Charter Schools (the "Organization"), which comprise the statements of financial position as of June 30, 2022 and 2021, and the related statements of activities, functional expenses, and cash flows for the periods then ended, and the related notes to the financial statements, for the purpose of expressing an opinion as to whether the financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America (US GAAP).

Certain representations in this letter are described as being limited to matters that are material. Items are considered material, regardless of size, if they involve an omission or misstatement of accounting information that, in light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement. An omission or misstatement that is monetarily small in amount could be considered material as a result of qualitative factors.

We confirm, to the best of our knowledge and belief, having made such inquiries as we considered necessary for the purpose of appropriately informing ourselves as of the date of this letter, the following representations made to you during your audits:

**Our Responsibilities**

- We acknowledge that we have fulfilled our responsibilities for:
  - The preparation and fair presentation of the financial statements in accordance with US GAAP;
  - The design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error; and
  - The design, implementation, and maintenance of internal control to prevent and detect fraud.
- We understand that the term "fraud" refers to intentional acts by one or more individuals among management, those charged with governance, employees, or third parties, involving the use of deception that results in a misstatement in financial statements. Two types of intentional misstatements are relevant to your audits – misstatements resulting from fraudulent financial reporting and misstatements resulting from misappropriation of assets. Fraudulent financial reporting involves intentional misstatements, including omissions of amounts or disclosures in financial statements to deceive financial statement users. Misappropriation of assets involves the theft of an entity's assets.

- In regard to the assistance with preparation of financial statements, preparation of Data Collection Form, and tax preparation non-attest services performed by you, we have:
  - Assumed all management responsibilities;
  - Designated members of management who have suitable skill, knowledge, or experience to oversee the services;
  - Evaluated the adequacy and results of the services performed; and
  - Accepted responsibility for the results of the services.
- We acknowledge our responsibility for presenting the schedules of activities by school, schedules of functional expenses by school, and the schedule of expenditures of federal awards ("supplementary information") in accordance with US GAAP, and we believe the supplementary information, including its form and content, is fairly presented in accordance with US GAAP. The methods of measurement and presentation of the supplementary information have not changed from those used in the prior period, and we have disclosed to you any significant assumptions or interpretations underlying the measurement and presentation of the supplementary information.

### **Financial Statements**

- The financial statements referred to above are fairly presented in conformity with US GAAP and include all disclosures necessary for such fair presentation. In that connection, we specifically confirm that:
  - The Organization's accounting policies, and the practices and methods followed in applying them, are appropriate and are as disclosed in the financial statements.
  - Except as disclosed in the financial statements, there have been no changes during the period audited in the Organization's accounting policies and practices.
  - All material transactions have been recorded in the accounting records and are reflected in the financial statements.
- Significant assumptions we used in making accounting estimates, including those measured at fair value, are reasonable.
  - The appropriateness and consistency of the measurement processes used by management in determining accounting estimates.
  - That the assumptions appropriately reflect management's intent and ability to carry out specific courses of action.
  - That the disclosures related to accounting estimates are complete and appropriate.
  - That no subsequent event has occurred that would require adjustment to the accounting estimates or disclosures included in the financial statements.
- The following, where they exist, have been appropriately disclosed to you and accounted for and/or disclosed in the financial statements in accordance with the requirements of US GAAP:
  - The identity of all related parties and related party relationships and transactions.
  - Material concentrations. We understand that concentrations refer to volumes of business, revenues, available sources of supply, or markets or geographic areas for which it is reasonably possible that events could occur which would significantly disrupt normal finances within the next year.
  - Guarantees, whether written or oral, under which the Organization is contingently liable, including guarantee contracts and indemnification agreements.

- The effects of all known actual, possible, pending or threatened litigation, claims, and assessments.
- The Organization does not have any uncertain tax positions that require disclosure or recognition in the financial statements.
- We have evaluated events subsequent to the date of the financial statements through the date of this letter, and no such events have occurred which would require adjustment or disclosure in the financial statements.
- We have assessed the Organization's ability to continue as a going concern and have concluded that the Organization will be able to continue as a going concern for at least one year from the date of this letter.

#### **Information Provided**

- We have provided you with:
  - Access to all information, of which we are aware, that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, and other matters.
  - All documents and records provided electronically are accurate and complete reproductions of the original documents and records.
  - Access to all minutes of the meetings of trustees, or summaries of actions of recent meetings for which minutes were not yet prepared.
  - Communications from regulatory agencies concerning noncompliance with or deficiencies in, financial reporting practices.
  - Additional information that you have requested from us for the purpose of the audit.
  - Unrestricted access to persons within the Organization from whom you determined it necessary to obtain audit evidence.
- We have disclosed to you our assessment of the risk that the financial statements may be materially misstated as a result of fraud.
- There are no deficiencies in the design or operation of internal control over financial reporting that are reasonably likely to adversely affect the Organization's ability to initiate, authorize, record, process, and report financial data reliably in accordance with US GAAP.
- We have no knowledge of any fraud or suspected fraud that affects the Organization and involves:
  - Management,
  - Employees who have significant roles in internal control, or
  - Others where the fraud could have a material effect on the financial statements.
- We have no knowledge of any allegations of fraud or suspected fraud affecting the Organization's financial statements communicated by employees, former employees, regulators, or others.
- We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to us; and we have identified and disclosed to you all laws, regulations and provisions of contracts and grant agreements that we believe have a direct and material effect on the determination of financial statement amounts or other financial data significant to the audit objectives.

- We have no knowledge of any instances of noncompliance or suspected noncompliance with laws and regulations whose effects should be considered when preparing financial statements.
- The School has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets nor has any asset been pledged as collateral.
- The School is an exempt organization under Section 501(c)(3) of the Internal Revenue Code. Any activities of which we are aware that would jeopardize the Organization's tax-exempt status, and all activities subject to tax on unrelated business income or excise or other tax, have been disclosed to you. All required filings with tax authorities are up-to-date.
- We have a reasonable basis for the allocation of functional expenses.
- With respect to contributions:
  - Adequate controls are in place over the receipt and recording of contributions.
  - There were no unrecorded contributions or pledges at June 30, 2022 and 2021 that could materially affect the financial statements. In addition, we are unaware of any assets for which the School may be beneficiary as prescribed by probated wills or held in trusts by independent trustees at June 30, 2022 and 2021 which should be recorded in the financial statements.
- We have complied with all restrictions on resources (including donor restrictions) and all aspects of contractual agreements that would have a material effect on the financial statements in the event of noncompliance. This includes complying with donor restrictions to maintain an appropriate composition of assets needed to satisfy their restrictions.

#### **Hosting Services**

We acknowledge that electronic portals used during the audit are only a method of transferring data and the data may be deleted by you at any time.

We are responsible for maintaining our financial and non-financial information, licensing and hosting of any applications, and downloading and retaining anything you uploaded to such portal in a timely manner.

#### **Uniform Guidance Compliance Report**

The following representations are provided in connection with your audit of the Organization's compliance with the types of compliance requirements described in *Title 2 U.S. Code of Federal Regulations ("CFR") Part 200, Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards ("Uniform Guidance")*, *Audits of States, Local Governments and Non-Profit Organizations and Government Auditing Standards* that could have a direct and material effect on each of its major federal programs (hereinafter referred to as "compliance requirements") for the year ended June 30, 2022 for the purpose of expressing an opinion as to whether the Organization complied with such requirements.

- With respect to federal award programs:
  - We are responsible for understanding and complying with, and have complied with the requirements of Uniform Guidance, including requirements relating to preparation of the schedule of expenditures of federal awards.

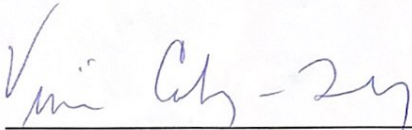
- The schedule of expenditures of federal awards is in accordance with Uniform Guidance and identifies and discloses expenditures made during the audit period for all awards provided by federal agencies in the form of grants, federal cost-reimbursement contracts, loans, loan guarantees, property (including donated surplus property), cooperative agreements, interest subsidies, insurance, food commodities, direct appropriations, and other direct assistance.
- We acknowledge our responsibility for presenting the schedule of expenditures of federal awards ("SEFA") in accordance with the requirements of Uniform Guidance §200.502, and we believe the SEFA, including its form and content, is fairly presented in accordance with Uniform Guidance §200.502. The methods of e43 and presentation of the SEFA have not changed from those used in the prior period, and we have disclosed to you any significant assumptions and interpretations underlying the measurement and presentation of the SEFA.
- If the SEFA is not presented with the audited financial statements, we will make the audited financial statements readily available to the intended users of the SEFA no later than the date we issue the supplementary information and the auditors' report thereon.
- We have identified and disclosed to you all of our government programs and related activities subject to Uniform Guidance.
- We are responsible for understanding and complying with the requirements of laws, regulations, and the provisions of contracts and grant agreements related to each of our federal programs and have identified and disclosed to you the requirements of laws, regulations and the provisions of contracts and grant agreements that are considered to have a direct and material effect on each major program.
- We are responsible for establishing and maintaining, and have established and maintained, effective internal control over compliance requirements applicable to federal programs that provides reasonable assurance that we are managing our federal awards in compliance with laws, regulations, and the provisions of contracts and grant agreements that could have a material effect on our federal programs. We believe the internal control system is adequate and is functioning as intended.
- We have made available to you all contracts and grant agreements (including amendments, if any) and any other correspondence with federal agencies or pass-through entities relevant to federal programs and related activities.
- We have received no requests from a federal agency to audit one or more specific programs as a major program.
- We have complied with the direct and material compliance requirements (except for noncompliance disclosed to you), including when applicable, those set forth in the Uniform Guidance, relating to federal awards and have identified and disclosed to you all amounts questioned and all known noncompliance with the direct and material compliance requirements of federal awards.
- We have disclosed any communications from grantors and pass-through entities concerning possible noncompliance with the direct and material compliance requirements, including communications received from the end of the period covered by the compliance audit to the date of the auditor's report.

- We have disclosed to you the findings received and related corrective actions taken for previous audits, attestation engagements, and internal or external monitoring that directly relate to the objectives of the compliance audit, including findings received and corrective actions taken from the end of the period covered by the compliance audit to the date of the auditor's report.
- Amounts claimed or used for matching were determined in accordance with relevant guidelines in Uniform Guidance.
- We have disclosed to you our interpretation of compliance requirements that may have varying interpretations.
- We have made available to you all documentation related to compliance with the direct and material compliance requirements, including information related to federal program financial reports and claims for advances and reimbursements.
- There are no such known instances of noncompliance with direct and material compliance requirements that occurred subsequent to the period covered by the auditors' report.
- No changes have been made in internal control over compliance or other factors that might significantly affect internal control, including any corrective action we have taken regarding significant deficiencies or material weaknesses in internal control over compliance subsequent to the period covered by the auditors' report.
- Federal program financial reports and claims for advances and reimbursements are supported by the books and records from which the basic financial statements have been prepared.
- The copies of federal program financial reports provided you are true copies of the reports submitted, or electronically transmitted, to the respective federal agency or pass-through entity, as applicable.
- We have charged costs to federal awards in accordance with applicable cost principles.
- We are responsible for and have accurately prepared the summary schedule of prior audit findings to include all findings required to be included by Uniform Guidance, and we have provided you with all information on the status of the follow-up on prior audit findings by federal awarding agencies and pass-through entities, including all management decisions.
- We are responsible for and have insured the reporting package does not contain protected personally identifiable information.
- We are responsible for and have accurately prepared the auditee section of the Data Collection Form as required by Uniform Guidance.
- We are responsible for preparing and implementing a corrective action plan for each audit finding.
- We have disclosed to you all contracts or other agreements with service organizations, and we have disclosed to you all communications from the service organizations relating to noncompliance at the service organizations.
- We have identified to you any previous audits, attestation engagements, and other studies related to the audit objectives and whether related recommendations have been implemented.

- We have evaluated events subsequent to the date of the financial statements through the date of this letter, and no such events, including instances of noncompliance, have occurred which would require adjustment or disclosure in the financial statements or in the schedule of findings and questioned costs.
- As part of your audit, you prepared the draft financial statements and related notes and schedule of expenditures of federal awards. We have designated an individual with suitable skill, knowledge, or experience to oversee your services and have made all management decisions and performed all management functions. We have reviewed, approved, and accepted responsibility for those financial statements and related notes and schedule of expenditures of federal awards.
- In regards to the preparation of Data Collection Form and tax preparation non-attest services performed by you, we have—
  - Assumed all management responsibilities.
  - Designated an individual with suitable skill, knowledge, or experience to oversee the services.
  - Evaluated the adequacy and results of the services performed.
  - Accepted responsibility for the results of the services.



*Lester Long, Founder and Executive Director*



*Dr. Vivian Cassaberry-Furby, Director of Business*



# **Classical Charter Schools**

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

June 30, 2022 and 2021

**Classical Charter Schools**  
Financial Statements and  
Uniform Guidance Schedules  
Together With Independent Auditors' Reports  
  
June 30, 2022 and 2021

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## **Independent Auditors' Report**

**Board of Trustees  
Classical Charter Schools**

### **Report on the Audit of the Financial Statements**

#### ***Opinion***

We have audited the accompanying financial statements of Classical Charter Schools (a nonprofit organization), which comprise the statements of financial position as of June 30, 2022 and 2021, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Classical Charter Schools as of June 30, 2022 and 2021, 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.

#### ***Basis for Opinion***

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. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Classical Charter Schools and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

#### ***Responsibilities of Management for the Financial Statements***

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

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Classical Charter Schools' ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

***Auditors' Responsibilities for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 Classical Charter Schools' internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Classical Charter Schools' ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

***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, 2022 on page 20 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 21, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (“*Uniform Guidance*”), is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

***Other Reporting Required by Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated October 18, 2022, on our consideration of Classical Charter Schools’ 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 Classical Charter Schools’ 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 Classical Charter Schools’ internal control over financial reporting and compliance.

*PKF O'Connor Davies, LLP*

Harrison, New York  
October 18, 2022

## Classical Charter Schools

### Statements of Financial Position

	June 30,	
	2022	2021
<b>ASSETS</b>		
Current Assets		
Cash	\$ 3,739,920	\$ 3,928,765
Investments	4,333,688	4,462,247
Grants and contracts receivable	2,261,438	1,533,942
Due from related party	339	-
Prepaid expenses and other current assets	634,168	924,410
Total Current Assets	10,969,553	10,849,364
Property and equipment, net	3,110,554	3,530,243
Restricted cash	308,835	308,542
Security deposits	1,307,428	1,296,193
	\$ 15,696,370	\$ 15,984,342
<b>LIABILITIES AND NET ASSETS</b>		
Current Liabilities		
Accounts payable and accrued expenses	\$ 810,505	\$ 756,862
Accrued payroll and payroll taxes	961,621	963,277
Deferred rent, current portion	1,783,886	1,898,676
Refundable advances	207,090	1,220,049
Total Current Liabilities	3,763,102	4,838,864
Deferred rent	2,525,254	492,818
Total Liabilities	6,288,356	5,331,682
Net Assets		
Without Donor Restrictions		
Undesignated	7,333,014	8,952,660
Board-designated	1,550,000	1,550,000
	8,883,014	10,502,660
With donor restrictions	525,000	150,000
Total Net Assets	9,408,014	10,652,660
	\$ 15,696,370	\$ 15,984,342

See notes to financial statements

## Classical Charter Schools

### Statement of Activities Year Ended June 30, 2022

	Without Donor Restrictions	With Donor Restrictions	Total
<b>REVENUE AND SUPPORT</b>			
State and local per pupil operating revenue	\$ 26,898,299	\$ -	\$ 26,898,299
State and local per pupil facilities funding	3,903,113	-	3,903,113
Federal grants	3,823,573	-	3,823,573
Federal E-Rate and IDEA	394,196	-	394,196
State and city grants	104,731	-	104,731
Contributions and grants	860,753	375,000	1,235,753
Investment return	(32,295)	-	(32,295)
Total Revenue and Support	35,952,370	375,000	36,327,370
<b>EXPENSES</b>			
Program Services			
Regular education	28,505,460	-	28,505,460
Special education	3,303,762	-	3,303,762
Total Program Services	31,809,222	-	31,809,222
Supporting Services			
Management and general	5,522,918	-	5,522,918
Fundraising	239,876	-	239,876
Total Expenses	37,572,016	-	37,572,016
Change in Net Assets	(1,619,646)	375,000	(1,244,646)
<b>NET ASSETS</b>			
Beginning of year	10,502,660	150,000	10,652,660
End of year	\$ 8,883,014	\$ 525,000	\$ 9,408,014

See notes to financial statements

## Classical Charter Schools

### Statement of Activities Year Ended June 30, 2021

	Without Donor Restrictions	With Donor Restrictions	Total
<b>REVENUE AND SUPPORT</b>			
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	2,102,814	-	2,102,814
Federal E-Rate and IDEA	310,598	-	310,598
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
<b>EXPENSES</b>			
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			
Protection Program Loan	3,335,400	-	3,335,400
Change in Net Assets	1,606,281	150,000	1,756,281
<b>NET ASSETS</b>			
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**

Statement of Functional Expenses  
Year Ended June 30, 2022

	No. of Positions	Program Services			Management and General	Fundraising	Total
		Regular Education	Special Education	Total			
<b>Personnel Services Costs</b>							
Administrative staff personnel	57	\$ 4,608,530	\$ 567,541	\$ 5,176,071	\$ 913,424	\$ 131,219	\$ 6,220,714
Instructional personnel	202	9,613,880	1,183,950	10,797,830	1,905,500	-	12,703,330
Non-instructional personnel	25	132,069	16,264	148,333	26,177	-	174,510
<b>Total Personnel Services Costs</b>	<b>284</b>	<b>14,354,479</b>	<b>1,767,755</b>	<b>16,122,234</b>	<b>2,845,101</b>	<b>131,219</b>	<b>19,098,554</b>
Fringe benefits and payroll taxes		2,217,854	273,129	2,490,983	439,585	20,261	2,950,829
Retirement		579,165	71,324	650,489	114,792	5,291	770,572
Legal services		-	-	-	62,828	-	62,828
Accounting/audit services		-	-	-	90,000	-	90,000
Other purchased/professional/consulting services		245,226	-	245,226	232,533	-	477,759
Building and land rent/lease		4,850,098	597,290	5,447,388	961,304	44,981	6,453,673
Repairs and maintenance		443,284	54,591	497,875	87,860	4,052	589,787
Insurance		230,761	28,418	259,179	45,738	2,109	307,026
Supplies/materials		405,654	28,514	434,168	-	-	434,168
Equipment/furnishing		29,256	3,603	32,859	5,799	272	38,930
Staff development		32,805	-	32,805	-	-	32,805
Marketing/recruitment		536,423	66,061	602,484	106,321	4,899	713,704
Technology		547,273	67,397	614,670	108,471	5,005	728,146
Food services		847,084	59,543	906,627	-	-	906,627
Student services		1,194,331	129,358	1,323,689	170,261	7,881	1,501,831
Office expense		685,388	84,406	769,794	135,846	6,270	911,910
Depreciation and amortization		457,557	56,348	513,905	90,689	4,203	608,797
Other		848,822	16,025	864,847	25,790	3,433	894,070
<b>Total Expenses</b>		<b>\$ 28,505,460</b>	<b>\$ 3,303,762</b>	<b>\$ 31,809,222</b>	<b>\$ 5,522,918</b>	<b>\$ 239,876</b>	<b>\$ 37,572,016</b>

See notes to financial statements

**Classical Charter Schools**

Statement of Functional Expenses  
Year Ended June 30, 2021

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

See notes to financial statements

## Classical Charter Schools

### Statements of Cash Flows

	Year Ended June 30,	
	2022	2021
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Change in net assets	\$ (1,244,646)	\$ 1,756,281
Adjustments to reconcile change in net assets to net cash from operating activities		
Depreciation and amortization	608,797	575,228
Deferred rent	1,917,646	1,665,801
Gain on forgiveness of Paycheck Protection Program loan	-	(3,335,400)
Net realized and unrealized loss on investments	184,452	47,315
Changes in operating assets and liabilities		
Grants and contracts receivable	(727,496)	(564,042)
Due from related party	(339)	9,138
Prepaid expenses and other current assets	290,242	(471,220)
Security deposits	(11,235)	33,332
Accounts payable and accrued expenses	53,643	349,366
Accrued payroll and payroll taxes	(1,656)	162,714
Refundable advances	(1,012,959)	1,213,676
Net Cash from Operating Activities	56,449	1,442,189
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Purchases of investments	(2,716,078)	(2,685,999)
Proceeds from sale of investments	2,660,185	2,609,676
Purchases of property and equipment	(189,108)	(877,878)
Net Cash from Investing Activities	(245,001)	(954,201)
 Net Change in Cash and Restricted Cash	(188,552)	487,988
<b>CASH AND RESTRICTED CASH</b>		
Beginning of year	4,237,307	3,749,319
End of year	\$ 4,048,755	\$ 4,237,307

## Classical Charter Schools

Notes to Financial Statements  
June 30, 2022 and 2021

### 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 obtained a renewal to its charter which now expires on June 30, 2027.

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 1,497 students in grades kindergarten through eighth grade during the 2021-2022 academic year.

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

## Classical Charter Schools

Notes to Financial Statements  
June 30, 2022 and 2021

### 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 Asset 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.

## Classical Charter Schools

Notes to Financial Statements  
June 30, 2022 and 2021

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

#### ***Net Asset 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:

	2022	2021
Cash	\$ 3,739,920	\$ 3,928,765
Restricted cash	308,835	308,542
	<u>\$ 4,048,755</u>	<u>\$ 4,237,307</u>

## Classical Charter Schools

Notes to Financial Statements  
June 30, 2022 and 2021

### 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

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, 2022 and 2021.

#### ***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.

## **Classical Charter Schools**

Notes to Financial Statements  
June 30, 2022 and 2021

### **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, 2022 and 2021 amounted to \$713,704 and \$356,363.

#### ***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, 2019.

#### ***Subsequent Events Evaluation by Management***

Management has evaluated subsequent events for disclosure and/or recognition in the financial statements through the date that the financial statements were available to be issued, which date is October 18, 2022.

### **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.



## Classical Charter Schools

Notes to Financial Statements  
June 30, 2022 and 2021

### 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 years ended June 30, 2022 and 2021, revenue recognized under this grant totaled \$750,000 for each year. At June 30, 2022, the remaining balance of this conditional promise to give was \$1,500,000.

### 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, 2022 and 2021, the School had a receivable due from FOCCS of \$339 and \$0 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:

	2022		2021	
	Level II	Total	Level II	Total
Corporate bonds	<u>\$ 4,087,448</u>	\$ 4,087,448	<u>\$ 4,182,110</u>	\$ 4,182,110
Cash equivalents, at cost		<u>246,240</u>		<u>280,137</u>
		<u>\$ 4,333,688</u>		<u>\$ 4,462,247</u>

## Classical Charter Schools

### Notes to Financial Statements June 30, 2022 and 2021

#### 6. Investments (continued)

The composition of investment return as reported in the statements of activities for the years ended June 30, 2022 and 2021 is as follows:

	<u>2022</u>	<u>2021</u>
Interest and dividends from investments	\$ 213,964	\$ 197,532
Interest from other bank accounts	9,166	92
Net realized and unrealized loss on investments	(184,452)	(47,315)
Investment fees	<u>(70,973)</u>	<u>(49,490)</u>
	<u>\$ (32,295)</u>	<u>\$ 100,819</u>

#### 7. Property and Equipment

Property and equipment consists of the following at June 30:

	<u>2022</u>	<u>2021</u>
Computers and equipment	\$ 2,087,972	\$ 1,933,167
Furniture and fixtures	473,709	439,406
Leasehold improvements	2,947,584	2,947,584
Software	<u>380,285</u>	<u>380,285</u>
	5,889,550	5,700,442
Accumulated depreciation and amortization	<u>(2,778,996)</u>	<u>(2,170,199)</u>
	<u>\$ 3,110,554</u>	<u>\$ 3,530,243</u>

There were no disposals for the year ended June 30, 2022. During the year ended June 30, 2021, the School disposed of fully depreciated property and equipment totaling \$187,100.

## Classical Charter Schools

Notes to Financial Statements  
June 30, 2022 and 2021

### 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:

	2022	2021
Cash and cash equivalents	\$ 3,739,920	\$ 3,928,765
Grants and contracts receivable	2,261,438	1,533,942
Investments	4,333,688	4,462,247
Due from related party	339	-
	<u>10,335,385</u>	<u>9,924,954</u>
Less Board designated net assets	(1,550,000)	(1,550,000)
Less Net assets with donor restrictions	(525,000)	(150,000)
	<u>\$ 8,260,385</u>	<u>\$ 8,224,954</u>

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, 2022 and 2021, 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. The School will continue to rely on funding received from the NYCDOE to cover its future operating costs (See Note 11).

### 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 \$770,572 and \$717,528 for the years ended June 30, 2022 and 2021.

### 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, 2022 and 2021, approximately \$3,470,000 and \$3,656,000 of cash was maintained with an institution in excess of FDIC limits.

## Classical Charter Schools

Notes to Financial Statements  
June 30, 2022 and 2021

### 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, 2022 and 2021, the School received approximately 85% and 77% 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.

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 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, 2022 and 2021 was \$6,453,673 and \$5,492,004.

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

2023	\$	4,647,585
2024		4,765,151
2025		4,885,807
2026		5,009,636
2027		5,109,829
Thereafter		189,653,325
	\$	<u>214,071,333</u>

## Classical Charter Schools

Notes to Financial Statements  
June 30, 2022 and 2021

### 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 and interest are deferred until the amount of loan forgiveness is determined by the United States Small Business Administration ("SBA").

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.

\* \* \* \* \*

# **Classical Charter Schools**

Supplementary Information

Year Ended June 30, 2022

**Classical Charter Schools**

Schedule of Activities by School  
Year Ended June 30, 2022

	<b>SBC I</b>						
	Without Donor Restrictions	With Donor Restrictions	Total	SBC II	SBC III	SBC IV	Total
<b>REVENUE AND SUPPORT</b>							
State and local per pupil operating revenue	\$ 8,759,898	\$ -	\$ 8,759,898	\$ 5,194,430	\$ 7,820,850	\$ 5,123,121	\$ 26,898,299
State and local per pupil facilities funding	-	-	-	383,194	2,143,276	1,376,643	3,903,113
Federal grants	893,257	-	893,257	855,175	1,141,244	933,897	3,823,573
Federal E-Rate and IDEA	119,396	-	119,396	122,691	95,759	56,350	394,196
State and city grants	28,886	-	28,886	21,609	37,427	16,809	104,731
Contributions and grants	274,886	375,000	649,886	216,143	233,871	135,853	1,235,753
Investment return	(32,295)	-	(32,295)	-	-	-	(32,295)
Total Revenue and Support	<u>10,044,028</u>	<u>375,000</u>	<u>10,419,028</u>	<u>6,793,242</u>	<u>11,472,427</u>	<u>7,642,673</u>	<u>36,327,370</u>
<b>EXPENSES</b>							
Program Services							
Regular education	6,924,530	-	6,924,530	5,989,220	8,512,154	7,079,556	28,505,460
Special education	806,700	-	806,700	695,547	983,586	817,929	3,303,762
Total Program Services	<u>7,731,230</u>	<u>-</u>	<u>7,731,230</u>	<u>6,684,767</u>	<u>9,495,740</u>	<u>7,897,485</u>	<u>31,809,222</u>
Supporting Services							
Management and general	1,384,242	-	1,384,242	1,181,961	1,623,190	1,333,525	5,522,918
Fundraising	59,117	-	59,117	48,459	73,906	58,394	239,876
Total Expenses	<u>9,174,589</u>	<u>-</u>	<u>9,174,589</u>	<u>7,915,187</u>	<u>11,192,836</u>	<u>9,289,404</u>	<u>37,572,016</u>
Change in Net Assets (Deficit)	869,439	375,000	1,244,439	(1,121,945)	279,591	(1,646,731)	(1,244,646)
<b>NET ASSETS (DEFICIT)</b>							
Beginning of year	<u>9,104,987</u>	<u>150,000</u>	<u>9,254,987</u>	<u>1,067,352</u>	<u>1,660,450</u>	<u>(1,330,129)</u>	<u>10,652,660</u>
End of year	<u>\$ 9,974,426</u>	<u>\$ 525,000</u>	<u>\$ 10,499,426</u>	<u>\$ (54,593)</u>	<u>\$ 1,940,041</u>	<u>\$ (2,976,860)</u>	<u>\$ 9,408,014</u>

# **Classical Charter Schools**

Uniform Guidance  
Schedules and Reports

June 30, 2022



## Classical Charter Schools

### Schedule of Expenditures of Federal Awards Year Ended June 30, 2022

Federal Grantor/Pass-Through Grantor/ Program or Cluster Title	Federal Assistance Listing Number	Pass-Through Entity Identifying Number	Provided to Subrecipients	Total Federal Expenditures
<b>U.S. Department of Education</b>				
<b>Pass-Through New York State Education Department:</b>				
Title I Grants to Local Educational Agencies	84.010	0021-22-4361	\$ -	\$ 272,987
Title I Grants to Local Educational Agencies	84.010	0021-22-5030	-	212,583
Title I Grants to Local Educational Agencies	84.010	0021-22-5185	-	272,655
Title I Grants to Local Educational Agencies	84.010	0021-22-5335	-	140,871
			<u>-</u>	<u>899,096</u>
Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147-22-4361	-	36,454
Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147-22-5030	-	26,174
Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147-22-5185	-	36,786
Supporting Effective Instruction State Grants (Formerly Improving Teacher Quality State Grants)	84.367	0147-22-5335	-	18,699
			<u>-</u>	<u>118,113</u>
Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund	84.425D	5890-21-4361	-	113,403
Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund	84.425D	5890-21-5030	-	98,121
Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund	84.425D	5890-21-5185	-	97,970
Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund	84.425D	5890-21-5335	-	42,816
			<u>-</u>	<u>352,310</u>
Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund II	84.425D	5891-21-4361	-	120,618
Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund II	84.425D	5891-21-5030	-	173,697
Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund II	84.425D	5891-21-5185	-	144,794
Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund II	84.425D	5891-21-5335	-	178,960
			<u>-</u>	<u>618,069</u>
Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund ARP	84.425U	5880-21-4361	-	281,538
Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund ARP	84.425U	5880-21-5030	-	215,398
Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund ARP	84.425U	5880-21-5185	-	209,374
Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund ARP	84.425U	5880-21-5335	-	145,930
			<u>-</u>	<u>852,240</u>
Student Support and Academic Enrichment Program	84.424	0204-22-4361	-	20,377
Student Support and Academic Enrichment Program	84.424	0204-22-5030	-	15,920
Student Support and Academic Enrichment Program	84.424	0204-22-5185	-	15,190
Student Support and Academic Enrichment Program	84.424	0204-22-5335	-	10,515
			<u>-</u>	<u>62,002</u>
English Language Acquisition State Grants	84.365	0293-22-4361	-	47,880
			<u>-</u>	<u>2,949,710</u>
<b>U.S. Department of Agriculture</b>				
<b>Pass-Through New York State Education Department:</b>				
<b>Child Nutrition Cluster:</b>				
School Breakfast Program	10,553	Not Available	-	232,734
National School Lunch Program	10,555	Not Available	-	611,896
Covid-19 - Supply Chain Assistance Funds	10,555	Not Available	-	20,531
Total Child Nutrition Cluster			<u>-</u>	<u>865,161</u>
Child and Adult Care Food Program	10,558	Not Available	-	8,697
			<u>-</u>	<u>873,858</u>
Total U.S. Department of Agriculture			<u>-</u>	<u>873,858</u>
Total Expenditures of Federal Awards			<u>\$ -</u>	<u>\$ 3,823,568</u>

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

## Classical Charter Schools

### Notes to Schedule of Expenditures of Federal Awards Year Ended June 30, 2022

#### 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, 2022. 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 the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

#### 3. **Indirect Cost Rate**

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



**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") (a nonprofit organization), which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 18, 2022.

**Report on 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 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 or significant deficiencies may exist that were not identified.

**Report on 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*

Harrison, New York  
October 18, 2022

**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**

***Opinion on Each Major Federal Program***

We have audited Classical Charter Schools (the "School") compliance with the types of compliance requirements identified as subject to audit 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, 2022. The School's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

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, 2022.

***Basis for Opinion on Each Major Federal Program***

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). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditors' Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

***Responsibilities of Management for Compliance***

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the School's federal programs.

***Auditors' Responsibilities for the Audit of Compliance***

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances 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 the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

### **Report on 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 a 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 Auditors' Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

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

*PKF O'Connor Davies, LLP*

Harrison, New York  
October 18, 2022

**Classical Charter Schools**

Schedule of Findings and Questioned Costs  
Year Ended June 30, 2022

**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:

**Federal Assistance Listing Number(s)**

**Name of Federal Program or Cluster**

84.010

Title I Grants to Local Educational Agencies

84.425D

Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund

84.425D

Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund II

84.425U

Education Stabilization Fund/Elementary and Secondary School Emergency Relief Fund ARP

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, 2022.

**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 findings in the prior year.



## **Internal Control Environment**

The internal control environment reflects the importance CCS places on internal controls as part of its day-to-day activities. Factors that impact the internal control environment can include management and Board philosophy; organizational structure; ways of assigning authority and responsibility; methods of management and control; personnel policies and practices; and external influences such as significant donor expectations.

## **Accounting System**

CCS has established an accounting system comprised of the methods and records used to identify, assemble, classify, record and report accounting transactions. The methods are set up to: (1) identify and record all of the organization's transactions; (2) describe the transactions in enough detail to allow classification for financial reporting, and (3) indicate the time period in which transactions occurred in order to record them in the proper accounting period. The fiscal year is from July 1st to June 30th. The network's audited financial statements must be approved by the Board of Trustees and provided to the appropriate oversight entity according to all applicable requirements.

Furthermore, the network and individual school budgets for the following fiscal year must be drafted for Board review and approved **prior** to the end of the current fiscal year. The budget may later be revised and approved as necessary.

## **Internal Control Procedures**

CCS has adopted a number of internal financial controls. These procedures are set up to strengthen the internal control structure in order to safeguard the organization's assets. The internal financial controls consist of the following:

### ***Segregation of Duties***

A hierarchical structure of authority and responsibility has been developed at CCS. Tasks are divided and allocated to guard against one individual having the ability to make an accounting error (either knowingly or unknowingly). This protects the school from any potential fraud or misappropriation of funds. In situations where there are an insufficient number of employees to achieve this because of budget constraints, a compensating control has been created at the school.

### ***Restricted Access***

Physical access to valuable and moveable assets is restricted to authorized personnel.

### ***Document Control***

In order to ensure that all documents are captured by the accounting system, all documents must be scanned into the system appropriately.

### ***Records Retention***

To provide an accurate and auditable record of all financial transactions, the network's books, records, and accounts are maintained in conformity with generally accepted accounting principles as required by New York State law, applicable to charter schools. Records will be maintained for the periods sufficient to satisfy IRS regulations, federal grant requirements, OMB A133 audit requirements, if applicable, and other legal needs as may be determined.

### ***Processing Controls***

These are designed to identify any errors before they are posted to the general ledger. Common processing controls are the following: (1) Source document matching; (2) Clerical accuracy of documents; and (3) General ledger account code checking.

### ***Reconciliation Controls***

These are designed to identify any errors after transactions have been posted and the general ledger has been run. The process involves reconciling selected general ledger control accounts to subsidiary ledgers. Reconciliation is completed by the Director of Business and approved by the Executive Director.

### ***Annual Independent Audit***

CCS's financial statements are audited annually by an independent audit firm selected by the Board of Trustees on the recommendation of the Finance Committee.

### ***Security of Financial Data***

CCS's financial data is accessible only to the Executive Director, School Director, Director of Business, and Finance Consultant. The purchasing/accounting system is only accessible to those that have the proper login authority. All electronic files are saved within a secure folder in SharePoint with limited access. All other hard copies of sensitive financial data, when not in use, will be secured in a closet or cabinet at the school.

### ***Risk Assessment***

This is designed to identify, analyze, and manage risk relevant to the preparation of accurate financial statements. It includes mitigating risks involving internal and/or external factors that might adversely affect the school's ability to properly record, process, summarize and report financial data.

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Mariel Jenkins Taylor

---

**Name of Charter School Education Corporation:**

Classical Charter School

---

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

Treasurer

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

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

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

5. 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.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with 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 months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

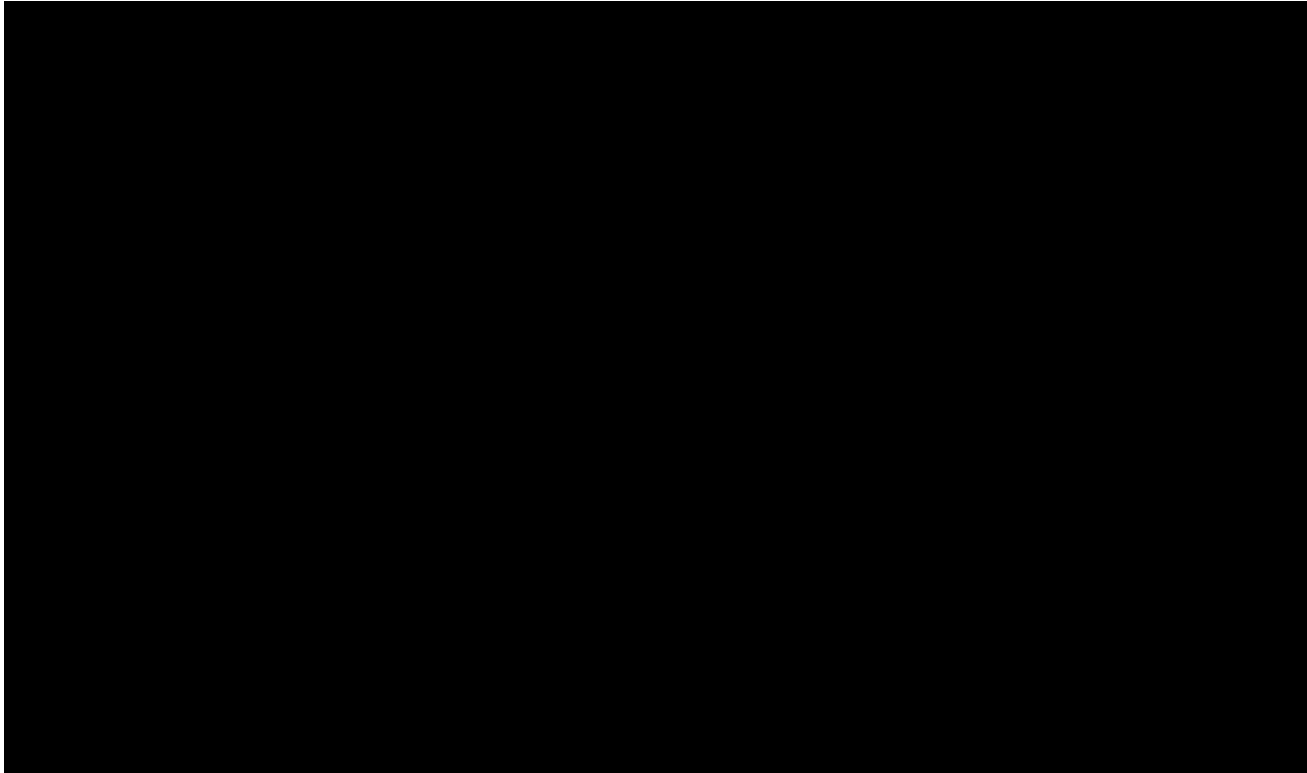
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

**None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

*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. The personal contact information provided below will be redacted.*



**Mariel Taylor**

Digitally signed by Mariel Taylor  
Date: 2022.06.15 14:49:27  
-04'00'

6/15/2022

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**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Robert E. Torres

---

**Name of Charter School Education Corporation:**

South Bronx Classical Charter School

---

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

Member

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

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.



4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

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

5. 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.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with 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 months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

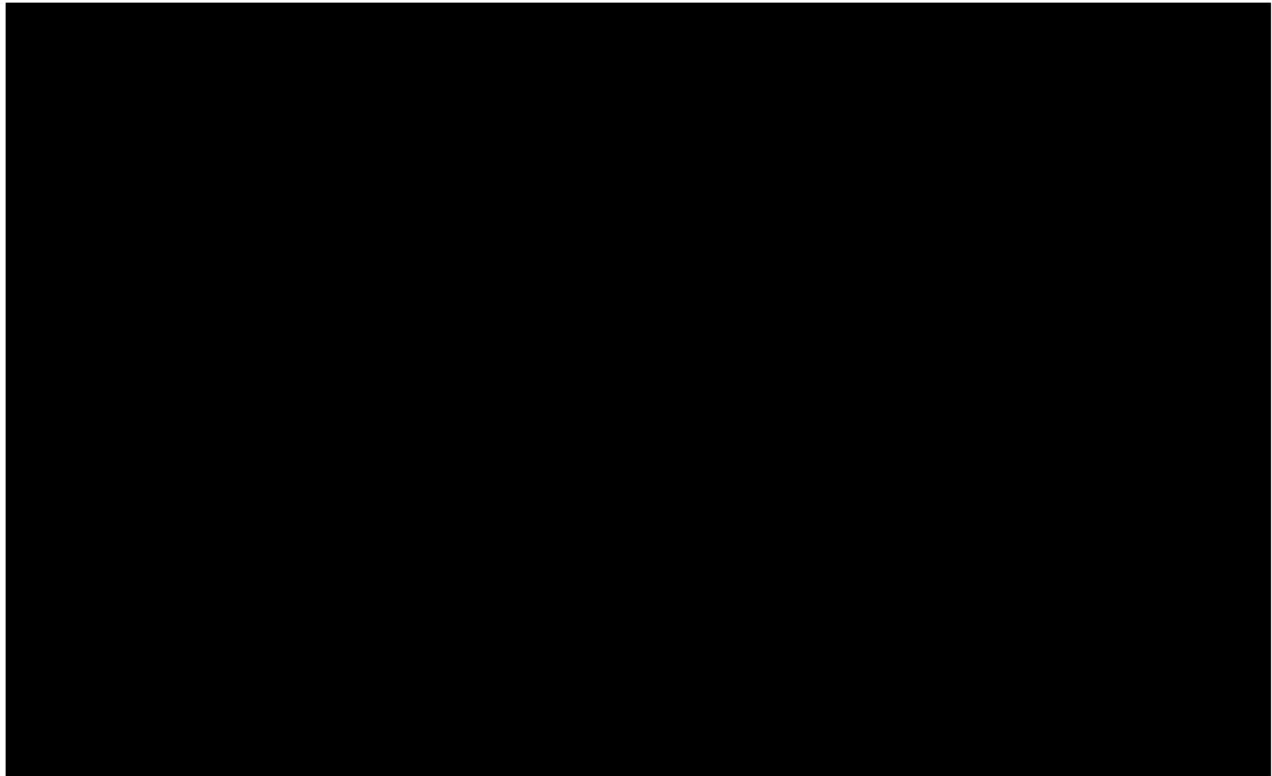
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

**None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

*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. The personal contact information provided below will be redacted.*



*RE Torres*

June 30, 2022

**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

Trustee Name: *Veena Malpani*

---

Name of Charter School Education Corporation: *Classical Charter Schools*

---

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

*Secretary*

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

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

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

5. 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.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with 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 months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

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

7. 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

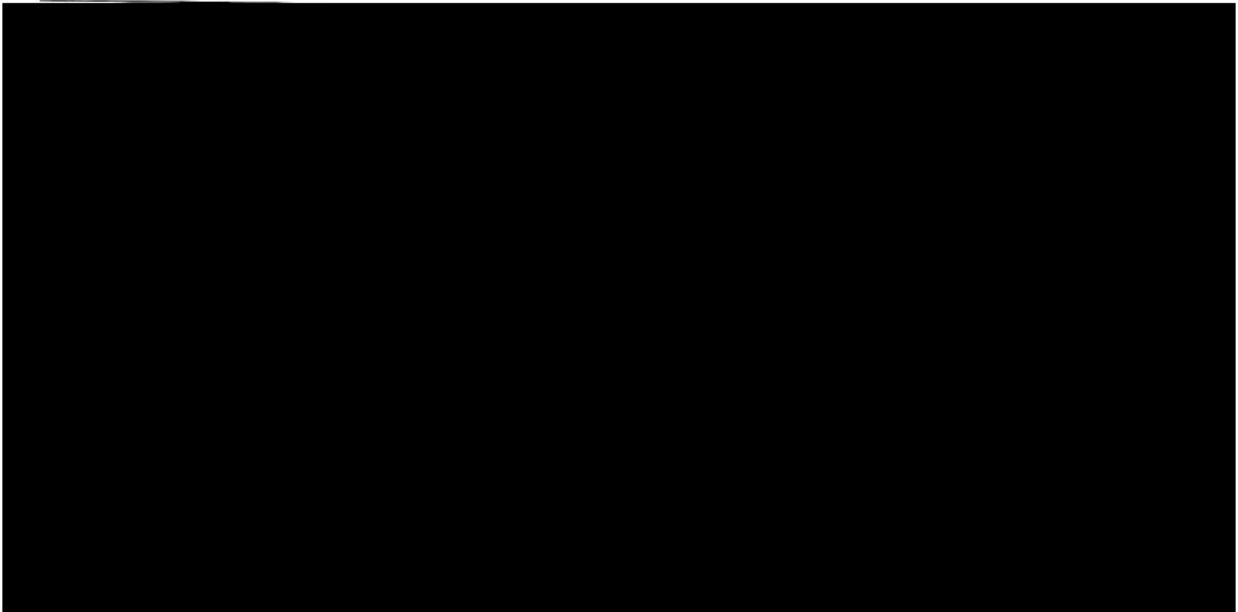
**None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest



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**Business Telephone:**



*Veeru Menon*

*6/14/22*

**Signature**

**Date**

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- Print form, manually sign, scan to PDF

*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Kathryn Moore Heleniak

**Name of Charter School Education Corporation:**

Classical Charter Schools

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

*member*

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

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

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

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Yes  No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with 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 months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

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

7. 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

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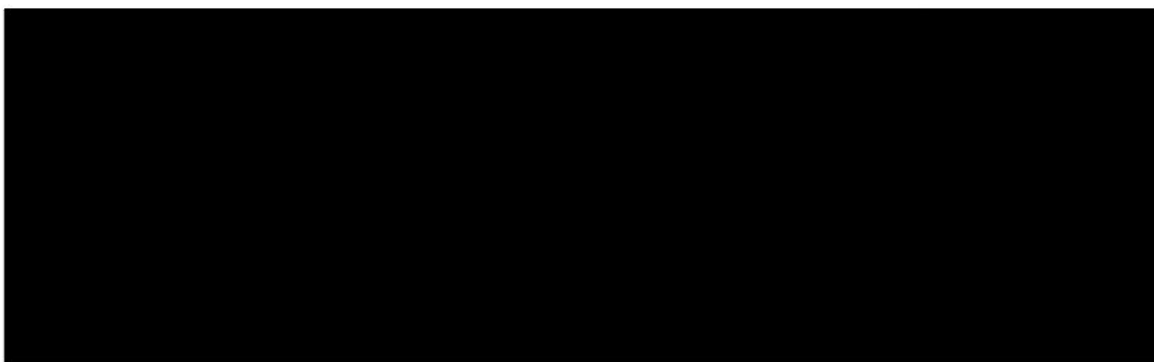
**Business Telephone:**

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**Business Address:**

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**E-mail Address:**



*Kathryn M. Heleniak*

*June 14, 2022*

**Signature**

**Date**

Acceptable signature formats include:

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*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Jacob Elghanayan

---

**Name of Charter School Education Corporation:**

Classical Charter Schools

---

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

Board

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

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

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

5. 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.



6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with 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 months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

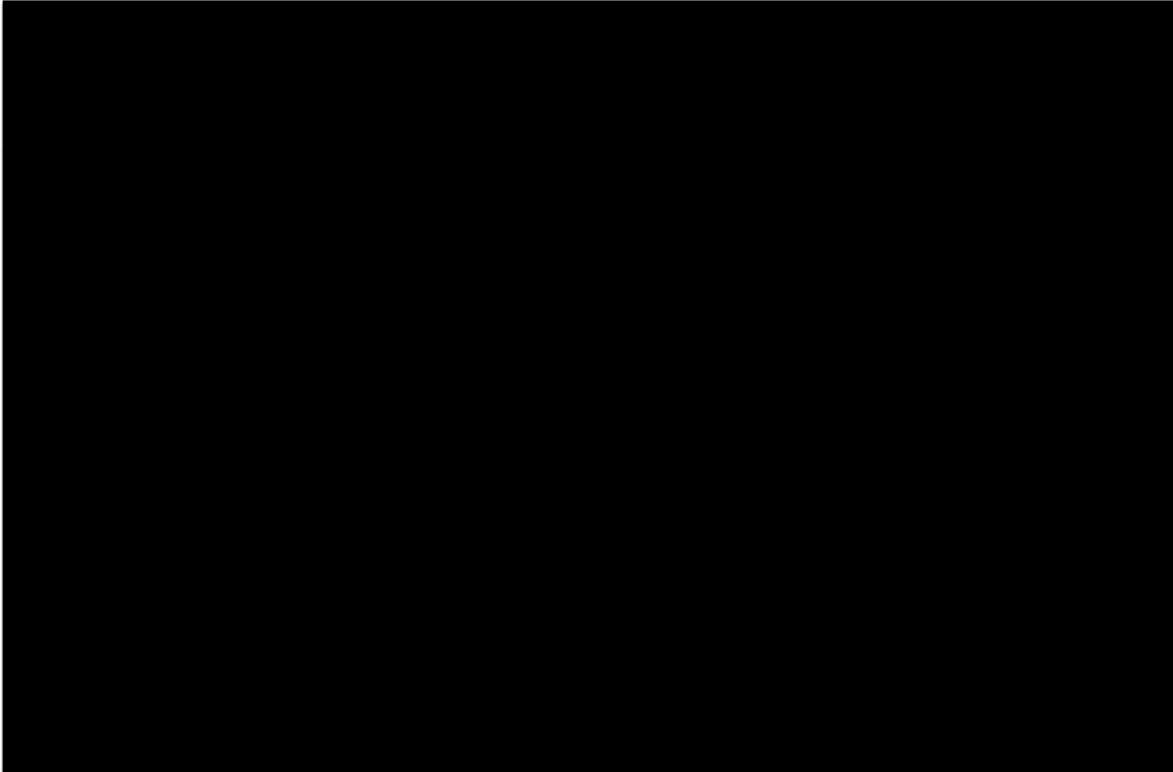
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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**None**

<b>Organization conducting business with the school(s)</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>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</b>	<b>Steps taken to avoid conflict of interest</b>

*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. The personal contact information provided below will be redacted.*



*Jacob Elghanayan*  
\_\_\_\_\_  
**Signature** **Date** 6/14/22

Acceptable signature formats include:

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- Print form, manually sign, scan to PDF

*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

Trustee Name:

Stephen Baldwin

Name of Charter School Education Corporation:

Classical Charter Schools

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

Board Chair

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

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

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

5. 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.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with 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 months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

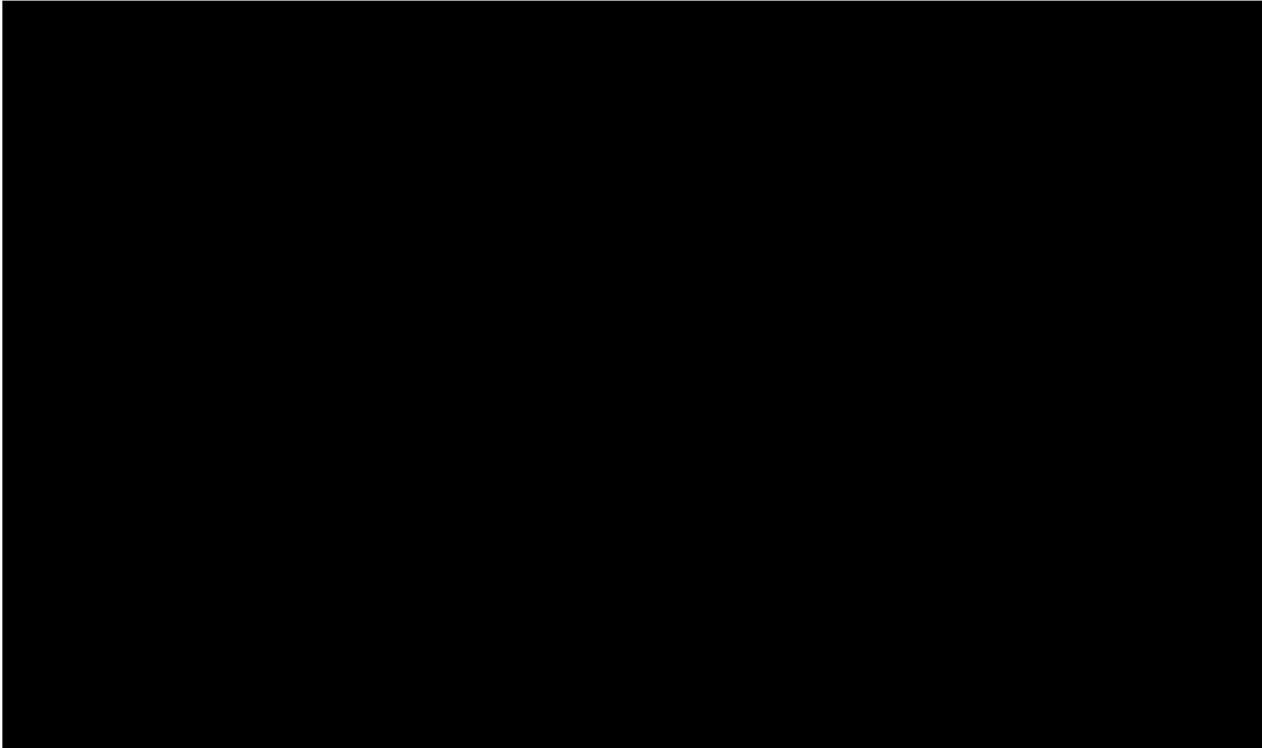
Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
	None		

7. 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

**None**

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

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C. Stephen Balsani                      6/14/22  
Signature    Date

- Acceptable signature formats include:
- Digitally certified PDF signature
  - Print form, manually sign, scan to PDF

*last revised 04/2022*



**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Ingrid Bateman

**Name of Charter School Education Corporation:**

Classical Charter Schools

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

Chair

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

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

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

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Yes  No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with 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 months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

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6/14/22

**Signature**

**Date**

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*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Kevin Murphy

**Name of Charter School Education Corporation:**

Classical Charter Schools

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

Treasurer

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

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

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

5. 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.

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**None**

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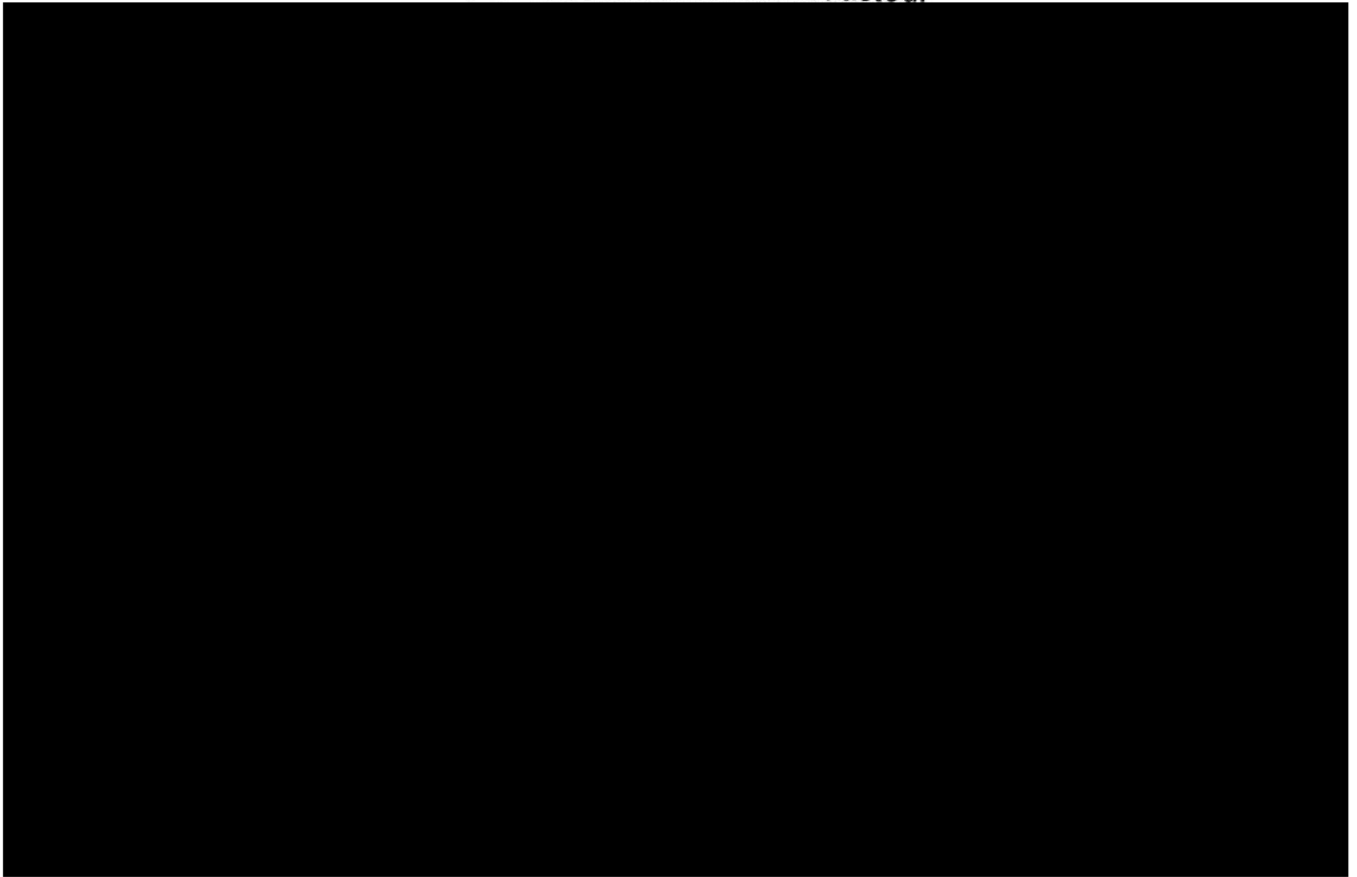


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None

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
J.P. Morgan Chase	Shareholder	1,200 shares through 401(K)	JPMC 401(K) plan	Avoid voting shares (ownership predates Board service)
	Shareholder	Approximately equivalent in Trust.	Wells Fargo	Avoid voting shares (ownership predates board service)

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J. Kevin Murphy 6/14/2022  
**Signature** **Date**

Acceptable signature formats include:

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*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

James R. Maher Jr.

---

**Name of Charter School Education Corporation:**

Classical Charter Schools

---

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

Vice Chair

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

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

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Yes  No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with 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 months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

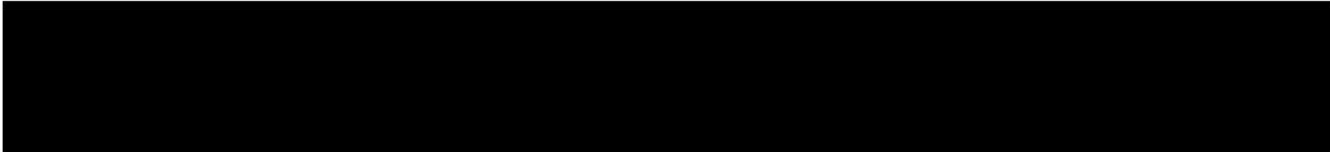
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**None**

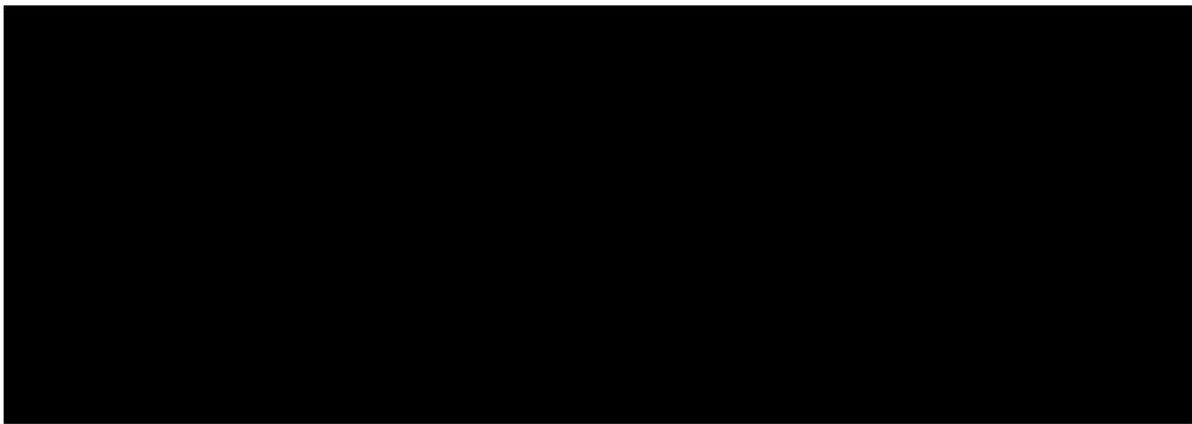
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**Business Address:**

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**James Maher**

Digitally signed by James Maher  
Date: 2022.07.14 17:25:31  
-04'00'

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**Signature**

**Date**

Acceptable signature formats include:

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*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Adrian Tonge

---

**Name of Charter School Education Corporation:**

Classical Charter Schools

---

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

Boart Trustee  
Chair, Education Committee

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

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

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Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.



4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

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

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Yes  No

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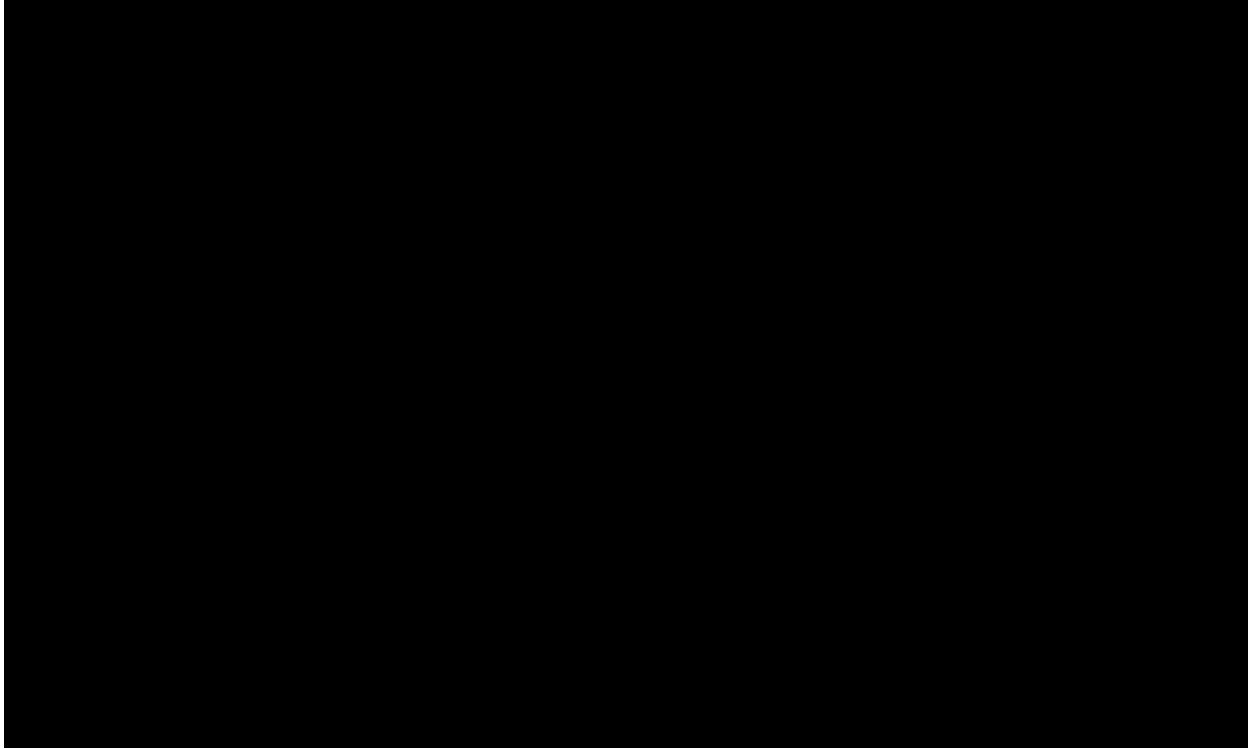
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DocuSigned by:  
  
07/13/2022

---

**Signature** ED3DCAE09BCA4D1... **Date**

Acceptable signature formats include:

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*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

James Hart

---

**Name of Charter School Education Corporation:**

Classical Charter Schools

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1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).  
Board trustee

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

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

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Yes  No

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Yes  No

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

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**None**

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**None**

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**Business Telephone:**

646 918 7693

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**Business Address:**

200 S Biscayne Ave, Miami FL 33131

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**E-mail Address:**

hartwjames@gmail.com

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**Home Telephone:**

347 607 9058

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**Home Address:**

2100 Park Ave, #407S Miami Beach FL 33139

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7/13/22

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**Signature**

**Date**

Acceptable signature formats include:

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*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Lawrence Hirsch

**Name of Charter School Education Corporation:**

Classical Charter Schools

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

Board member

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

Yes  No

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Yes  No

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Yes  No

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Yes  No

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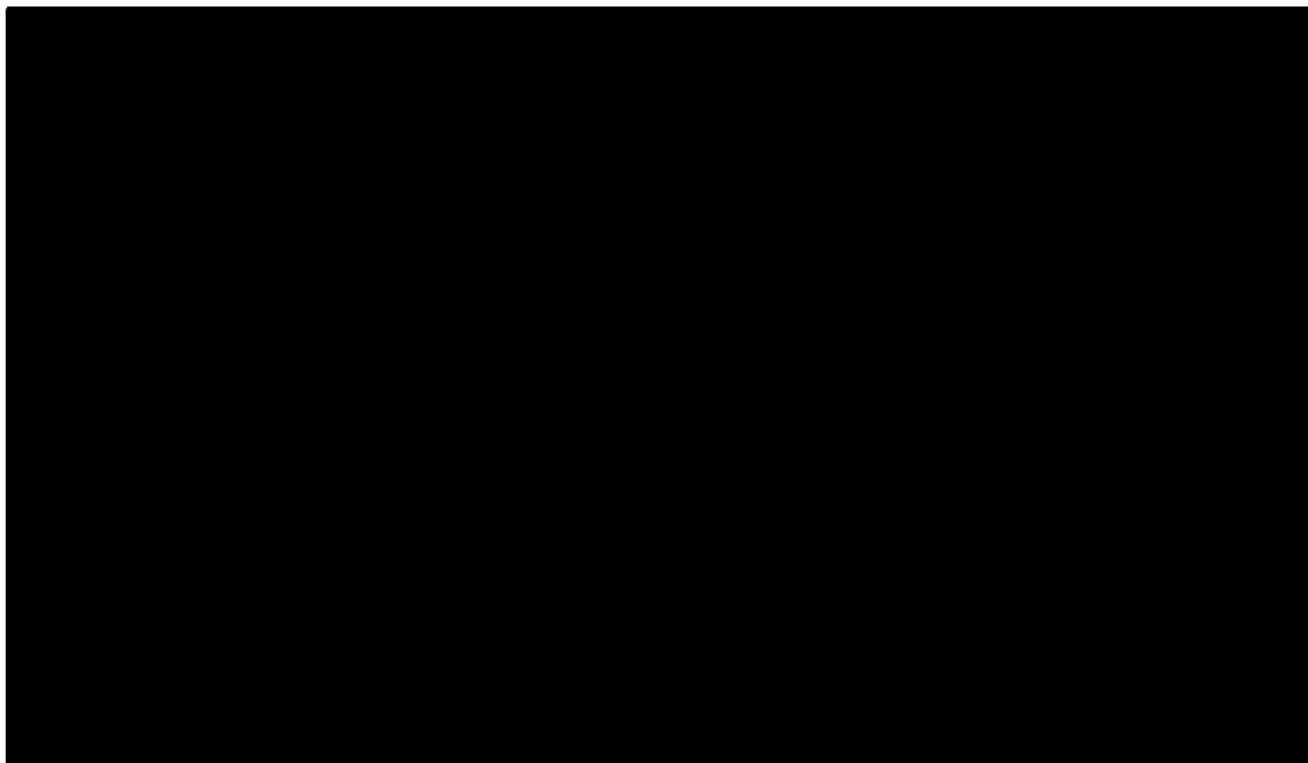
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*J. G. Hill*

7/19/22

Signature

Date

Acceptable signature formats include:

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**CLASSICAL**  
CHARTER SCHOOLS

**Classical Charter Schools**

**Board Meeting Minutes**

**January 18, 2022**

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.

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**Trustees Attending:** C. Stephen Baldwin, Ingrid Bateman, Jake Elghanayan, James Hart, Kathryn Heleniak, Laurence Hirsch, James Maher, Veena Malpani, J. Kevin Murphy, Adrian Tonge, Robert Torres

**Trustees Absent:** William Higgins, Mariel Jenkins Taylor

**Guests Attending:** Lester Long

**I. Call to Order**

There being a quorum, the Chair called the meeting to order.

**II. Minutes of December 14, 2021 Meeting Passed**

The Trustees:

VOTED to adopt the draft of the December 14, 2021 minutes as submitted

**III. Report of the Executive Director**

- A. Scholar attrition continues to be a problem broadly throughout the schools and the city.
- B. Scholar attendance rate is quite high
  - a. Our schools switched to remote learning for the week before Christmas
  - b. The guidelines around COVID continue to change.
- C. The staff received a bonus prior to Christmas, they were also given access to the Calm app to help with stress management. Those measures along with the commitment to being remote and testing support have seems to help with staff satisfaction.

- a. Right now, if one scholar tests positive for COVID, their whole class has to test. That has been a strain on the Ops Team and Dean Teams. It is also costly. Each school is conducting an average of 30 tests per day.
- D. While students are not required to vaccinate, the schools are encouraging it and doing what they can.
- E. Remote learning is available for scholars who need it, but it is not being fully offered separately.
- F. The schools may hire one extra person at each school to handle the logistics of testing.
- G. Scholar performance is better than it was last year, but not as well as the year before (pre-pandemic)
  - a. The schools are seeing more behavioral issues from the students than they had in the past.
- H. Staff attrition has gone down slightly.
- I. HR Vacancy – We are using an external company to cover for the vacancy. We are taking time to find the right candidate.
- J. Lower enrollment is helping with the teacher shortage. Some classes are a little larger than usual. However, it is an issue is when teachers are testing positive for COVID and have to be out of school.
- K. Our talent manager started law school but continues to work for us part time. We also hired an extra talent associate.
- L. What is our net change per month? ED to come back on this.
- M. CMO Turnaround continuing to work with Paul O'Neil and thinking through what we want to do to help other schools
- N. School III was nominated for a Blue-Ribbon Award this year.

#### **IV. Report of the Board Chair**

- A. 12 out of 13 Board members have donated. We have a total of \$91K in donations including a \$25K donation from a single individual.
- B. The board passed the revised complaint policy.
- C. Discussion of various complaints received.
- D. For our next meeting we will aim to be in person with an hybrid option.
  - a. There will be a vaccine requirement to enter.

The board went into Executive Session.



Respectfully Submitted,

\_\_\_\_\_  
Veena Malpani, Secretary

CONFIDENTIAL

Classical Charter Schools  
Board Meeting Minutes  
February 15, 2022

Attendees:

On Site: Stephen Baldwin, Ingrid Bateman, Larry Hirsch, Mariel Jenkins,  
Kevin Murphy, Adrian Tonge

By Video: Jake Elghanayan, Kathryn Heleniak, Bill Higgins, James Maher,  
Bob Torres

Absent: James Hart, Veena Malpani

Guests: Lester Long, Matt Pejkoivic (JPM)

I. Guest Presentation on JPM relationship, investments.

The meeting convened at 6:00 pm hosted by Mr. Pejkoivic in the main conference room of JPM's offices at 390 Madison Avenue.

Mr. Pejkoivic presented a summary of the relationship and investment performance as of 2/4/2022 of Classical's accounts at JPM. There are 4 short-term investment accounts and 3 other accounts, two of which are commercial checking accounts and the other a business savings account. The two investment accounts each have principal balances of about \$2,000,000, one for surplus cash and the other for donations. Mirroring those accounts there are the board designated escrow account of \$300K and a similar account for donations of \$210K. The total investment account balances at 12/31/21 were \$4,751,242.

The cash flows through the 2 commercial checking accounts, one of which is for FOCCS. After receipt of the revenue from the state every 60 days, balances in the commercial checking account can reach \$9MM (with the corresponding deferred revenue liability). As services are provided and expenses met, the balances dwindle to about \$4MM. The balance in the commercial savings account is static and nominal.

The investment accounts have yielded about a 2% return per annum since 2018, a total of about \$375K. They are invested in investment grade short-term paper. Although both investment accounts must follow "mark to market" accounting standards, JPM's strategy is to buy short term investment grade paper and hold it to maturity, "riding the yield curve". In a period of rising rates, such as is now occasioned by the expected changes in the Federal Reserve's monetary policy, this strategy implies that the fixed income securities will temporarily lose money on a "marked to market" basis due to higher interest rates, but when the investment matures, the return will be the original yield to maturity locked in at purchase. Consequently, both portfolios are currently reporting a total loss of about \$130K. Moreover, JPM expects 5-8 interest rate increases over the next 2 years and markets are beginning to price in these rate expectations. Despite the interim values of both portfolios now show an accounting loss, the actual yield on investments will be the original yield to maturity.

The core taxable bond portfolios (~72% of the portfolio), all have an average duration of less than a year and an average credit rating of A-. The second account is also invested in short term instruments (~12%), a core taxable fund (~85%) and extended credit/ high yield (~3.6%). It has an average duration of about 2.5 years with laddered maturities from 1-6 years, and an average credit rating of BBB.

Account	Average Duration	Average Credit Rating	Current Average Yield to Maturity
CCS Invest C Tax	1 yr.	A-	1.2%
CCS Don C Tax	2.5 yrs. (laddered 1-6 yrs)	BBB	1.6%

There was some discussion of inflation expectations because the CPI reported on 2/15/22 was 8%. One trustee noted the last time such a statistic had been reported that concurrent mortgage rates were 12.5%. JPM's current expectations are for a federal funds rate of 1.5% and 2.30% on the 10-year bond at year end. Another trustee asked about our credit exposures in case of war in the Ukraine. Mr. Pejkoic noted that the managers had divested of Expedia because of concern over their business model, but that he did not foresee any difficulties with the other names in the portfolio. As to CCS's own exposure to inflation, it will likely come through wage inflation especially because faculty and staff will have to incur NYC living costs: remote instruction is just not as effective. Other fixed expenses are basically sunk costs, except for those associated with reproduction of the curriculum.

## II. Approval of 1/18/2022 Minutes

The Trustee Voted:

To approve as submitted the minutes of the previous meeting on January 18, 2022.

## III. Chairwoman's Report

James Hart, a trustee with a background in technology, will terminate his service as of 6/30/22 because he is moving to Florida with his family. Trustees are asked to be mindful of the need to recruit new members.

An e-mail circulated last week summarizing the information developed by Mr. Maher, Prof. Heliak, and the chairwoman about the staff survey, the DEI initiative, and the E. D.'s coaching which the trustees should review. A question has emerged as to where this information and function should fit organizationally since we do not have an HR person on staff. CCS has temporarily outsourced the activities to a firm, Human Reso, specialists in human resources. They have offered to make a senior, dedicated person available to us and Mr. Gibbs has recommended that we temporarily employ their services for this function. They would be available for staff training and for school visits, but they would not be on site. Note that many of the network functions are currently off-site because of Covid. We are still evaluating these roles

as to whether they should be on-site, hybrid (where the employee reports 1 x per week say), or fully remote.

Pursuant to the Bloomberg Philanthropies announcement of their intent to invest \$750 million throughout the country in support of charter schools, Mr. Maher was able to secure a meeting with the leader tasked with organizing the effort. In some areas, the philanthropy will build on organizations that are doing well in support of any number of charter schools. In NYC, however, they are sufficiently experienced so that they will invest in data-driven, high performing schools. This provided our opening as to why they should consider Classical. Somewhat surprisingly, they inquired about our willingness to help them identify opportunities in which investments such as they are contemplating may be productive. We should contact them again in 3-6 months as the fit seems pretty logical and would help fulfil our obligation to disseminate the fruits of our experience.

The next school visit will be to School II early in the morning as the last one was at School IV. It's the smallest of our schools, a K-5, and does not have a conference room. Arrangements for the visit will be made with Mr. Amaya, the school director. (The visit has since been organized for March 18 at 7:45 a.m.)

#### IV. Finance

After the finance committee review on 2/17/22, the financial statements for the first half ending 12/31/21 were circulated. Our budget had projected a substantial loss of over \$1 million this year, but due to overperformance in Revenue, we now expect the loss to be about \$640K. The over-performance has really been attributable to the Federal funding of the ESSER I, II, and III programs. Beyond the PPP program, these funds cover personnel and technology expenses, and they have re-imbursed CCS an additional \$450K in revenue. The revenue accounting for these programs requires that CCS incur the expense and then seek re-imburement from the DOE for the revenue.

With respect to each school, School II swung from net income of \$76K in the first quarter to a loss of \$360 K for the first half because of a change in transfer policy in the schools. About 50 scholars, largely siblings of middle grade School II scholars currently domiciled at School IV, have transferred from School II to School IV, easing the travel demands on their parents. While School II's revenue consequently was diminished, School IV benefitted not only from the additional per pupil revenue, but also the stipend for occupancy. School II continues to operate above its variable costs, but just slightly.

The two most notable expenses in excess of budgeted amounts have been in Talent & Recruitment and Technology. CCS has 24 positions open, 13 of which are for faculty, so the additional expenditures are understandable. With respect to the technology spending, some of it unexpectedly has been covered by the ESSER funding.

The enrollment statistics have been reconciled with those of the state at 1,507, 48 less than the 1,555 we had budgeted. This deficit implies a potential "claw back" from the state of \$200K-\$250K.

The Covid bonuses have been paid to the Faculty and Staff who had been employed for 6 months or longer will be included in the report for the third quarter. Part of the expense has been covered by the ESSER grants.

We therefore currently project the loss for 2021/2 to be \$640K, after the \$963K accounting charge for the amortization of the leaseholds on schools III & IV. If a creditor were to add back the non-cash amortization, net income would about \$320K- a razor thin margin on a cash basis. The financial ratios in our covenants with the landlords perform this adjustment.

The Trustees Voted:

To approve the financial statements of 12/31/2022 as submitted.

## V. Education

Mr. Tonge reported on four committee initiatives: 1) the Classical Speaker Series and in the case of our current speaker, possibly accompanied by a later, in person visit, 2) the spring faculty survey which will again be analyzed using Culture Amp, 3) Ms. Davis's evaluation, and 4) school visits by the trustees. We've begun surveying the school directors for an appropriate block of time to present our speaker, likely in May. The last period of the day garnered most interest last time, when about 140 scholars attended Justice Rosado's presentation. The presentation was unscripted but largely devoted to describing the effect of the speaker's education on their later professional achievements. Prior to the session, questions from CCS scholars were marshalled and Mr. Tonge M.C.'d the actual event over Zoom. Once the suggested dates are collected, Mr. Maher will approach again his business associate and former NBA star of the San Antonio Spurs, Dave Robinson, our speaker. An applied math major at Annapolis, an Olympian, and a standout NBA star for 17 seasons, Mr. Robinson has also founded charter schools in East San Antonio and is fully familiar with the mission of charter schools. Indeed, his son has already visited Classical, and Mr. Robinson himself has volunteered to do so subject to his schedule.

Another faculty survey will be conducted later this spring following last fall's survey, establishing a cadence of 2 x per year. The same type of culture analysis seeking to ferret out issues using our consultant's Culture Amp program will again be performed so that they can be addressed. The faculty bonuses paid early this quarter were one of the tangible results of last fall's survey.

Finally, Ms. Davis's evaluation has already been completed.

(The trustees will visit School II March 18 from 7:45 a.m. until 9:00 a.m.)

## VI. Executive Director's Report

We are very much focused on scholar recruitment and attendance and will be spending more towards meeting those goals. We have received 1,600 applications for our 500 openings, but that figure is much, much less than the 6,000 applications we had received in March of 2019. Moreover, the applications can vary greatly as to school location, grade, and other factors. Over the past couple of years, Schools II and IV have attracted the least interest, but School IV has begun to attract a wider acceptance in part because of the transfer of siblings from School II.

With respect to hiring of faculty and staff, the pace of interviews and hiring has picked up considerably. Part of this is because the hiring process has been streamlined to be more efficient, hiring for example 6 employees in the last month. While today's college graduates still demand a sense of social mission in their work, that does not necessarily imply that their mission aligns with that of CCS. A dozen years ago, 40% of the Yale's graduating class applied to Teach for America. There has been some diminishment in the quality of the applicants: for example, GPA's in the Classicorps program at Relay have slipped from 3.6 to 3.1. Graduates from the Ivies don't necessarily fare well before 8-year-olds to whom their educational pedigree means nothing. In our early days when building the curriculum and many of the systems were fundamental, contributions from insightful instructors were greatly needed, but now that many of those tasks have been completed, the need for that type of contribution has diminished. Moreover, in any one year, the supply of Harvard graduates is limited, and there are many more from universities like Ohio State.

Regarding our SPED and ELL populations, those scholars with an IEP currently comprised 16% of our student body, while the ELL proportion has dropped from 23% to 19.7%. We believe that part of the reason for the decline in our ELL population is that during the Covid pandemic, many of the ELL scholars from Puerto Rico, the Dominican Republic, or Africa returned at least temporarily to their former places of residence.

Based on the overall internal assessments before you, scholars' performance has generally improved over last year (highlighted in green), but it is still below the levels of 2018/19. This presentation of the internal assessment results shows the broad trend in improvement, but the presentation of the data will be further refined.

Pursuant to our fall survey and mindful of our goal to increase the retention of our faculty and staff, the institution of the "Calm" app has proved somewhat popular with 25% of our staff using it. We are also beginning an Employee Assistance program to assist employees with issues in child/elder care demands that they may be facing, for example. Lastly, we will begin exploring the Public Service Loan Forgiveness program made available by the U.S. Department of Education to ascertain if charter schools may qualify as public schools do. In this program, Direct Loans are partly forgiven for employees of public elementary and secondary schools and for 501c (3) organizations.

Several of our school directors have returned after their maternity leaves. Another business staff member has been diagnosed with uterine cancer and will be undergoing treatment. CSBM will assume and perform her responsibilities in her absence.

With respect to grant funding, we have identified two new possibilities. The first is a foundation established by Robin O'Curry whom we came to know of through his son, and secondly, the senior Mr. Maher is contemplating a gift subject to quantification and submission of the purposes to which the proceeds would be applied.

With the goal of saving our staff time consuming tasks so that they can focus on their core responsibilities, we are rationalizing our Sharepoint site and updating our website to reflect staff changes. One example is the creation of report cards three times per year for each of 1,500 scholars. The data team, led by Mr. David Lucey (CPA, CFA, MBA, & Master's in Data Analytics) has reprogrammed the entire process using Python and Github so that it can literally be printed out on demand by the teacher, saving about 75 hours' work. We spend about \$500 K per year on reproduction of the curriculum for the scholars, so that aspect of our organization should be no different than that of any large business, though we still seem to experience our share of breakdowns. Next on the agenda is to address the documentation requirements of our Special Services staff, the specialists who instruct our scholars with IEP's.

As to the landscape for charter schools, Mr. Eric Grannis, the husband of Eva Moscovitz of Success Academy, and board member for Boys Prep and Girls Prep, visited us. Among the items on his mind was re-organizing both Boy Prep and Girls Prep for co-education. Separately, the per pupil re-imbusement for charter schools is scheduled to increase next year by about 5% subject to the budget passage on April 1. However, the Executive Budget proposes to eliminate State re-imbusement to New York City for the cost of charter school rental assistance “in order to encourage the use of available co-located space within public facilities”, something that was subject to a lawsuit by the UFT and NAACP. The bill’s provision is sponsored by State Senator John Liu of Queens, who was the former controller for NYC and chair of the Education Committee in the State Senate. (Prof. Heleniak also reported from her contacts at the charter school center that applications to expand the grades available in an up-state charter school had been denied.) Many times, such amendments to the budget are mooted, but never quite materialize in the legislation. The issue of Zombie charters, that is the 11 schools that were approved but failed to get started, was not discussed. The executive director had discussions with three other charter schools about consolidation and will meet with Mr. Elghayan to discuss different ways of strengthening weak charters, particularly in districts which may be over chartered. For the moment and with so much else to do discussions about expansion are not a high priority.

#### VII. Further Business and Next Meeting

There was some discussion concerning the venue of the next meeting, with the conclusion that it will be conducted remotely by Zoom on Tuesday, March 15 at 6:00 p.m. There was no formal resolution closing the meeting.

Respectfully submitted,

J. Kevin Murphy,  
Treasurer

Draft





**CLASSICAL**  
CHARTER SCHOOLS

## **Classical Charter Schools**

### **Board Meeting Minutes**

**May 10, 2022**

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.

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**Trustees Attending:** Stephen Baldwin, Kevin Murphy, Veena Malpani, Jake Elghanayan, Mariel Taylor, Larry Hirsch, Bill Higgins, Adrian Tonge

**Trustees Absent:** Bob Torres, James Maher, James Hart

**Guests Attending:** Lester Long, Ishla Elia, Rhonda Kellum, Vivian Cassaberry-Furby, Tawana Roberts

#### **I. Call to Order**

There being a quorum, the Chair called the meeting to order.

#### **II. Minutes of the April 12, 2022 Meeting Passed**

The Trustees:

VOTED to adopt the draft of the April 12, 2022 minutes as submitted

#### **III. Public Feedback**

- A. Parents provided some experience on the school experience
  - a. Teacher appreciation week – there were things done every day.
  - b. Parents said they would have like to be included in it.
  - c. Parent said Black History Month was not celebrated to the same extent as Hispanic Heritage Month.
  - d. Would like to see more black and brown educators in the schools.
    - i. Majority of our teachers are “black and brown”
    - ii. We recognize that leadership is not as diverse.
  - e. Mother’s day – no cards/gifts for mothers

- B. Grandparent – would like ways for the community to make the experience more joyful throughout the year. Community events, board, parents, teachers, students.
- C. Parents are looking for more ways to be involved. FAC meetings in School IV – there is some controversy about when they started, did they take place last year.
- D. Parent had complaints about a late bus on Friday and the students getting home late. Lester will research and revert to the Board.
- E. Parent asked whether we've thought about offering hybrid services for special education in order to meet demand for children to be evaluated.
  - a. CSE does the evaluations and is behind, that could be the issue.
  - b. Children with IEPs receive services as required even during staff shortages.

#### **IV. Report of the ED**

- F. There is an opportunity to purchase School IV's land and building. The building and land are owned by separate companies.
  - a. Wye River – Advisory firm for non-profits. Engaged about 2 months ago. Have been working with Civic Builders. Looks like we are doing a deal that will be investment grade (BBB), Friends of Classical would issue about \$40 million of bonds few other things, and we would own it. Would have to pay the bondholder.
  - b. It could be done with banks instead. Will depend on interest rates.
  - c. Other schools have done this as well.
  - d. It would save us about \$100,000 a year and we would own the building.
  - e. Civic Builders' business model is to ultimately sell buildings; the sale of the land has accelerated our consideration of purchase. We would own the building and the land.
  - f. It would be owned by Friends of Classical, not just School IV.
  - g. Looking into if it possible to do for School III as well.
- G. Enrollment has been steady
  - a. Lost 4 scholars
  - b. School IV is still under-enrolled. They are backfilling. Process should be done by July 1.
- H. Hiring
  - a. Have made progress
  - b. Hiring Special Ed Staff – finding staff is challenging since other institutions are willing to offer a remote job. We are raising salaries for positions. Considering partnering with other schools.
  - c. Vacancies are spread evenly throughout our schools.
- I. Fraud Issue – Systems were hacked, one School III rent payment was sent to a fraudulent account. An investigation is ongoing, led by the FBI. Insurance has paid all but our \$5,000 deductible and we are fully paid on our rent.

#### **Report of the Finance Committee**

Revenues were better than expected, due to certain grants (get the name) that were passed by Congress. They will expire in September of 2023, 2024 and 2025.

- Schools can submit for any extraordinary expenses to pay for COVID, remote learning systems, etc.
- Claw back from the state of \$355,000. Due to a discrepancy in the number of students. We had less students. The state has agreed that we have 1,503 across the schools.
- There has been some training on the state's ATS system, that should keep us up to date with the states requirements for reporting attendance
- The William Simon foundation is liquidating. Typically donated \$150,000
- We have met with Bloomberg to fund Summer Learning Academy.
  - o Bloomberg has funded Success and Harlem Children's with a large grant.
- Deferred rent – we will record a loss on that basis, but on a cash flow basis we are at breakeven.
- School IV is still losing money because it is not fully enrolled
  - o Expect to be fully enrolled next year at the start of the year.
  - o The lottery numbers were up. Between school IV and IIB there are about 600 kids.

Trustees voted to approve the financial statements through the Third Quarter of 2021-22.

#### **Report of the Chair**

- J. May teacher survey underway. Will compare results to fall survey to gauge the effectiveness of our efforts to improve staff culture in January.
- II. Management training for School Directors. Will be added to annual trainings. Communication will be emphasized.
- III. There will be a graduation at School IV for Schools I and 2B and IV. Will be late afternoon on a weekday.
- IV. We will elect a slate of officers in the June meeting.
- V. School visits – will aim to do a Board visit to School I this year.

#### **Education Committee**

- I. Speaker Series – Having trouble nailing down a speaker and dates.
  - a. Determining whether it would be in person or virtual.
- II. Parent suggestion to have “Career Week” – use the Bronx community, Yankee Stadium, Zoo, Hospital
  - a. Suggestions from the kids/community.

Respectfully Submitted,

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Veena Malpani, Secretary

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**CLASSICAL**  
CHARTER SCHOOLS

**Classical Charter Schools**

**Board Meeting Minutes**

**March 15, 2022**

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

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**Trustees Attending:** C. Stephen Baldwin, Ingrid Bateman, Jake Elghanayan, James Hart, Kathryn Heleniak, Laurence Hirsch, James Maher, Veena Malpani, J. Kevin Murphy, Mariel Jenkins Taylor, Adrian Tonge, Robert Torres

**Trustees Absent:** William Higgins

**Guests Attending:** Lester Long (Executive Director), Ishla Elia, Renee Lewis, Josephine Dzikpor (School IV Parents)

**I. Call to Order**

There being a quorum, the Chair called the meeting to order.

**II. Minutes of February 18, 2022, Meeting Passed**

The Trustees:

VOTED to adopt the draft of the February 18, 2022, minutes as submitted.

**III. Guests**

- A. Ishla Elia, the mother of two classical students spoke about her concerns with the school.
  - a. Although Ms. Elia supports the school's challenging curriculum, her daughter (age 9) finds school to be stressful.
    - i. She feels the additional tutoring for state testing is too much for the average student. The school day is already very long.
  - b. She suggests having a liaison between parents and staff to increase communication.
  - c. She had difficulty locating the board meeting schedule on our website.

- d. She is concerned that the day will be longer when they go back to offering the tutoring separately. She was under the impression that it was mandatory, but the ED corrected that it will be voluntary.
  - e. She felt that there was a big push for the Summer Learning Academy even for students who may not need it.
  - f. She felt Mr. Tryon wasn't responsive to her concerns.
- B. Renee Lewis, the mother of two children in School IV, also expressed her concerns about what the school demands of students
- a. She was concerned that Latin, science and social studies have been temporarily suspended to focus on state test preparation. She wondered why this was the case since state tests are optional.
  - b. She pointed out that it is a long day for students who take the bus (they get home at 5:15 – 5:30). Morning bus schedules are changing to 15 min earlier, to 6:46 am.
  - c. Homework often takes longer than the allotted 45 minutes.
  - d. She feels that the children and teachers are burnt out.
  - e. She also suggested a liaison between the parents and the staff as well as the board.
  - f. She cited a parent meeting last year where similar concerns were raised but no follow up survey was given.
- C. The Executive Director addressed parents' concerns
- a. The day is not longer, the tutoring has replaced other content. In the past the day was longer to account for tutoring around state tests.
  - b. He will look into the School IV Family Advisory Council (PTA) which is the group meant to facilitate communication between parents and administration.
  - c. The school has no voice on the bus scheduling, they are set up by the DOE. He can look into why the stops are so early.
  - d. He will look into Mr. Tryon's response to the parents.
  - e. The School is focused on ELA and math in advance of the test. The cut content i.e. (Latin and social studies) will be doubled up on after the state test. The curriculum is not lost. The school remains committed to a classical education.
  - f. The Executive Director is going to look into these issues and will revert back. The Board has confirmed that the board meeting schedule is posted on the website, but will look into making it easier to find.

#### **IV. Report of the Education Committee**

- A. The Education Committee has been working to identify two potential speakers for the Speaker Series – David Robinson and C.J. Mosley (from the Jets)

- a. They have determined it is better to do two separate events rather than combine the two speakers. The first event will be with David Robinson and virtual.
  - b. Targeting May 24, pending speaker availability.
  - c. Would attempt to bring C.J. Mosley in in the fall.
- B. School II Visit – will meet with staff and teachers and visit classes.

#### **IV. Report of the Chair (non-executive)**

- A. There is a pro-zombie charter press conference tomorrow, organized by the New York Charter Center. They want the governor to include them in the budget.

#### **V. Report of the Executive Director**

- A. Scholar attendance remains strong
- B. The schools are making progress with hiring process
- C. He wants to improve special education processes
- D. Student applications are up from last year, but still below where we were two years ago.
- E. There are issues with data tracking coming from the state.
- F. He met with a large charter network from Tennessee visited today, trying to provide with information.
- G. Working on Blue Ribbon application
- H. Also working on a Tiger Foundation grant application
- I. Domestic field trips will resume (Boston, DC), but the Italy trip will not for now.
- J. Vaccine/mask requirements have been loosened, allowing the students to get out more.

The board went into an executive session.

Respectfully Submitted,

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Veena Malpani, Secretary

Classical Charter Schools  
Board Meeting Minutes  
April 12, 2022

Attendees: On Site: Stephen Baldwin, Jake Elghanayan, Kathryn Heleniak, James Maher, J. Kevin Murphy

By Video: Ingrid Bateman, Veena Malpani, Mariel Jenkins Taylor

Absent: James Hart, Bill Higgins, Lawrence Hirsch, Adrian Tonge, Bob Torres

Guests: Lester Long, Keiry & Kaysen Nieves, (School IV parent & son), Ms. I Ishla Elia (School IV parent with 2 scholars)

I. Call to Order

There being a quorum, the Chairwoman convened the meeting at 6:00 p.m. at the offices of T.F. Cornerstone, 387 Park Avenue South.

II. Minutes of March 15, 2022, Approved

The Trustees:

VOTED to adopt the draft of the March 15, 2022 minutes as submitted.

III. Executive Director's Report

The lottery for applicant to the school in has been completed and applications were up 38% across the board and 40% in School IV. While this is welcome news, the volume of applications has increased, but remains below pre-pandemic levels of 2019.

The ED had a meeting with Mr. David Umansky, CEO of Civic Builders which owns the School IV building and is the sub-lessor of the ground lease on 757 Concourse Village West. Civic Builders and the owner of the ground lease both would like to sell their interest in the building and in the ground lease to the school. The estimated value of both the building and the ground lease is approximately \$30 million. A real estate adviser named Wye Realty Advisors has suggested that likely bonds would have to be issued to finance the acquisition since the maturity of the loan would be too long for bank financing. The annual savings from such an investment might amount to \$200,000. The state sponsors a structure for the issuance of tax-exempt securities, which likely would be issued through the FoCCS affiliate. Mr. Elghanayan is familiar with the structure which Unity has also examined.



The school has submitted its application to the U.S. Department of Education for a Blue-Ribbon award. If recognized, such an award would be the fourth.

#### IV. Parental Complaints & Concerns.

The ED wanted to follow-up on parent concerns presented at the last meeting and, by extension, with parents who were also present. Regarding the items from the last meeting, he noted that communications with parents by the school directors has varied widely and so he has reviewed the nature of the communications to make them more consistent and in some instances devolve responsibility to operations officers or deans.

He also commented on a fourth-grade scholar's panic attack. The distressed child was referred to the school nurse who did not diagnose a panic attack and referred the child to the school counsellor who screened the child but concluded that her distress did not require counselling. The parent who was there elaborated that the nurse had phoned her to inquire whether the scholar might have asthma which she does not. Her mother spoke with her daughter and was able to calm her concern which was caused by the assignment of yet more work in addition to the homework that had already been assigned that day. Ms. Scarborough followed up with a phone call the following day to inquire about the scholar's anxiety.

The parent went on to describe the stress that is being placed on the scholars by what she felt were incessant demands, for example being advised that it was "mandatory" to attend test prep sessions during the scholars' spring break. She commented further that rather than presenting information for the parents' decisions, information was not presented fairly for a parent's decision, but rather as a demand. In response to a question and the ED's first point about changing the nature of communication, she noted no change in the past month. Moreover, her observation seemed to be shared among other parents. For example, the Family Advisory Council had just met for the first time. She noted that while Ms. Scarborough was very forthcoming, the director of the School IV was remote,

Part of the issue revolved around the structure of communications. The parent felt that that should come from the school director whereas the ED said that much of the communication comes through the school's operations director who is part of a team the purpose of which is to facilitate responses. The parent also characterized the director as "dismissive", although the attitude was seemed implied not overt, the consequence of which is that she does not feel comfortable sending her children to the school because she has no connection to the director.

The other troublesome aspect of the communications issue had to do with what the tone of the communication which is both more difficult to ascertain and to address because such signals could be sent by body language or even inattentive conversation. The chair noted that the intent of the program was to promote the development of the scholars, but not at the price of their mental health, that we as

a board would investigate leadership training particularly around communication for our school directors.

Our second guest also voiced her concerns about her son's homework not being accorded proper credit, the amount of daily homework (2-3 hours), and lack of communication from the teacher. She thoughtfully presented several months of homework which the scholar had completed but was not accorded proper credit apparently because it was submitted outside the daily time slot for turning it in. In addition, one of the Deans had called her son "an idiot", but later called to apologize. The ED promised to follow-up on this the next morning. He also asked for both parents to send him by e-mail copies of communications that they found offensive so that he could act effectively on their complaints.

Much of the allotted time for the board meeting was given over to listening to the parental concerns. The following committee reports were very brief, and the data submitted on enrollment and achievement was not discussed.

#### V. Education Committee

Members of the Education Committee visited the new school director of School II and his team on March 18. Without hesitation the director stated that he would use any additional resources to add faculty, a top priority for the talent team.

#### VI. Public Affairs

Many of the anti-charter school proposals that were mooted early in the year were not included in the actual budget passed by the legislature on April 1. There will be an increase of 4.7% in per pupil funding to \$17,633, but public funds will not be available to pay for school security.

#### VII. Report of the Chairwoman

The school year ends on June 24. Scholars have taken the ELA examination and they will sit for the Math assessment shortly. Field trips begin in May. There was turnover in the Director of Business Operations and Director of School II positions. The Chairwoman has also informed that Executive Committee that she will terminate her service after the completion of the school year.

#### VIII. Nest Meeting

Trustees will next meet at School IV, 757 Concourse Village West, at 6:00 pm on May 10, 2022.

Respectfully submitted,

J. Kevin Murphy, Treasurer

Draft



**CLASSICAL**  
CHARTER SCHOOLS

## **Classical Charter Schools**

### **Board Meeting Minutes**

**August 24, 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:** C. Stephen Baldwin, Ingrid Bateman, Jake Elghanayan, James Hart, Kathryn Heleniak, William Higgins, Lawrence Hirsch, Veena Malpani, J. Kevin Murphy, Adrian Tonge, Robert Torres

**Trustees Absent:** James Maher

**Guests Attending:** Lester Long, Mariel Jenkins Taylor

#### **I. Call to Order**

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

#### **II. Minutes of the August 13, 2021 Passed**

The Trustees:

VOTED to adopt the draft of the August 13, 2021 minutes as submitted.

#### **III. Report of the Chairwoman**

##### **A. Committee Assignments**

- a. James Hart will chair the Development Committee for Ben Arabia who has left the board.
- b. Mariel Jenkins Taylor will join the Finance Committee when she is official onboarded

##### **B. Succession planning**

- a. Executive Director puts together a succession plan each year. This year, Rachel Epley is the appointed successor who would hold the position while a replacement is found.

- C. Staff
  - a. Ms. Davis (Mr. Long's wife) now reports into the chair of the Education Committee. Any other staff with family in the organization does not report into each other.
  - b. Proposal to pass a rule requiring board approval for any staff wanting to hire a family member. We can add it to the application for the Talent team to flag.
    - i. Unpaid work would be excluded
    - ii. This would apply to immediate family using the same standard the board uses for financial disclosure, related by blood, co-habiting partners or marriage.
  - c. Proposals to improve board meetings
    - i. We want to make meetings more systematically data driven.
    - ii. We will create a dashboard with the following:
      - 1. Enrollment numbers
      - 2. Scholar achievement in math and ELA
      - 3. Open Positions, Key Departures, Employee Complaints (Ms. Coleman/Mr. Gibbs – ED does not get those)
      - 4. Quarterly Financials
  - d. We would like to open meetings to more staff, School Directors, HR, Finance.
  - e. Parent contact – community gatherings are the best place. Family Advisory Counsel is another opportunity.

#### **IV. Report of Executive Director**

- A. The school year end went well
- B. Summer Learning Academy went well also, onsite and remote. It was our largest ever at School IV.
- C. We had to submit our annual reports and completed our renewal for School IV (we renew every 5 years)
- D. Staff Kick-Off was 2 weeks ago at School IV. It went well.
- E. Schools opened for scholars on Wednesday. They are adjusting to being back in school after such a long absence.
- F. Areas of concerns
  - a. Student attendance – since we no longer have a remote option, many of our scholars had to disenroll.
    - i. We about 250 fewer students
    - ii. We do still have some students we expect to come back for various reasons at some point, so we have not disenrolled them
    - iii. We are calling every single family
    - iv. Our numbers vary by the day as well, we are starting much earlier than public schools, potential hurricane, all could have affected attendance.

- v. Other networks are going through same issues (i.e. Success Academy). The Department of Education is having the same issue, enrollment is down 5-10% across the city.
- vi. We are advertising on the radio, trucks driving around, NY Daily News etc.
- vii. If we have to consider a remote option down the line, we will, but it is not preferable because it diverts resources from in-person learning.
- viii. Scholars get marked as “absent” from day one. They get 15 unexcused absences a day, after that they are subject to being held back.
- ix. There is no correlation to our ELL or SPED numbers.

b. Staff Attrition

- i. Situation has improved, but we are still not fully hired. Particularly, in Kindergarten and Fitness.
  - 1. 2 fitness teachers resigned since school started
- ii. Our starting salaries have increased and are still competitive.
- iii. Quit rates are structurally high across all industries.
- iv. Our talent team is staffed which is important for hiring.

G. Finance

- a. We did get our Payroll Protection Program Loan forgiven.
- b. Our net income is in the black
- c. Financially we are good shape even with lower enrollment for now.
- d. Our audit is ongoing.

H. Scholar Data

- a. Our ELA Practice State Test Comparison shows that our scholars are not performing where we want them to.
- b. We expanded end of year tests across the network given in June.
- c. Reading comprehension levels were on track at the end of last year.

I. Safety has been our foundation followed by equity and excellence.

- a. Safety – physical and emotional safety of our students
  - i. Our students experience food insecurity, home insecurity, job insecurity
  - ii. We have spent time building “screeners” to identify scholars who have had a particularly hard time
  - iii. Our scholars are coming back different than they left, they are happy and joyful to be back. We are seeing fewer behavioral issues.
- b. Equity
  - i. We have not hired a DEI consultant; we need to initiate the process again.
- c. Vaccinations

- i. We started communicating with our staff about a month ago that vaccinations would be required once they have FDA approval and staff would get a \$200 bonus.
  1. We had 84 unvaccinated staff in the summer, now we are down to about 42
  2. Some have expressed skepticism, don't feel the incentive.
  3. Staff now have 15 business days to get vaccinated.
  4. DOE required it as well, they are requiring by the end of September.
  5. 2 have asked for medical exemptions and 2 for religious, though the religious exemptions are not granted by the city as much. We will allow it, but it will be limited.
  6. Our school directors are all vaccinated. 3 managers are not. Operations, deans and teachers are the least vaccinated.

Respectfully Submitted,

---

Veena Malpani, Secretary



**CLASSICAL**  
CHARTER SCHOOLS

**Classical Charter Schools**

**Board Meeting Minutes**

**September 21, 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.

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**Trustees Attending:** C. Stephen Baldwin, Ingrid Bateman, Jake Elghanayan, Kathryn Heleniak, William Higgins, Lawrence Hirsch, James Maher, Veena Malpani, J. Kevin Murphy, Adrian Tonge, Robert Torres

**Trustees Absent:** James Hart

**Guests Attending:** Lester Long, Alexander MacCaulay, Mariel Jenkins Taylor

**I. Call to Order**

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

**II. Minutes of August 24, 2021, Meeting Passed**

The Trustees:

VOTED to adopt the draft of the August 24, 2021, minutes as submitted.

**III. Executive Director**

- A. Enrollment remains a concern. We started the school year down 250 scholars from what we were expecting. About 100 scholars that we were expecting did show up, just late.
  - a. We will continue enrolling
  - b. School I and III are in good shape, Schools II and IV are not as good.
  - c. We have to meet our minimum enrollment, within 85% of our maximum.
    - i. If we hit 85%, it is better than break even.
  - d. Our register has gone up from 1300 to 1520 scholars since our last meeting.



- e. Our OPS and Marketing team remains engaged.
  - f. We can move scholars from School I and III to other schools if parents are amenable to it.
  - g. 1650 was our target, which was a high number.
  - h. We have been marketing aggressively, on radio, newspapers etc.
  - i. If we don't hit the targets, we are able to amend the charter, though this is not an ideal situation
  - j. School IV still houses 100 students from School II middle school.
  - k. School IV is not running at a deficit
  - l. We are backfilling over every grade.
  - m. 4-10% of New York City children have left the city. Anecdotally, other schools are having the same issue with enrollment.
  - n. From a financial perspective, we are managing with the numbers we have, but procedurally we want to improve.
- B. Areas of improvement – connection to community
- a. i.e. Open up basketball courts to community
  - b. More tours of schools
  - c. We are looking to hire a parent coordinator to connect with the community better
- C. We have a big issue with hiring. We have had an unprecedented number of resignations over the last 4 months. In the last month we have struggled with specials (fitness, art and music) and Kindergarten.
- a. Some people prefer remote teaching
  - b. Alexander McCauley attended as a staff representative. From their point of view:
    - i. Teachers are tired and not being supported properly
    - ii. There is an issue with staff being able to utilize PTO.
      - 1. We don't hire substitute teachers in our school
      - 2. If one teacher calls out, every other teacher fills in for the day. If a second teacher calls out, teaching becomes impossible. As a result, teachers avoid taking time off so that no one suffers more.
    - iii. Communication to teachers is that staffing levels are appropriate
    - iv. Clarity about expected work hours, make sure it is equitable
    - v. Reinforced structures, protecting ability for PTO
    - vi. They recommend hiring substitute teachers as long-term solutions for staff absence
    - vii. A lot of teachers are also working nights/weekends because they are preparing curriculum
    - viii. Specials teachers don't feel respected/supported so they are leaving at higher levels
    - ix. Teachers of color have spoken about vaccine policy.
    - x. Glassdoor reviews are complaining about work life balance
      - 1. Most of the teachers of color are complaining

- xi. They suggest hosting an intro of the board with a Q&A with teachers, without fear of retribution of jobs. People don't feel the board is accessible.
  - 1. Discuss financials etc., give an understanding of how the school operates and what is possible
  - 2. Have the questions in advance
  - 3. Professional Development days would be useful
- D. Test Scores (State tests)
  - a. We do not have complete data yet.
  - b. Overall, we have about 89% pass rate (this is for Schools I – III, not School IV due to a glitch in the state system)
  - c. We did about the same in Math and ELA.
  - d. All schools did quite well, we don't have comparisons to other schools yet.
  - e. The test questions were the same as in previous years so some of the students had seen some tests. Also, the test was all multiple choice.
  - f. Similar schools such as Success Academy and Achievement First did not take the test or had low rates of test taking
  - g. Our internal testing is probably a more accurate metric, and it shows that students did worse last year.
- E. Special Categories
  - a. IEPs and ELLs – we are at 15% IEP and 22% ELL which meets our goals.

#### IV. Report of the Chair

- A. Meeting schedule – we will go remote for our meetings in November/December
- B. We will have meetings in the school.
  - a. It may be helpful to have meetings during school hours to see the students/teachers
- C. Committees
  - a. Public affairs – given enrollment issues, we likely won't want to push for opening new schools
  - b. The October meeting will focus on Finance and our audit
  - c. We will discuss Fundraising in November
  - d. January/February – School Directors
  - e. Education Committee Charter –
    - i. Management of Director of Curriculum has moved to head of education committee
    - ii. Teacher feedback will be useful for our further committee goals
    - iii. We would like to pick up our Speaker Series when the schools have more bandwidth
- D. Executive Coaches - we progressing with meeting with potentials
- E. We are also working with other Consultants for DEI, culture issues

Respectfully Submitted,

\_\_\_\_\_  
Veena Malpani, Secretary

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**CLASSICAL**  
CHARTER SCHOOLS

**Classical Charter Schools**

**Board Meeting Minutes**

**October 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.

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**Trustees Attending:** C. Stephen Baldwin, Ingrid Bateman, Jake Elghanayan, James Hart, Kathryn Heleniak, James Maher, Veena Malpani, J. Kevin Murphy, Mariel Jenkins Taylor, Robert Torres

**Trustees Absent:** William Higgins, Laurence Hirsh, Adrian Tonge

**Guests Attending:** Lester Long, Daniel Gonzalez, James Mercaldo, Michelle Lopez, Gus Saliba, Christian Gibbs

**I. Call to Order**

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

**II. Minutes of September 21, 2021, Meeting Passed**

The Trustees:

VOTED to adopt the draft of the September 21, 2021 minutes as submitted

**III. Finance/Audit Committee Report**

- A. Audit Results – Gus Saliba from PKF O'Connor Davies presented
  - a. The audit report is near final. The auditors are going to issue a clean opinion on the audit and financial statements. The final is due November 1.
  - b. They have gone through a quality control review. There may be some minor changes
  - c. Overall was a good audit and financial statements look healthy.
  - d. Not much has changed from the prior year
- B. Financial Statement
  - a. Clean, unmodified opinion

- b. Statement of Financial Position
- c. Cash went up for the year by almost \$500k
- d. Grants are up
- e. Prepaid expenses and other are current
- f. Includes real estate tax refund for 3<sup>rd</sup> Ave space
- g. Includes deferred rent
- h. PPP loan was forgiven and disappears as a liability
- i. Statements of activities
  - i. Increase in revenue about \$4.3 m due to an increase in per pupil funding and facilities
  - ii. Increase in federal grants
  - iii. Increase in expenses of \$5.2m – more teachers on staff
  - iv. Increase in rent expense – mostly for School IV lease
- h. Schedule of Activities by School
  - i. School I is far ahead of the other schools with year end almost with almost \$10m, by contrast, school IV is negative \$1.474 m
  - ii. School I is allocated a larger share of contributions/grants than the other school, unclear why. It should be allocated pro rata. (This has now been updated on the financial statements.)

C. Questions

- a. Ratio analysis will get published towards the end of the year or in January
- d. Christian Gibbs, Director of Business, Classical Charter Schools, presented
  - a. Going forward, without PPP and other grants, what is our condition?
    - i. We will get more money through the CARES act. It could be up to \$11m.
      - 1. We have applied for the money but have not yet received approval for the most recent spending packing which will be the largest.
      - 2. There are a lot of restrictions on the money including that you need to hire people beyond your current overhead
      - 3. We can use maybe 50% of the funds on ongoing expenses, but we have mapped out to target learning loss
      - 4. Outsourced technology is being paid for by these grants and we will likely be able to add a person
        - a. We will have state of the art technology after this
          - i. Chromebooks and Surfaces
        - b. \$3.2m in technology over the year
- b. Enrollment and School IV remain the biggest drags

- c. We have 3 years grant from Robertson, we have 2 years left to renew it

The board approved the audited financials.

#### **IV. Executive Director's Report**

##### **A. Brooklyn Takeover Opportunity**

- a. Mr. Long has been working with our attorney Paul O'Neill and David Frank to identify opportunities to help other schools. We have looked at multiple ways to support schools. The highest level would be to takeover a school.
- b. We were approached by 2 charter schools in Brooklyn, Brooklyn Lab, about a takeover. It could be branded differently, but the idea is that we would truly take them over under the same board, same Executive Director, same educational corporation.
- c. The network has a lot of leases, will require real estate expertise.
- d. The schools have 900 students, grades 6-12. This could give us an entre into high school.
- e. There is some political risk from the Board of Regents from taking this on.
  - i. If there are "material changes" we would need approval from the Board of Regents, but we would need approval from David Frank.
  - ii. Their board could absorb our board and change leadership which would not be material.

G. They also have an unused charter which we could use in the Bronx.

H. We have time to consider it, maybe by the end of the year.

I. There are grants we could get to hire experts to help us.

J. Can we look into ways to keep the school systems separate, financially and academically.

K. Their charter ends June 2023.

##### **B. Staff attrition – Continues to be an issue**

- a. 4 losses have come from the same grade at one school – School III 6<sup>th</sup> grade
- b. The Grade Team Leader is one of them
- c. Overall in the network, 3 staff members left because of the vaccine
- d. Others have not been happy, the school day is longer than last year, this year is more intensive (back to what it was)

#### **V. Report of the Board Chair**

##### **A. Staff engagement survey**

- a. We are having more and more staff reach out in non-traditional ways to speak about things they are unhappy with.
- b. We have only one HR person.
- c. Ingrid met with Lisa Moran from Employment Practices Group, LLC. She is an HR lawyer and has been a consultant in this area for a

number of years. She can help us refine our HR processes and work on improving our staff engagement and satisfaction.

- d. We are looking at using a tool called "Culture Amp". This would allow consultants to take a look at our existing survey and improve it. Can conduct exit interviews through them as well. There are data analytics tools within CultureAmp to help make sense of the survey response data. The cost is \$6-9K/year depending on the services subscribed to.

B. Reimagined Board meeting format –

- a. We want to make board meetings more efficient and increase board engagement in schools, with teachers and parents
  - b. Mix of locations of meetings, several in schools, several in Manhattan
  - c. Every 3<sup>rd</sup> meeting at a school, reduce duration of meetings in other meetings to free up time for board members to spend at the schools.
  - d. Spearheaded trips to schools during operational hours
    - i. A session where we go to the schools, meet with school director, three times a year
    - ii. This would be balance out with a reduction in time of regular meetings
    - iii. This would be 30 min with the school leader once a year.
  - e. James will send out an email.
- C. On November 18 – School IV will have a remote visit by NY Department of Ed, there will be a board session. Please attend if able.

Respectfully Submitted,

\_\_\_\_\_  
Veena Malpani, Secretary



**CLASSICAL**  
CHARTER SCHOOLS

**Classical Charter Schools**

**Board Meeting Minutes**

**November 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:** C. Stephen Baldwin, Ingrid Bateman, Jake Elghanayan, Kathryn Heleniak, Larry Hirsch, James Maher, Veena Malpani, J. Kevin Murphy, Mariel Jenkins Taylor, Adrian Tonge, Bob Torres

**Trustees Absent:** William Higgins, James Hart

**Guests Attending:** Lester Long

**I. Call to Order**

There being a quorum, the Chair called the meeting to order.

**II. Minutes of October 19, 2021 Meeting Passed**

The Trustees:

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

**III. Finance Committee Report**

- A. The Finance Committee met yesterday
- B. The Board voted to unanimously approve the audited financial statements as submitted
- C. We are in the black by \$134,000 on net income. Our important ratios are strong. The big hole is in School IV where we do not have enough students, even with the additional scholars from school 2B. We are behind there about \$380K.
  - a. We are behind about 87 scholars which is enough to make a difference in revenue.



- b. There could be a potential clawback from the Department of Education in the money they have advanced us, it would about \$450,000
- c. This is to be reconciled with them over the coming weeks.
- d. If we are not able to increase the number of scholars at School IV and School II, this situation could amount to a significant loss.
- e. There is a discrepancy in ATS (DOE student tracking system) – how they track every student. The reason for the discrepancy is changes in address etc. It's a lot of work for our operations team to verify that students are where we expect them to be.
- f. We agree with the New York City Education Department, we only get paid up to our maximum enrollment number. To change the number, we would have to submit a change to the charter, which is a difficult process.
  - i. We often overenroll since we have attrition throughout the year.
  - ii. We are overenrolled in other schools to counter this.
- D. We are saving money in variable expenses, partially because we are understaffed.
- E. The balance sheet remains strong
- F. Current ratio is 2.6, 133 days of cash on hand, 2% margin even with the loss in school IV, 7% with deferred rent.
- G. They have been making efforts to reach out to families with school aged children in the South Bronx, we sent out fliers. We are tracking how people come to us.
- H. It is not easy to move teachers between schools, we tried to move one and she quit.
- I. The board voted unanimously to approve the third quarter financials.

#### **IV. Fundraising Committee**

- A. Giving Tuesday push – appeal letter will be ready to send out by giving Tuesday, November 24. Please respond with comments.
- B. Board members are encouraged to give as well.
- C. Discussion on if appeal letter should focus on difficulties in School IV, the board determined not to do that.

#### **V. Report of the Board Chair**

- A. We have a meeting with NYSED for School IV renewal on Thursday. We anticipate enrollment issues will be a focus.
- B. Way in which we hope to help the community (i.e. host science fairs, sports leagues), which we will be able to do post-COVID. Parent Learning Academy, we have done seminars on working with an ADHD child, resume workshops, domestic violence, reinforcing character pillars at home. Prior to COVID, they happened once a month.

- C. We anticipate that board makeup will be another issue, Bronx representation in particular.
- D. ELL and SPED enrollment should not be an issue as they have been in previous years.

#### **VI. Report of the Executive Director**

- A. School IV's IEP numbers have risen
- B. They are still looking at "turnaround" opportunities to take over other schools.
  - a. We would have to consider starting a Charter Management Organization (CMO) – their board would hire our board as members and then they would resign, and we would hire Mr. Long as Executive Director. This won't be sufficient for what we want to achieve.
  - b. Paul O'Neil suggests we create a CMO to allow us to do more.
  - c. The schools we are looking at are well funded, but it's our know-how we would provide. We would have to work to get their numbers up. Maybe they may us at the CMO level.
  - d. The CMO could also address remote learning which is here to stay in some form.
  - e. Maybe we merge with them, but we don't want to merge "Classical" with them.
  - f. The ED feels that this is a good opportunity for growth where we have been limited.
  - g. However, this is a different challenge than we have had in the past, where we grew from the bottom up, organically. This would be taking over a system already in place.
  - h. This is different than the opportunity we discussed last week in a Brooklyn 6-12 school. The ED determined he did not want to cross a geographic boundary as well as a grade level boundary.
  - i. He is also looking at opportunities to consult/assist with the DOE.
  - j. The Board of Regents has become more difficult with approving changes to charters.
  - k. It would not affect teachers, maybe coaches or deans. It's more about structure. These organizations already have staff, teachers, money etc.
- C. Recognizing that we still have challenges related to student enrollment, staff satisfaction and staff recruitment, we should create a framework for what improvements we need to see before we can move forward with expansion plans.
- D. Test Scores
  - a. We are doing well in ELA and Math compared to the state
  - b. We are also doing well compared to other charter schools
  - c. This was a different test than other years, they used questions from previous tests and reduced the test from 2 days to 1 day.
  - d. Some typically high performing charters such as Success did not take the test.

- e. Remote students did on average worse, but it was not a clear difference.
- f. The data is not directly comparable to previous years given the changes in format and participation
- g. We provide tutoring for 50 minutes a day, 4 days a week to prepare students for the test.

The meeting adjourned and the board went into Executive Session.

Respectfully Submitted,

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Veena Malpani, Secretary

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**CLASSICAL**  
CHARTER SCHOOLS

**Classical Charter Schools**

**Board Meeting Minutes**

**December 14, 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.

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**Trustees Attending:** C. Stephen Baldwin, Jake Elghanayan, James Hart, Kathryn Heleniak, Veena Malpani, J. Kevin Murphy, Mariel Jenkins Taylor, Adrian Tonge, Robert Torres

**Trustees Absent:** Ingrid Bateman, William Higgins, Larry Hirsch, James Maher

**Guests Attending:** Lester Long,

**I. Call to Order**

There being a quorum, the Chair called the meeting to order.

**II. Minutes of November 16, 2021 Meeting Passed**

The Trustees:

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

**III. Report of the Executive Director**

- A. Review of school data
- B. The board discussion of proposed expansion of schools
- C. We met with the state 2 weeks ago for a review and our enrollment numbers did not seem to be an area of concern for them. There is a financial penalty for not meeting them.
- D. We continue to have staff attrition.
  - a. We have found ways to increase our interviewing and hiring.
  - b. Hired 6 people in the last week.
- E. ED addressed concerns/comments on the narrative of teacher satisfaction and value of teachers. We have invested hundreds of thousands of dollars in

ways to improve teacher satisfaction and reduce their hours, including technology, curriculum.

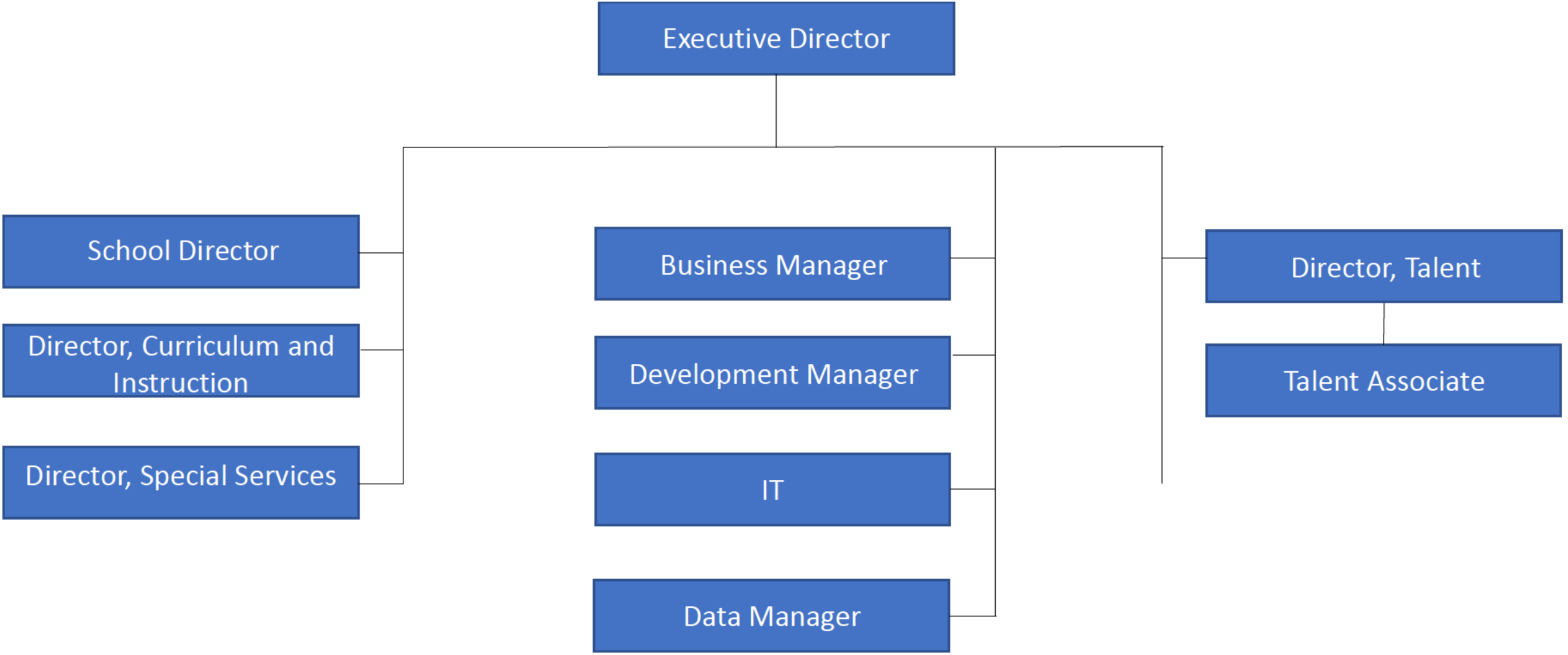
#### **IV. Results of the Staff Survey**

- A. Staff retention is a major area of concern
- B. Topics and Themes in comments – systems and resources – would be good to have clarity on this topic.
- C. We can ask the surveyor for more detailed information
- D. Work Life/Talent/DNE – Areas of improvement
- E. Areas for consideration
  - a. Pandemic Bonus
  - b. Hire a good professional HR candidate
  - c. Provide a subscription to Calm or Headspace
  - d. Employee Assistance Program – We have one, need to look into if it is being used.
- F. The holiday party will likely be postponed due to COVID outbreaks, predominantly in School III.
- G. School III may require a full closure, but they are trying to avoid it. The schools are fully equipped for remote learning.

Respectfully Submitted,

\_\_\_\_\_  
Veena Malpani, Secretary

Central Functions



School-Level Functions

Executive Director

School Director

*(Centrally Located)*

Operations Manager

Grade Team Lead

Director, Special Services

Director, Curriculum and Instruction

Operations Assistant

Lead Teacher

Special Education

Instructional Coach

School Aide

Associate Teachers (K)

Speech and Language

Dean

School Porter (III/IV)

At-Risk Specialist

Psychologist

Food Service Aide (III/IV)

Occupational Therapist

Operations

Instruction

Special Services

Coaching and Culture



# CLASSICAL

CHARTER SCHOOLS

## ANNUAL CALENDAR 2022-2023

*August 2022*

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

*September 2022*

S	M	T	W	T	F	S
				1	<del>2</del>	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 2022*

S	M	T	W	T	F	S
						1
2	3	4	5	6	<del>7</del>	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 2022*

S	M	T	W	T	F	S
		1	2	3	<del>4</del>	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 2022*

S	M	T	W	T	F	S
				1	<del>2</del>	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 2023*

S	M	T	W	T	F	S
1	2	3	4	5	<del>6</del>	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 2023*

S	M	T	W	T	F	S
			1	2	<del>3</del>	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 2023*

S	M	T	W	T	F	S
			1	2	<del>3</del>	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 2023*

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 2023*

S	M	T	W	T	F	S
	1	2	3	4	<del>5</del>	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 2023*

S	M	T	W	T	F	S
				1	<del>2</del>	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 2023*

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 191 school days in 2022-2023. Black boxes indicate no school, grey boxes indicate testing dates, and diagonals indicate early dismissal days (at 1pm). Please note staff are in attendance on Chancellor's Day (June 8) and on Election Day (Nov. 8)

### IMPORTANT DATES

August 17	First Day of School	Nov. 24-25	Thanksgiving	April 19-20	ELA State Exam
September 5	Labor Day	Dec. 26 – Jan 2	Winter Recess	Apr. 21	Eid al-Fitr
September 26-27	Rosh Hashanah	January 16	MLK Jr. Day	May 3-4	Math State Exam
October 5	Yom Kippur	Jan 16-May 2	3-8 Tutoring	May 29	Memorial Day
October 10	Indigenous Peoples' Day	Feb 20 – 24	Mid-Winter Recess	June 8	Chancellor's Day
November 8th	Election day/Staff PD	Apr. 6-14	Spring Recess	June 19	Juneteenth
November 11	Veterans Day	April 13-14	3-8 Spring Tutoring	June 27	Last Day of School



# Report of Inspection / Test

Annual NFPA 25

2022-08-26

## Property

757 Concourse Village West  
757 Concourse Village West  
The Bronx New York 10451  
Lena Scarborough  
Print Date: 2022-08-29

Conducted by: Henry L Jara

09/29/2023

09/29/2023

Five Borough FP  
1070B  
121-06 22nd Avenue  
College Point new york 11356  
718-888-9100



## Report of Inspection / Test for Asset - Fire Pump

### Fire Pump Information

Property Owner	757 concourse village
Owner's Address	[REDACTED]
Property Name	757 concourse village
Property Address	757 concourse village
Demand(s) of Fire protection systems supplied by pump:	Combination
Pump (Horizontal or Vertical):	Vertical
Pump Manufacturer	Ac fire pump
Shop/Serial Number	[REDACTED]
Model	1580
Rated GPM	500
Rated Pressure	60
Rated 150 Pressure	51
Rated 0 Pressure	71
Rated RPM	3550
Suction	Street service
If Tank, size and height	n/a
Driver, (electric or diesel engine)	Electric
Engine Manufacturer	US motors
Engine Shop/Serial Number	Ff25e1xv
Engine Model	Hc53
Rated Horsepower	25.00
Rated Speed	3550
Rated Voltage	400
Operating Voltage	200
Rated Amps	67.00/33.00
Phase Cycles	3
Service Factor	electrical

# Report of Inspection / Test

Annual NFPA 25

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Controller Manufacturer	Tornatech
Controller Shop/Serial Number	██████████
Controller Model	Gpa-208/25/3/60
Jockey Pump Manufacturer	Baldor
Jockey Pump Model	84z04050
Jockey Pump Serial Number	██████████
Jockey Controller Manufacturer	Tornatech
Jockey Controller Model	Jp3-208/1.5/3/60
Jockey Controller Serial Number	██████████
Transfer Switch Manufacturer	N/a
Transfer Switch Model	N/a
Transfer Switch Serial Number	N/a

**OWNER SECTION**

Is there a Jockey Pump on system?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Jockey Settings? (on/off)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Is the fire pump in service?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Has the pump remained in service since the last inspection?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Was the system (of which the pump is a part) free of actuation of devices or alarms since the last inspection?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA		

**INSPECTION**

Pump house/room proper temperature?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Are suction, discharge and bypass valves open?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Is Piping free from leaks?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Suction and system pressure gauges normal?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Waterflow test valves in closed position?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Controller indicating power on?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Transfer switch indicating normal situation?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA		

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## TESTING

Electric pump started automatically?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Electric motor driven pump ran for 10 min?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Packing gland showing slight discharge? (Adjust if necessary)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Packing boxes, bearing and pump casing free from overheating?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Circulation and pressure relief valves operated properly during all flow tests?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	All alarm conditions simulated?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
All alarms operated?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA		

## MAINTENANCE

Pressure gauges and sensors accurate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Electrical connections secure?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Control and power wiring tight?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	No cracked cable wire insulation?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
No leaks in plumbing parts?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	No sign or water on electrical parts?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

## FLOW TEST

Were there no vibrations that could damage any fire pump component?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Was the unit started and brought up to rated speed without interruption under discharge conditions equal to peak load?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Did the gear drive assembly operate without excessive objectionable noise, vibration, or heating?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Did engine-drive unit show no signs of overload or stress?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Did the pump perform at all conditions without objectionable overheating of any component?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Did the pump perform equal to the manufacturer's curve within the accuracy limits of the test equipment?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
For electric motors operating under varying voltage, was the product of the actual voltage and current demand on each phase less than or equal to the product of the rated full load current times the rated voltage times the allowable service factor?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Was the governor set to properly regulate the engine speed at rated pump speed?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

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[REDACTED] 09/29/2023  
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Run the pump at no-load, rated load and peak load (usually 150% of the rated load) conditions. For variable speed drivers, run the test with pressure limiting control "on" at 25, 50, 75, 100, 125, and 150% of rated load and then again rated speed w/ the pump isolated from the fire protection system and the relief valve closed.

- Yes
- No
- NA

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## PERFORMANCE

Rated %	Driver speed: RPM	Total Flow	Net Pressure: PSI	Discharge Pressure: PSI	Suction Pressure: PSI
0%	3555	N/A	79.0	129.0	50.0
50%	N/A	N/A	0.0	0.0	0.0
100%	3548	517	68.0	108.0	40.0
150%	3536	783	49.0	84.0	35.0

## ELECTRIC MOTOR

	L1 Voltage	L1 Amperes	L2 Voltage	L2 Amperes	L3 Voltage	L3 Amperes
0%	205	54.3	207	53.7	207	55.5
50%	N/A	N/A	N/A	N/A	N/A	N/A
100%	205	59.9	206	58.7	207	61.4
150%	206	73.1	208	72.6	207	74.3

## Pump Flow Detail

Coefficient (same for all): 0.90

Nozzle/Orifice Size: 1.125 (inches)

### PITOT

	1	2	3	4	5	6
0%	N/A	N/A	N/A	N/A	N/A	N/A
50%	N/A	N/A	N/A	N/A	N/A	N/A
100%	54	56				
150%	54	58	56	N/A	N/A	N/A

### FLOW

0%	N/A	N/A	N/A	N/A	N/A	N/A
50%	N/A	N/A	N/A	N/A	N/A	N/A
100%	256	261	N/A	N/A	N/A	N/A
150%	256	266	261	N/A	N/A	N/A

# Report of Inspection / Test

Annual NFPA 25

2022-08-26

## Property

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Lena Scarborough

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09/29/2023

09/29/2023

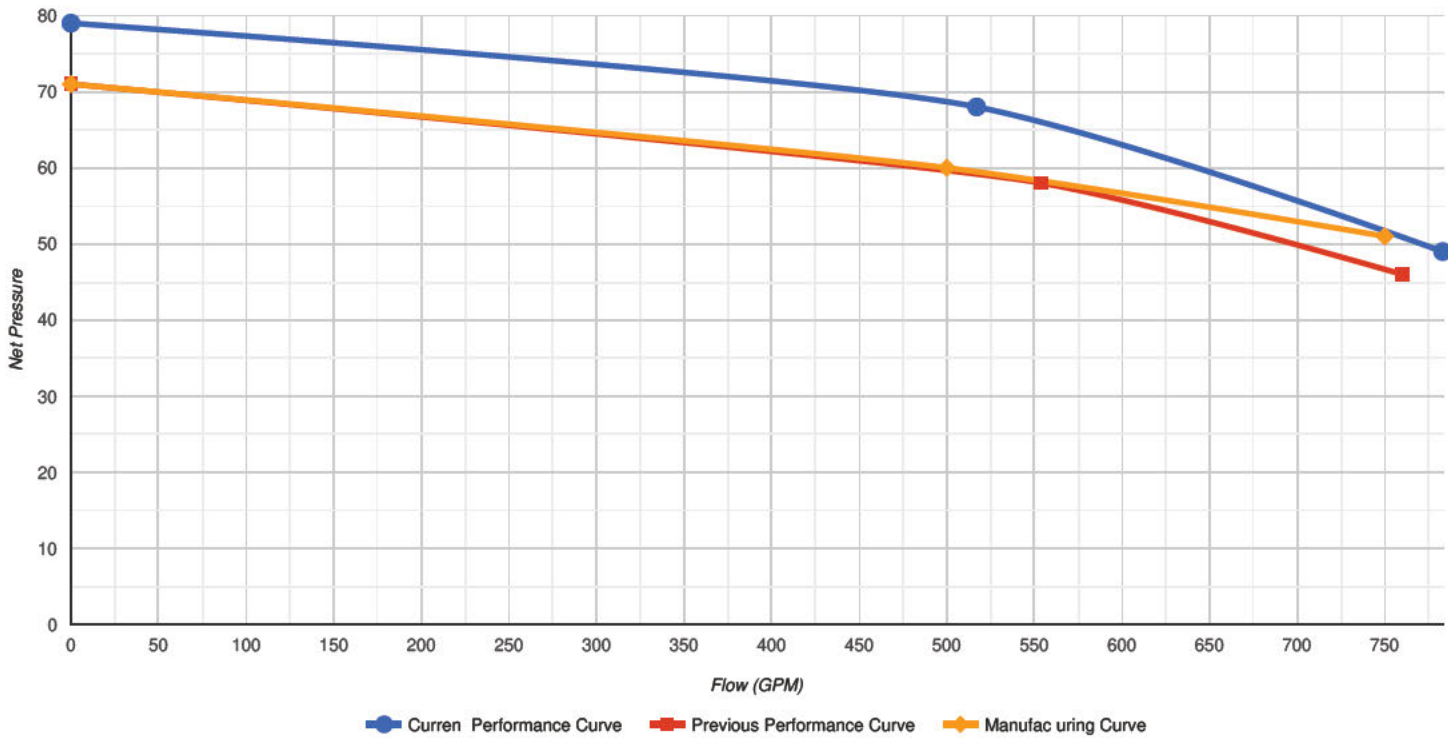
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# Report of Inspection / Test

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2022-08-26

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09/29/2023

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## Report of Inspection / Test for Asset - Standpipe

### INSPECTION

Are the control valves free from leaks?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Are the control valves properly identified?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Is the hydraulic sign/placard attached securely to the standpipe system and leg ble?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA	Are the fire hose connections free of damage?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Are the threads on the hose connections valves free of damage?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Are the hose connections cap gaskets in place and free of deterioration?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Are the hose connections caps in place and free of damage?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Are the hose connections valves free of physical or visible obstructions?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Are the pressure restriction devices in the correct locations?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA	Is the standpipe piping on the system free of damage?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Are all of the pipe support devices (hangers, seismic bracing, etc.) in place and free of damage?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Are hoses free of mildew, cuts and deterioration?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
Are hose coupling threads free of damage?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA	Are hose gaskets in place and free of damage?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
Are hose threads compatible with the coupling?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA	Are hoses connected to the rack nipple or valve?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
Are the hose nozzles in place, operational and clear of obstructions?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA	Are hose nozzles in place and free of damage?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
Are the hose storage devices operational, free of damage or physical/visible obstructions?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Are the hoses properly rolled and stored within the storage device?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Are the hose nozzle clips in place and correctly contained?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Are the hose racks enclosed in a cabinet swinging out at most 90 degrees?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
Are the fire hose cabinets free of damage and corrosion?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA	Are the fire hose cabinet doors easy to open and glazing in good condition	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
For break glass type cabinets, are the locks and break devices in place and functioning properly?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA	Are the fire hose cabinets properly identified and free of physical/vis ble obstructions?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

# Report of Inspection / Test

Annual NFPA 25

2022-08-26

**Property**

757 Concourse Village West

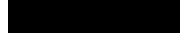
757 Concourse Village West

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In the fire hose cabinets are all valves, hoses, nozzles, and/or extinguishers easily access ble?	<input checked="" type="checkbox"/> Yes
	<input type="checkbox"/> No
	<input type="checkbox"/> NA

## MAINTENANCE

If applicable on dry standpipes, have low points drained before freezing weather?	<input type="checkbox"/> Yes
	<input type="checkbox"/> No
	<input checked="" type="checkbox"/> NA



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## Deficiencies - Fire Pump

None

## Deficiencies - Standpipe

None

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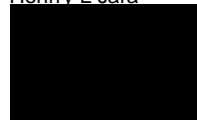


## Inspector Signature

I state that the information on this form is correct at the time and place of my inspection, and all equipment tested at this time was left in operational condition upon completion of this inspection except as noted.

**Inspector Name**

Henry L Jara



**Signature**

**Date Completed**

2022-08-26

As a public school, South Bronx Classical Charter School II does not have a Certificate of Occupancy or a Fire Inspection certification.

# Certificate of Occupancy

**CO Number: 220631608F**

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.*

<b>A.</b>	<b>Borough:</b> Bronx	<b>Block Number:</b> 02458	<b>Certificate Type:</b> Final
	<b>Address:</b> 757 CONCOURSE VILLAGE WEST	<b>Lot Number(s):</b> 124	<b>Effective Date:</b> 02/25/2021
	<b>Building Identification Number (BIN):</b> 2129146	<b>Building Type:</b> New	
<b>This building is subject to this Building Code:</b>			
<i>For zoning lot metes &amp; bounds, please see BISWeb.</i>			
<b>B.</b>	<b>Construction classification:</b>	2-B	(2014/2008 Code)
	<b>Building Occupancy Group classification:</b>	E	(2014/2008 Code)
	<b>Multiple Dwelling Law Classification:</b>	None	
	<b>No. of stories:</b> 4	<b>Height in feet:</b> 64	<b>No. of dwelling units:</b> 0
<b>C.</b>	<b>Fire Protection Equipment:</b> Standpipe system, Fire alarm system, Sprinkler system		
<b>D.</b>	<b>Type and number of open spaces:</b> None associated with this filing.		
<b>E.</b>	<b>This Certificate is issued with the following legal limitations:</b> Board of Standards and Appeals - Recording Info: 2018-54BZ		
<b>Borough Comments:</b> None			



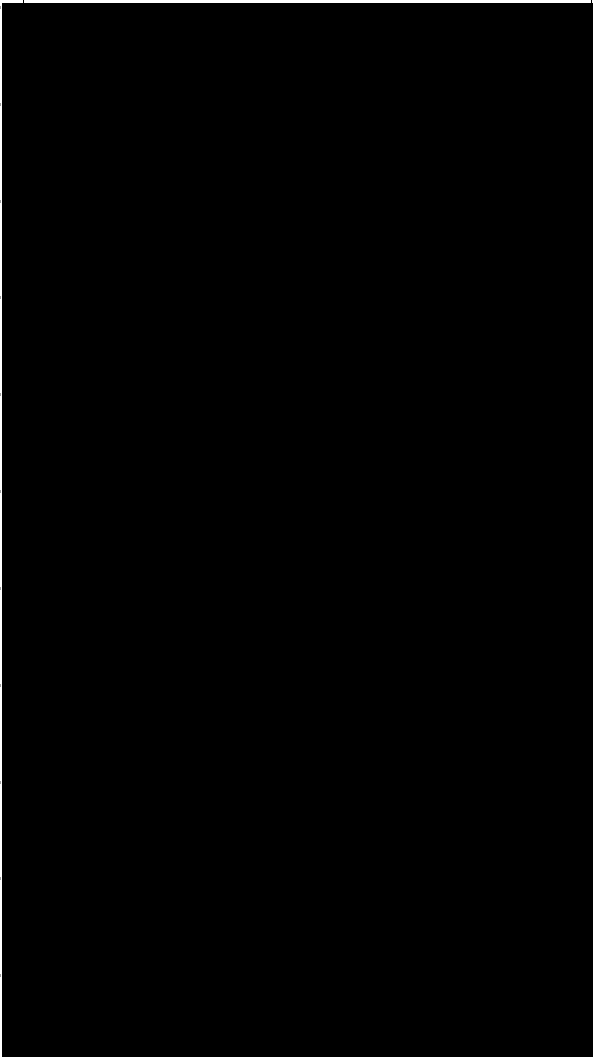
Borough Commissioner



Commissioner

*Certificate of Occupancy*

CO Number: 220631608F

Permissible Use and Occupancy							
All Building Code occupancy group designations below are 2008 designations.							
Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use	
001 001	583	100	A-4		3		
001 001	19	OG	B S-1		3		
001 001	239	OG	A-2		3		
001 001		OG	B		3		
002 002		50	B		3		
002 002	318	40	E		3		
003 003	384	40	E		3		
003 003		60	E		3		
004 004	16	50	B		3		
004 004	342	40	E		3		
ROF		20	S-2		3		
END OF SECTION							



Borough Commissioner



Commissioner

END OF DOCUMENT

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