



Entry 1 School Information and Cover Page

Created: 07/31/2018 • Last updated: 08/02/2018

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer (**as of June 30, 2018**) or you may not be assigned the correct tasks.

a. SCHOOL NAME EMBER CS FOR MINDFUL EDUCATION, INNOVATION AND TRANSFORMATION (NYC CHANCELLOR)
(Select name from the drop down menu)

b. CHARTER AUTHORIZER (As of June 30th, 2018) NYCDOE-Authorized Charter School

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

c. DISTRICT / CSD OF LOCATION NYC CSD 16

d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	616 Quincy St 3 Fl Brooklyn NY 11221	[REDACTED]		

d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Rafiiq Kalam Id-Din
Title	Managing Partner
Emergency Phone Number (###-###-####)	[REDACTED]

e. SCHOOL WEB ADDRESS (URL) www.em_ercs.org

f. DATE OF INITIAL CHARTER 01/2010

g. DATE FIRST OPENED FOR INSTRUCTION 08/2011

h1. APPROVED SCHOOL MISSION (Regents, NYCDOE, and Buffalo BOE authorized schools only)

MISSION STATEMENT

Mission

Our mission is to ignite, empower and transform people traditionally labeled “at-risk” into social entrepreneurs, engineers, and global leaders through our innovative, holistic and progressive human development school model.

Vision

Our vision is to use our Teaching Firm, a unique teacher-led organizational model, to be a fun, holistic, ‘college-successful’, career-ready, community-centered, culturally rich and relevant incubator of exceptional human potential where we spark, nurture and unleash mindful people empowered to affect positive change in the communities we serve.

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

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

Variable 1

Our Objectives: Emmer seeks to provide our target population with expanded progressive, holistic and global education opportunities that have previously been unavailable to them. Emmer strives to accomplish this objective by engaging in three primary efforts:

1. Nurturing and enabling students to become holistic social entrepreneurs, engineers and global leaders through the development of: agency and self-efficacy; critical thinking skills; social, emotional, and physical well-being; mindful leadership; global citizenship; and substantive international exposure and experiences;
2. Developing and providing thought leadership within the education space, training and developing staff and other organizations committed to the same values and principles Emmer employs; and
3. Contributing to the positive and healthy economic, social and cultural development of the communities we serve. perhaps most notably through:
 - Elementary School students successful development of

	<p>service-learning projects that contribute positively to their community (e.g. launching a successful initiative that seeks to reduce gun violence and create more safe community spaces for play);</p> <ul style="list-style-type: none"> · Middle School students successful launch of a social enterprises that connects their local community to at least one developing economy (e.g. developing and launching a peer-to-peer social investment, micro-lending network and app/portal for youth in Brooklyn to fund youth-led social enterprises that help solve community problems in Greater Accra, Ghana); · High School students successfully organize other teens, adults and/or organizations to advocate for important social change (e.g. develop and launch a youth-led ballot initiative to create an official City Council seat (one from each borough) for a youth age 16-21, who has full voting rights and responsibilities) · Em er successfully develops an Em er Teaching Firm Fellowship program where groups of experienced teacherleaders can work at Em er in residence and learn how to open and operate their own Teaching Firm; <p>Em er successfully works with local community partners and leaders (Bedford Stuyvesant Restoration Corporation, Bridge Street Development Corp, Councilman Cornegy, Assem lyman Mosley, Assem lywoman Robinson, Congressman Jeffries, etc.), to build a community campus facility that will provide much needed development for the Bedford Stuyvesant-Central Brooklyn community: economic (thousands of jobs), social (aquatic and green indooractivities space), and cultural (various open, modular performance art spaces).</p>
<p>Variable 2</p>	<p>Improve student learning and achievement: Em er students will be offered instruction that research has shown will significantly improve learning and achievement outcomes for students from high poverty households, the same demographic Em er will serve. To this end, Em er will provide instructional environments that focus intently on:</p> <ul style="list-style-type: none"> · Self-efficacy · Executive functioning skills · Critical thinking skills · Mindfulness · Personalized learning opportunities <p>Similarly, research has also shown that the kind of single-sex cohorts, substantive international travel, and community based boarding school opportunities that Em er will engender significant improvements in learning and achievement for students.</p>
<p>Variable 3</p>	<p>Expand learning experiences for students who are at risk of</p>

academic failure: there are currently no non-selective public schools in Emmer's target community of Bedford Stuyvesant-Central Brooklyn that offer "at-risk" high poverty students a full constellation of holistic learning experiences such as those often offered students in gifted and talented schools and programs, including but not limited to the following:

- Instructional time dedicated to developing self-efficacy and social-emotional health
- Strong instructional focus on critical thinking and executive functioning skills
- Incorporation of Design Thinking across instructional domains
- Explicit STEM instruction
- Integrated Arts instruction
- Personalized learning opportunities
- Core movement and development
- Mindfulness and meditation
- Substantive learning opportunities to explore global economic, socio-political, cultural and historic matters
- Residential, community-based boarding opportunity in high school

Variable 4

Create new professional opportunities for teachers: Emmer provides new professional opportunities for teachers in three significant ways:

- Unique and Transformative Career Path: Emmer's adoption and use of TFOA's Teaching Firm model provides unprecedented career opportunities for teachers as it provides a pathway to school leadership that does NOT require teachers to give up their teaching practice.
- Performance-based Compensation: Emmer's Teaching Firm model provides for a performance-based compensation structure that significantly increases teacher compensation and incentivizes high performance and teacher retention.
- Opportunities for Thought Leadership: Emmer's University framework encourages teachers to engage in research, writing and publishing to affect the public discourse on the range of issue areas most readily connected and adjacent to public education matters. Emmer teachers will be provided with professional development resources and financial incentives to research, write and publish articles and materials that advance Emmer's standing as a thought leading education institution.

Variable 5

Provide parents/students with expanded choices in educational opportunities that are available within the public school system: Emmer provides parents and students with expanded choices in the types of educational opportunities available within the public school system through its unique program components:

- Looping
- Single-sex cohorts (upper middle school and high school)

	• Residential, community- based boarding opportunity in High School
Variable 6	(No response)
Variable 7	(No response)
Variable 8	(No response)
Variable 9	(No response)
Variable 10	(No response)

i. TOTAL ENROLLMENT ON JUNE 30, 2018 466

j. GRADES SERVED IN SCHOOL YEAR 2017-18

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7
---------------	------------------------

k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION? No

II. FACILITIES

Does the school maintain or operate multiple sites?

	Yes, 2 sites
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12. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site (K-5, 6-9, etc.)	Receives Rental Assistance	Rental Assistance for Which Grades (write N/A if applicable)
Site 1 (same as primary site)	616 Quincy St 3 Fl Brooklyn NY 11221	[REDACTED]	NYC CSD 16	K - 4	No	N/A
Site 2	500 Macon St 3 Fl Brooklyn	[REDACTED]	NYC CSD 16	5 - 8	No	N/A
Site 3						

12a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Rafiq Kalam Id-din	[REDACTED]	[REDACTED]	[REDACTED]
Operational Leader	Nilda Arias	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact	Nilda Arias	[REDACTED]	[REDACTED]	[REDACTED]
Complaint Contact	Nilda Arias	[REDACTED]	[REDACTED]	[REDACTED]
DASA Coordinator	Alisa Nutakor	[REDACTED]	[REDACTED]	[REDACTED]

13. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Rafiq Kalam Id-din			
Operational Leader	Nilda Arias			
Compliance Contact	Nilda Arias			
Complaint Contact	Nilda Arias			
DASA Coordinator	Alisa Nutako			

m1. Are any sites in co-located space? If yes, please proceed to the next question. Yes

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

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

n1. Were there any revisions to the school's charter during the 2017-18 school year? (Please include approved or pending material and non-material charter revisions).

No

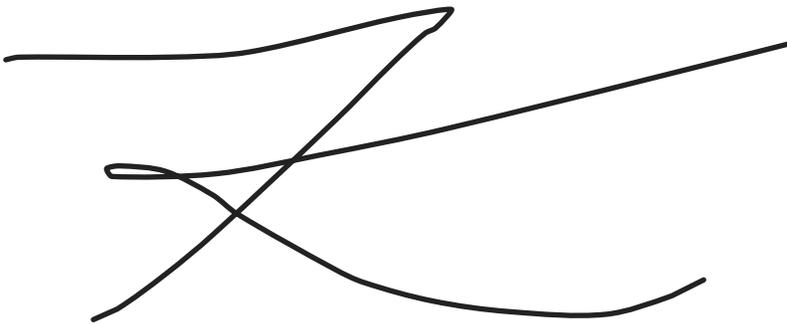
o. Name and Position of Individual(s) Who Completed this Annual Report.

Rafiq Kalam Id-Din

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

Yes

Signature, Head of Charter School

A handwritten signature in black ink, consisting of several overlapping loops and a long horizontal stroke extending to the right.

Signature, President of the Board of Trustees

Date

2018/08/02

Thank you.



Entry 2 NYS School Report Card Link

Last updated: 07/31/2018

EMBER CS FOR MINDFUL EDUCATION, INNOVATION AND TRANSFORMATION (NYC CHANCELLOR)

1. CHARTER AUTHORIZER (As of June 30th, 2018) NYCDOE-Authorized Charter School

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

2. NEW YORK STATE REPORT CARD <https://data.nysed.gov/profile.php?instid=800000067236>

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).



Entry 4 Expenditures per Child

Created: 08/01/2018 • Last updated: 08/02/2018

EMBER CS FOR MINDFUL EDUCATION, INNOVATION AND TRANSFORMATION (NYC CHANCELLOR)Section Heading

Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2017-18 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

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

Line 1: Total Expenditures	8468663
Line 2: Year End FTE student enrollment	466
Line 3: Divide Line 1 by Line 2	18173

2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2017-18 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year-end FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation. Do not include the FTE of personnel whose role is to directly support the instructional program.

Notes:
The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:
<http://www.p12.nysed.gov/psc/AuditGuide.html>.
Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: Relevant Personnel Services Cost (Row)	5128783
Line 2: Management and General Cost (Column)	0
Line 3: Sum of Line 1 and Line 2	5128783
Line 5: Divide Line 3 by the Year End FTE student enrollment	11006

Thank you.



Entry 5d Financial Services Contact Information

Last updated: 10/30/2018

Regents, NYCDOE and Buffalo BOE authorized schools should enter the financial contact information requested and upload the independent auditor's report and internal controls reports as one combined file.

EMBER CS FOR MINDFUL EDUCATION, INNOVATION AND TRANSFORMATION (NYC CHANCELLOR)Section Heading

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Nilda Arias	[REDACTED]	[REDACTED]

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Miaoling Lin	[REDACTED]	[REDACTED]	1

3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years with Firm

New York State Education Department

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

2018-19 Budget & Cash Flow Template

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

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

Ember Charter School for Mindful Education, Innovation and Transformation

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

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

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	9,439,364	1,244,880	-	-	-	10,684,244
Total Expenses	7,004,963	3,549,992	-	-	-	10,554,955
Net Income	2,434,401	(2,305,112)	-	-	-	129,289
Actual Student Enrollment	546	70	-	-	-	-
Total Paid Student Enrollment	-	-	-	-	-	-

PROGRAM SERVICES

SUPPORT SERVICES

REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
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REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

CY Per Pupil Rate

District of Location

\$15,307.00

- School District 2 (Enter Name)
- School District 3 (Enter Name)
- School District 4 (Enter Name)
- School District 5 (Enter Name)

8,357,622	1,244,880	-	-	-	9,602,502
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
8,357,622	1,244,880				9,602,502

Special Education Revenue

-	-	-	-	-	-
---	---	---	---	---	---

Grants

Stimulus

45,798	-	-	-	-	45,798
--------	---	---	---	---	--------

Other

-	-	-	-	-	-
---	---	---	---	---	---

Other State Revenue

-	-	-	-	-	-
---	---	---	---	---	---

TOTAL REVENUE FROM STATE SOURCES

8,403,420	1,244,880				9,648,300
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REVENUE FROM FEDERAL FUNDING

IDEA Special Needs

80,465	-	-	-	-	80,465
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Title I

157,019	-	-	-	-	157,019
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Title Funding - Other

45,903	-	-	-	-	45,903
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School Food Service (Free Lunch)

8,299	-	-	-	-	8,299
-------	---	---	---	---	-------

Grants

Charter School Program (CSP) Planning & Implementation

-	-	-	-	-	-
---	---	---	---	---	---

Other

615,090	-	-	-	-	615,090
---------	---	---	---	---	---------

Other Federal Revenue

-	-	-	-	-	-
---	---	---	---	---	---

TOTAL REVENUE FROM FEDERAL SOURCES

906,776					906,776
----------------	--	--	--	--	----------------

LOCAL and OTHER REVENUE

Contributions and Donations, Fundraising

-	-	-	-	-	-
---	---	---	---	---	---

Erate Reimbursement

29,168	-	-	-	-	29,168
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Interest Income, Earnings on Investments,

-	-	-	-	-	-
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NYC-DYCD (Department of Youth and Community Developmt.)

-	-	-	-	-	-
---	---	---	---	---	---

Food Service (Income from meals)

-	-	-	-	-	-
---	---	---	---	---	---

Text Book

-	-	-	-	-	-
---	---	---	---	---	---

Other Local Revenue

100,000	-	-	-	-	100,000
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TOTAL REVENUE FROM LOCAL and OTHER SOURCES

129,168					129,168
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TOTAL REVENUE

9,439,364	1,244,880				10,684,244
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EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

No. of Positions

Executive Management

1.00

90,000	-	-	-	-	90,000
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Instructional Management

-

-	-	-	-	-	-
---	---	---	---	---	---

Deans, Directors & Coordinators

1.00

90,000	-	-	-	-	90,000
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CFO / Director of Finance

-

-	-	-	-	-	-
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Operation / Business Manager

-

-	-	-	-	-	-
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Ember Charter School for Mindful Education, Innovation and Transformation

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

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

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	9,439,364	1,244,880	-	-	-	10,684,244
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Net Income	2,434,401	(2,305,112)	-	-	-	129,289
Actual Student Enrollment	546	70	-	-	-	-
Total Paid Student Enrollment	-	-	-	-	-	-

PROGRAM SERVICES

SUPPORT SERVICES

		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Administrative Staff	14.00	643,250	-	-	-	-	643,250
TOTAL ADMINISTRATIVE STAFF	16	823,250					823,250
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	26.00	1,400,000	-	-	-	-	1,400,000
Teachers - SPED	26.00	-	2,050,000	-	-	-	2,050,000
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-
Specialty Teachers	8.00	405,000	-	-	-	-	405,000
Aides	22.00	-	665,000	-	-	-	665,000
Therapists & Counselors	14.00	-	635,000	-	-	-	635,000
Other	1.00	199,992	199,992	-	-	-	399,984
TOTAL INSTRUCTIONAL	97	2,004,992	3,549,992				5,554,984
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL							
SUBTOTAL PERSONNEL SERVICE COSTS	113	2,828,242	3,549,992				6,378,234
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		602,644	-	-	-	-	602,644
Fringe / Employee Benefits		831,324	-	-	-	-	831,324
Retirement / Pension		246,603	-	-	-	-	246,603
TOTAL PAYROLL TAXES AND BENEFITS		1,680,571					1,680,571
TOTAL PERSONNEL SERVICE COSTS		4,508,813	3,549,992				8,058,805
CONTRACTED SERVICES							
Accounting / Audit		14,884	-	-	-	-	14,884
Legal		4,962	-	-	-	-	4,962
Management Company Fee		24,707	-	-	-	-	24,707
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-
Payroll Services		21,499	-	-	-	-	21,499
Special Ed Services		-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		17,300	-	-	-	-	17,300
TOTAL CONTRACTED SERVICES		83,352					83,352
SCHOOL OPERATIONS							
Board Expenses		3,774	-	-	-	-	3,774
Classroom / Teaching Supplies & Materials		51,414	-	-	-	-	51,414
Special Ed Supplies & Materials		1,210	-	-	-	-	1,210
Textbooks / Workbooks		57,605	-	-	-	-	57,605

Ember Charter School for Mindful Education, Innovation and Transformation

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Actual Student Enrollment	546	70	-	-	-	-
Total Paid Student Enrollment	-	-	-	-	-	-

PROGRAM SERVICES

SUPPORT SERVICES

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Supplies & Materials other	-	-	-	-	-	-
Equipment / Furniture	8,894	-	-	-	-	8,894
Telephone	69,269	-	-	-	-	69,269
Technology	97,652	-	-	-	-	97,652
Student Testing & Assessment	20,909	-	-	-	-	20,909
Field Trips	56,303	-	-	-	-	56,303
Transportation (student)	25,358	-	-	-	-	25,358
Student Services - other	-	-	-	-	-	-
Office Expense	74,737	-	-	-	-	74,737
Staff Development	145,098	-	-	-	-	145,098
Staff Recruitment	87,914	-	-	-	-	87,914
Student Recruitment / Marketing	50,459	-	-	-	-	50,459
School Meals / Lunch	601,573	-	-	-	-	601,573
Travel (Staff)	15,126	-	-	-	-	15,126
Fundraising	-	-	-	-	-	-
Other	708,369	-	-	-	-	708,369
TOTAL SCHOOL OPERATIONS	2,075,664					2,075,664
FACILITY OPERATION & MAINTENANCE						
Insurance	112,160	-	-	-	-	112,160
Janitorial	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-
Repairs & Maintenance	113,850	-	-	-	-	113,850
Equipment / Furniture	20,484	-	-	-	-	20,484
Security	-	-	-	-	-	-
Utilities	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	246,494					246,494
DEPRECIATION & AMORTIZATION	90,640					90,640
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-					-
TOTAL EXPENSES	7,004,963	3,549,992				10,554,955
NET INCOME	2,434,401	(2,305,112)				129,289

ENROLLMENT - *School Districts Are Linked To Above Entries*

	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED
District of Location	546	70	616
School District 2 (Enter Name)			-
School District 3 (Enter Name)			-
School District 4 (Enter Name)			-
School District 5 (Enter Name)			-
TOTAL ENROLLMENT	546	70	616
REVENUE PER PUPIL	17,288	17,784	-
EXPENSES PER PUPIL	12,830	50,714	-

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

Trustee Name:

James Bartlett

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

Teaching Firms of America

- 1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Co-chair
- 2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

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

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

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

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

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

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

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

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

<i>None</i>				
-------------	--	--	--	--

[Signature]
Signature

9/26/16
Date

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

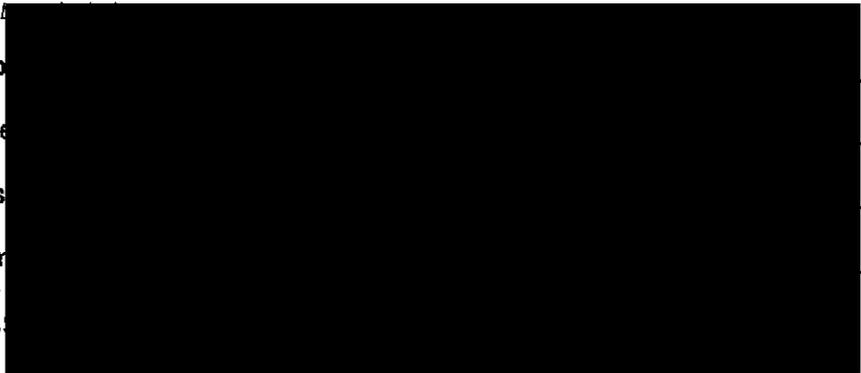
Business Telephone

Business Address

E-mail Address

Home Telephone

Home Address



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

Trustee Name:

Chantel L. Febus

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

Teaching Firms of America

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

2. Is the trustee an employee of any school operated by the Education Corporation?
N/A
 Yes No

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

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

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

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

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

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

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

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

Chantal Fabus¹⁴⁹
Signature

September 26, 2016
Date

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

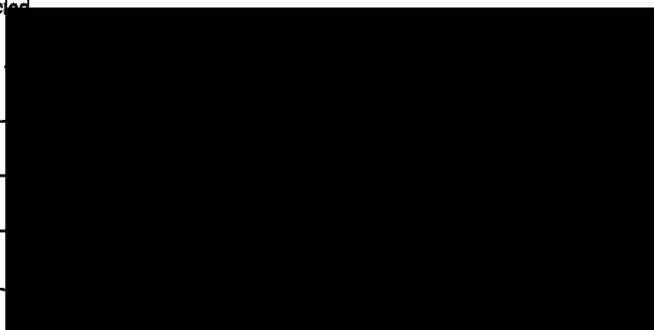
Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____



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

Trustee Name:

Daniel Reynolds

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

Teaching Firms of America

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

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

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

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

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

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

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

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

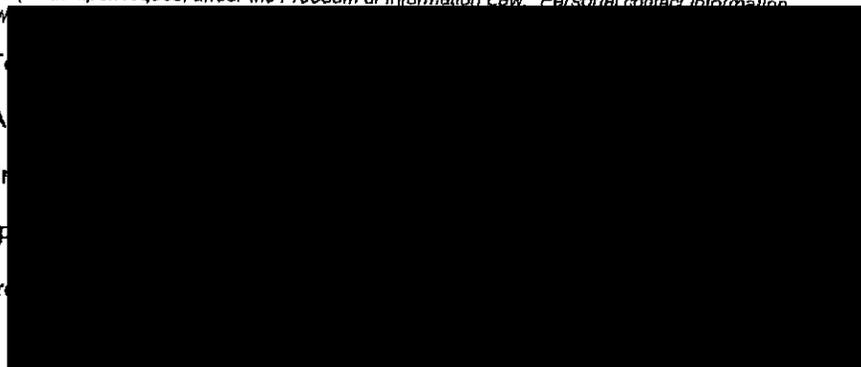
6. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed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

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

Signature Earl P. R. Date 9/19/16

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

Business Telephone
 Business Address
 E-mail Address
 Home Telephone
 Home Address



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

Trustee Name:

Brian Flanagan

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

Teaching Firms of America (Ember)

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

Board Member

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

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

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

Yes No

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

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

None

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

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

Trustee Name:

Diana Lucas

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

Teaching Friends of America

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

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

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

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

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

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

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

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

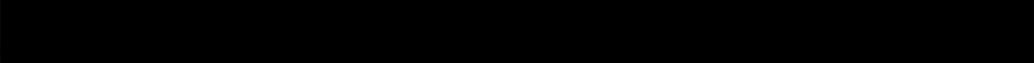
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps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

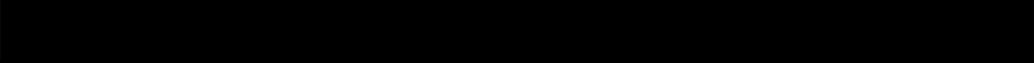
		NONE	
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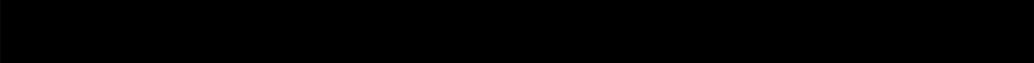
Signature *[Signature]* Date 9/21/16

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

Business Telephone: 

Business Address: 

E-mail Address: 

Home Telephone: 

Home Address: _____

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

Trustee Name:

EDWARD DONKOR

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

TFOA PROFESSIONAL PREP

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

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

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

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

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

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

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

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

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="text-align: center; font-size: 2em;"><u>None</u></p>				

[Signature]
Signature

9/22/2016
Date

Please note that this document is considered a public record and as such, may be made available to members of the public provided below with

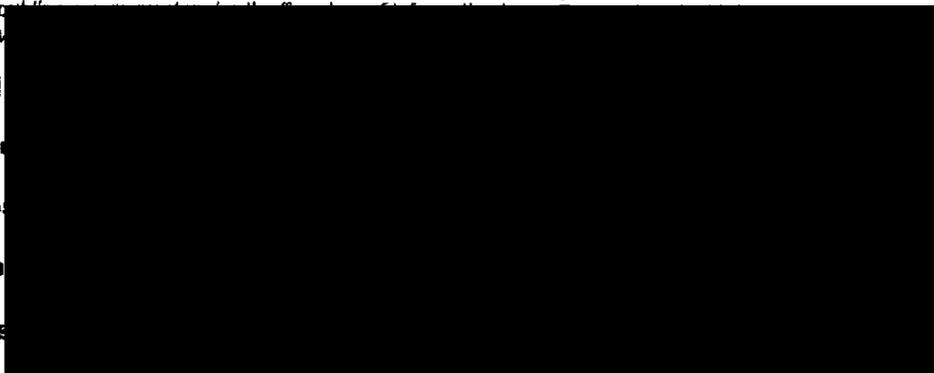
Business Telephone

Business Address

E-mail Address

Home Telephone

Home Address



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

Trustee Name:

Renee La Roche-Morris

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

TFOA / EMBER

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

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

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

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

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

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

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

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

NONE

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

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

[Handwritten Signature]

9/26/16

Signature

Date

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

Business Telephone

Business Address

E-mail Address

Home Telephone

Home Address



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

Trustee Name:

HARRY SIMMONS III

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

TEOA PROFESSIONAL PREPARATORY CHARTER SCH

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

BOARD MEMBER, EXPANSION & COMPENSATION COMMITTEES

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

Yes No

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

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

Yes No

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

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

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

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

NONE

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

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

Signature:  Date: 9/26/16

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

Business Telephone:
 Business Address:
 E-mail Address:
 Home Telephone:
 Home Address:



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

Trustee Name: TADASHI DUMAS

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

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

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

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

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

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

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

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

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

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

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

Signature [Handwritten Signature] Date 9/21/14

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

Business Telephone: [Redacted]

Business Address: [Redacted]

E-mail Address: [Redacted]

Home Telephone: [Redacted]

Home Address: [Redacted]



Entry 8 BOT Table

Last updated: 07/31/2018

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

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2017-18
1	James Bartlett	Chair	Executive Committee	Yes	2	09/30/2016	06/30/2018	12
2	Chantel Febus	Chair	Executive Committee	Yes	2	05/03/2016	06/30/2018	12
3	Daniel Reynold	Secretary	Executive Committee; Nominating Committee & Governance; Finance	Yes	5	08/27/2013	06/30/2018	12
4	Brian Flanagan	Treasurer	Expansion; Compensation and Evaluation; Finance	Yes	2	05/03/2016	06/30/2018	12
5	Diane Lucas	Trustee/Member	Academic Advisory; Nominating Committee & Governance	Yes	2	09/30/2016	06/30/2018	12
6	Kwame Easterling	Trustee/Member	Academic Advisory; Expansion	Yes	2	09/30/2016	06/30/2018	12

7	Edward Donkor	Trustee/Member	Expansion	Yes	2	09/30/2016	06/30/2018	12
8	Renee LaRouche-Norris	Treasurer	Finance; Compensation & Evaluation	Yes	5	08/27/2013	06/30/2018	12
9	Harry Simmons	Trustee/Member	Compensation & Evaluation; Expansion	Yes	5	08/27/2013	06/30/2018	12

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

1b. Current Board Member Information

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2017-18
10	Tadashi Dumas	Trustee/Member	Executive Committee; Finance; Compensation & Evaluation	Yes	6	02/01/2009	06/30/2018	12
11								
12								
13								
14								
15								

- | | |
|---|----|
| 1c. Are there more than 15 members of the Board of Trustees? | No |
| 2. Total number of members on June 30, 2018 | 10 |
| 3. Total number of members joining the Board during the 2017-18 school year | 0 |
| 4. Total number of members departing the Board during the 2017-18 school year | 3 |
| 5. Number of voting members in 2017-18, as set by the by-laws, resolution or minutes | 10 |
| 6. Number of Board meetings conducted during the 2017-18 School Year | 12 |
| 7. Number of Board meetings scheduled for the coming 2018-19 school year | 12 |

Thank you.



Entry 10 Enrollment and Retention of Special Populations

Last updated: 07/31/2018

[Instructions for Reporting Enrollment and Retention Strategies](#)

Describe the efforts the charter school has made in 2017-18 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2018-19.

EMBER CS FOR MINDFUL EDUCATION, INNOVATION AND TRANSFORMATION (NYC CHANCELLOR)Section Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2017-18	Describe Recruitment Plans in 2018-19)
Economically Disadvantaged	As we were highly successful in our recruitment and retention in 2017-2018, we implemented the same strategies and approach for the 2016-2017 school year.	In order to achieve success in our recruitment and retention for 2018-2019, will implement the same strategies and approach used in 2017-2018
English Language Learners	<p>We also ensured that our outreach teams were bilingual, with a particular emphasis on Spanish speakers as they represent the largest ESL population in the district. In all of our outreach we touted our unique school model and approach to serving all students, particularly the elements of our model that we think would be attractive to families with English Language Learners and children with disabilities (e.g. looping, two-highly qualified teachers in every classroom, ongoing professional development for teachers to support serving the wide spectrum of students in the inclusion setting, a team of special education specialists and social workers to support students and teaching staff, integrated instruction, leadership development, inclusion, differentiation and technology infused-instruction), the same tools we employ to retain our students with disabilities</p>	<p>We will also ensure that our outreach teams were bilingual, with a particular emphasis on Spanish speakers as they represent the largest ESL population in the district. In all of our outreach we touted our unique school model and approach to serving all students, particularly the elements of our model that we think would be attractive to families with English Language Learners and children with disabilities (e.g. looping, two-highly qualified teachers in every classroom, ongoing professional development for teachers to support serving the wide spectrum of students in the inclusion setting, a team of special education specialists and social workers to support students and teaching staff, integrated instruction, leadership development, inclusion, differentiation and technology infused-instruction), the same tools we employ to retain our students with disabilities</p>
Students with Disabilities	<p>To that end, in order to ensure that our school attracts students with disabilities in comparable numbers to our fellow schools in CSD 16, we engage in extensive outreach across the district, with particular emphasis on targeting early childcare centers, shelters and CBOs that cater to students with disabilities. We take the following steps to realize this strategy: We circulated over 25,000 application-and info sheets via direct mail, tabling and dropoffs across five zip codes most connected to CSD 16. We also conducted direct outreach to over 50 early childcare centers, shelters and CBOs, with a special focus on engaging any staff or coordinators most directly responsible for services to students with disabilities.</p>	<p>To that end, in order to ensure that our school attracts students with disabilities in comparable numbers to our fellow schools in CSD 16, we engage in extensive outreach across the district, with particular emphasis on targeting early childcare centers, shelters and CBOs that cater to students with disabilities. We take the following steps to realize this strategy: We circulated over 25,000 application-and info sheets via direct mail, tabling and dropoffs across five zip codes most connected to CSD 16. We also conducted direct outreach to over 50 early childcare centers, shelters and CBOs, with a special focus on engaging any staff or coordinators most directly responsible for services to students with disabilities.</p>

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2017-18	Describe Retention Plans in 2018-19)
Economically Disadvantaged	<p>Our recruitment and retention efforts are intensive, community based, and we believe highly successful, yielding the following demographics for the 2017-18 school year: 13% students with IEPs; 9% English Language Learners; and 85% FRPL.</p>	<p>Our recruitment and retention efforts are intensive, community based, and we believe highly successful, yielding the following demographics for the 2017-18 school year: 13% students with IEPs; 9% English Language Learners; and 85% FRPL. We anticipate that these percentages will grow next school year 2018 -19 retention of these students in each of these categories was greater than 90%. We will use the attached detailed report to continue on our outreach efforts to inform and improve our recruitment and retention efforts in these areas</p>
English Language Learners	<p>Our unique school model and approach is designed to produce high retention rates with all students, including English Language Learners. As we mentioned above, we take a multifaceted, holistic approach to serving the needs of all learners. Some of these tools and methods include: looping, integrated instruction, low student-adult ratios (with two highly qualified teacher in every classroom), ongoing professional development for teachers to support serving the wide spectrum of students in the inclusion setting, a team of special education specialists and social workers to support students and teaching staff, constant parent contact and communication; emphasis on leadership development, inclusion, differentiation, and technology infused instruction.</p>	<p>Our unique school model and approach is designed to produce high retention rates with all students, including English Language Learners. As we mentioned above, we take a multifaceted, holistic approach to serving the needs of all learners. Some of these tools and methods include: looping, integrated instruction, low student-adult ratios (with two highly qualified teacher in every classroom), ongoing professional development for teachers to support serving the wide spectrum of students in the inclusion setting, a team of special education specialists and social workers to support students and teaching staff, constant parent contact and communication; emphasis on leadership development, inclusion, differentiation, and technology infused instruction.</p>
	<p>Our unique school model and approach is designed to produce high retention rates with all students, especially students with disabilities. As we mentioned above, we take a multifaceted, holistic approach to serving the needs of all learners. Some of these tools and methods include: looping, integrated instruction, low student-adult ratios (with two highly qualified teacher in every classroom), ongoing professional development for teachers to support serving the wide</p>	<p>Our unique school model and approach is designed to produce high retention rates with all students, especially students with disabilities. As we mentioned above, we take a multifaceted, holistic approach to serving the needs of all learners. Some of these tools and methods include: looping, integrated instruction, low student-adult ratios (with two highly qualified teacher in every classroom), ongoing professional</p>

Students with Disabilities

spectrum of students in the inclusion setting, a team of special education specialists and social workers to support students and teaching staff, constant parent contact and communication; emphasis on leadership development, inclusion, differentiation, and technology infused instruction.

We make every effort to ensure that our students are receiving the services outlined in any IEPs, and where there is not a match between what we provide and what their IEP recommends, we work with all stakeholders (CSE, families, teachers, students, etc.), to tailor the components of our unique model in such a way as to figure out how to serve the student within the context of our model. We also employ a modified Response to Intervention (RTI) process, that positions us to differentiate to students' needs and proactively anticipate learning and behavioral needs for students and develop action plans to help support and enable them to excel. In addition to the efforts of our classroom teachers, our Learning Specialist and Dean of Students provide and ensure that students receive the additional services they need and are entitled to, including Speech and Language support, Occupational Therapy, Physical Therapy, and Counseling services.

Our learning specialist team is also tasked with consulting directly with classroom teachers on their instructional practices, and provides targeted feedback and direct service to individual students who require additional help and support.

development for teachers to support serving the wide spectrum of students in the inclusion setting, a team of special education specialists and social workers to support students and teaching staff, constant parent contact and communication; emphasis on leadership development, inclusion, differentiation, and technology infused instruction.

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Our learning specialist team is also tasked with consulting directly with classroom teachers on their instructional practices, and provides targeted feedback and direct service to individual students who require additional help and support.



Entry 11 Classroom Teacher and Administrator Attrition

Created: 07/31/2018 • Last updated: 08/01/2018

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the tables titled 2017-2018 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing during the 2017-2018 school year. Please provide the full time equivalent (FTE) of staff on June 30, 2017; the FTE for any departed staff from July 1, 2017 through June 30, 2018; the FTE for added staff from July 1, 2017 through June 30, 2018; and the FTE of staff added in newly created positions from July 1, 2017 through June 30, 2018 using the tables provided.

1. Classroom Teacher Attrition Table

FTE Classroom Teachers on 6/30/17	FTE Classroom Teachers Departed 7/1/17 - 6/30/18	FTE Classroom Teachers Filling Vacant Positions 7/1/17 - 6/30/18	FTE Classroom Teachers Added in New Positions 7/1/17 - 6/30/18	FTE of Classroom Teachers on 6/30/18
42	12	12	4	46

2. Administrator Position Attrition Table

FTE Administrative Positions on 6/30/17	FTE Administrators Departed 7/1/17 - 6/30/18	FTE Administrators Filling Vacant Positions 7/1/17 - 6/30/18	FTE Administrators Added in New Positions 7/1/17 - 6/30/18	FTE Administrative Positions on 6/30/18
10	2	1	3	13

3. Tell your school's story

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

(No response)

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

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

Yes

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

	Yes
--	-----

Thank you



Entry 12 Uncertified Teachers

Last updated: 10/30/2018

**FTE Count of All Teachers 46
(Certified and Uncertified) as of
6/30/18**

**FTE Count of All Certified 22
Teachers as of 6/30/18**

Instructions for Reporting Percent of Uncertified Teachers

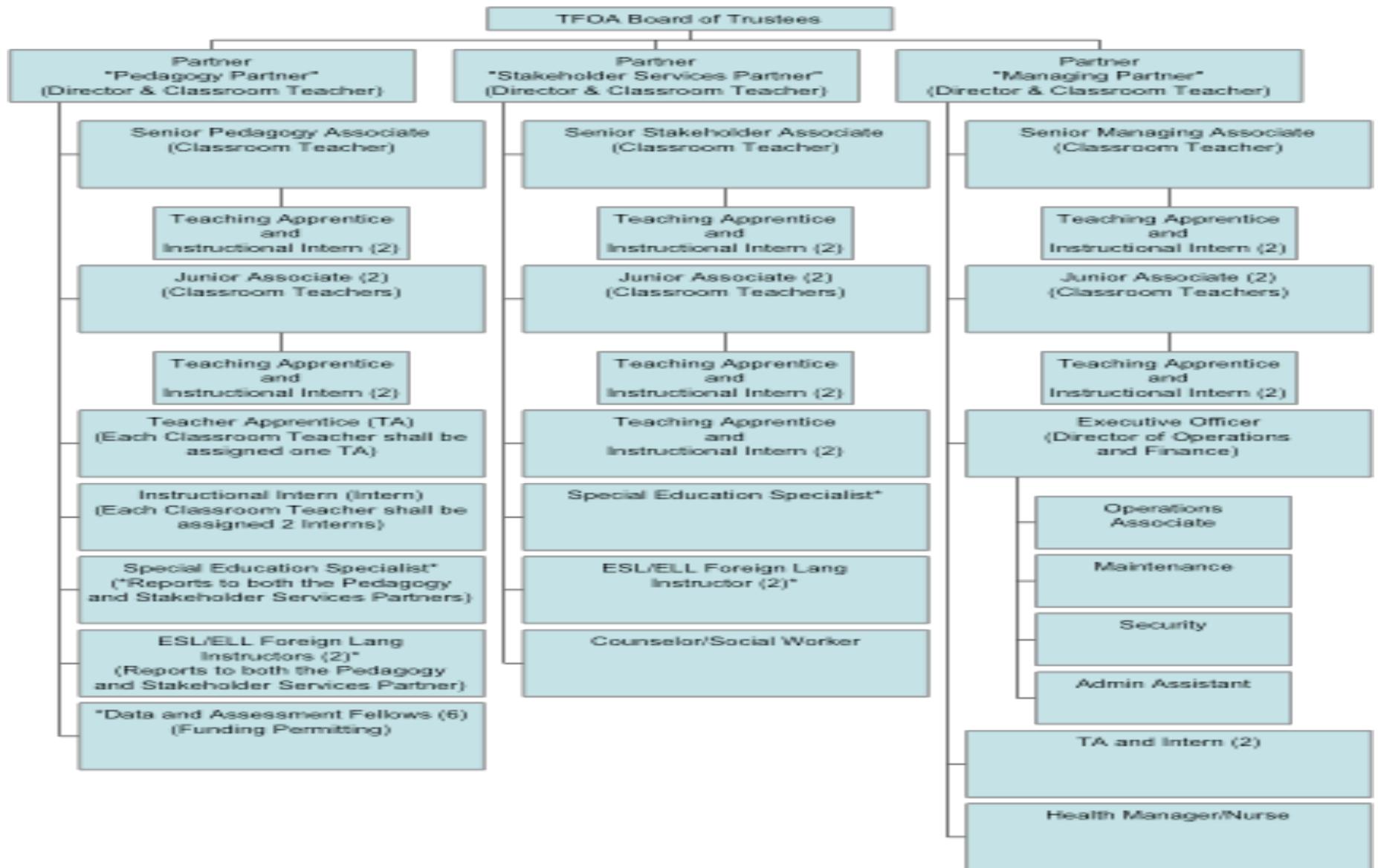
The table below is reflective of the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Enter the relevant full time equivalent (FTE) count of teachers in each column. For example, a school with 20 full time teachers and 5 half time teachers would have an FTE count of 22.5. If more than one column applies to a particular teacher, please select one column for the FTE count. Please do not include paraprofessionals, such as teacher assistants.

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

	FTE Count
1. Total FTE count of uncertified teachers (6-30-18)	24
2. FTE count of uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience (6-30-18)	19
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6-30-18)	0
4. FTE count of uncertified teachers with two years of Teach for America experience (6-30-18)	1
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6-30-18)	0
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6-30-18)	4

Thank you.

Teaching Firm Org Chart



EMBER CHARTER SCHOOL CALENDAR SY2018-19

Key: ■ (No school) ■ (Half-day) ■ (Lottery)
 (School Closed) (Staff Summer PD)
 (1st Day of School) (Last Day of School)

July 2018						
Su	M	Tu	W	Th	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				

August 2018						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2018						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2018						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2018						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2018						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2019						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2019						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2019						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2019						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2019						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2019						
Su	M	Tu	W	Th	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						

Important Dates

July 2-13	SCHOOL CLOSED
July 16-17	<i>Staff Summer PD</i>
Aug 17	(School Office Open)
Aug 20	First Day of School
Sept 3	Labor Day (No School)
Oct 12	No School for students (Staff PD)
Nov 6	No School (Election Day)
Nov 19-23	No School (Thanksgiving Break)
Dec 14	No School for students (Staff PD)
Dec 17 – Jan 1	No School (Winter Break)
Jan 21	No School (MLK Day)
Feb 18 - 22	No School (Mid-Winter Break)
Apr 4	Lottery
Apr 19-26	No School (Spring Break)
Apr 2-4	ELA State Test (Gr 3 to 8)
May 1-3	Math State Test (Gr 3 to 8)
May 22-31	Science Performance Test (Gr 4 and 8)
May 27	No School (Memorial Day)
June 3	Science Written Test (Gr 4 and 8)
Jun 21	Last Day of School for Students* (Half-Day) (*Move-up Ceremony/ Community Cookout)
Jun 28	Last Day for Staff

New York State Education Department

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

2018-19 Budget & Cash Flow Template

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

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

Ember Charter School for Mindful Education, Innovation and Transformation

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

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

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	9,439,364	1,244,880	-	-	-	10,684,244
Total Expenses	7,004,963	3,549,992	-	-	-	10,554,955
Net Income	2,434,401	(2,305,112)	-	-	-	129,289
Actual Student Enrollment	546	70	-	-	-	-
Total Paid Student Enrollment	-	-	-	-	-	-

PROGRAM SERVICES

SUPPORT SERVICES

REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
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REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

CY Per Pupil Rate

District of Location

\$15,307.00

- School District 2 (Enter Name)
- School District 3 (Enter Name)
- School District 4 (Enter Name)
- School District 5 (Enter Name)

8,357,622	1,244,880	-	-	-	9,602,502
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
8,357,622	1,244,880	-	-	-	9,602,502

Special Education Revenue

-	-	-	-	-	-
---	---	---	---	---	---

Grants

- Stimulus
- Other

45,798	-	-	-	-	45,798
-	-	-	-	-	-

Other State Revenue

-	-	-	-	-	-
---	---	---	---	---	---

TOTAL REVENUE FROM STATE SOURCES

8,403,420	1,244,880	-	-	-	9,648,300
-----------	-----------	---	---	---	-----------

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs

80,465	-	-	-	-	80,465
--------	---	---	---	---	--------

Title I

157,019	-	-	-	-	157,019
---------	---	---	---	---	---------

Title Funding - Other

45,903	-	-	-	-	45,903
--------	---	---	---	---	--------

School Food Service (Free Lunch)

8,299	-	-	-	-	8,299
-------	---	---	---	---	-------

Grants

- Charter School Program (CSP) Planning & Implementation
- Other

-	-	-	-	-	-
615,090	-	-	-	-	615,090

Other Federal Revenue

-	-	-	-	-	-
---	---	---	---	---	---

TOTAL REVENUE FROM FEDERAL SOURCES

906,776	-	-	-	-	906,776
---------	---	---	---	---	---------

LOCAL and OTHER REVENUE

Contributions and Donations, Fundraising

-	-	-	-	-	-
---	---	---	---	---	---

Erate Reimbursement

29,168	-	-	-	-	29,168
--------	---	---	---	---	--------

Interest Income, Earnings on Investments,

-	-	-	-	-	-
---	---	---	---	---	---

NYC-DYCD (Department of Youth and Community Developmt.)

-	-	-	-	-	-
---	---	---	---	---	---

Food Service (Income from meals)

-	-	-	-	-	-
---	---	---	---	---	---

Text Book

-	-	-	-	-	-
---	---	---	---	---	---

Other Local Revenue

100,000	-	-	-	-	100,000
---------	---	---	---	---	---------

TOTAL REVENUE FROM LOCAL and OTHER SOURCES

129,168	-	-	-	-	129,168
---------	---	---	---	---	---------

TOTAL REVENUE

9,439,364	1,244,880	-	-	-	10,684,244
-----------	-----------	---	---	---	------------

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

No. of Positions

Executive Management

1.00

90,000	-	-	-	-	90,000
--------	---	---	---	---	--------

Instructional Management

-

-	-	-	-	-	-
---	---	---	---	---	---

Deans, Directors & Coordinators

1.00

90,000	-	-	-	-	90,000
--------	---	---	---	---	--------

CFO / Director of Finance

-

-	-	-	-	-	-
---	---	---	---	---	---

Operation / Business Manager

-

-	-	-	-	-	-
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Ember Charter School for Mindful Education, Innovation and Transformation

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

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

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Net Income	2,434,401	(2,305,112)	-	-	-	129,289
Actual Student Enrollment	546	70	-	-	-	-
Total Paid Student Enrollment	-	-	-	-	-	-

PROGRAM SERVICES

SUPPORT SERVICES

		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Administrative Staff	14.00	643,250	-	-	-	-	643,250
TOTAL ADMINISTRATIVE STAFF	16	823,250					823,250
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	26.00	1,400,000	-	-	-	-	1,400,000
Teachers - SPED	26.00	-	2,050,000	-	-	-	2,050,000
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-
Specialty Teachers	8.00	405,000	-	-	-	-	405,000
Aides	22.00	-	665,000	-	-	-	665,000
Therapists & Counselors	14.00	-	635,000	-	-	-	635,000
Other	1.00	199,992	199,992	-	-	-	399,984
TOTAL INSTRUCTIONAL	97	2,004,992	3,549,992				5,554,984
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL							
SUBTOTAL PERSONNEL SERVICE COSTS	113	2,828,242	3,549,992				6,378,234
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		602,644	-	-	-	-	602,644
Fringe / Employee Benefits		831,324	-	-	-	-	831,324
Retirement / Pension		246,603	-	-	-	-	246,603
TOTAL PAYROLL TAXES AND BENEFITS		1,680,571					1,680,571
TOTAL PERSONNEL SERVICE COSTS		4,508,813	3,549,992				8,058,805
CONTRACTED SERVICES							
Accounting / Audit		14,884	-	-	-	-	14,884
Legal		4,962	-	-	-	-	4,962
Management Company Fee		24,707	-	-	-	-	24,707
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-
Payroll Services		21,499	-	-	-	-	21,499
Special Ed Services		-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		17,300	-	-	-	-	17,300
TOTAL CONTRACTED SERVICES		83,352					83,352
SCHOOL OPERATIONS							
Board Expenses		3,774	-	-	-	-	3,774
Classroom / Teaching Supplies & Materials		51,414	-	-	-	-	51,414
Special Ed Supplies & Materials		1,210	-	-	-	-	1,210
Textbooks / Workbooks		57,605	-	-	-	-	57,605

Ember Charter School for Mindful Education, Innovation and Transformation

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

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Actual Student Enrollment	546	70	-	-	-	-
Total Paid Student Enrollment	-	-	-	-	-	-

PROGRAM SERVICES

SUPPORT SERVICES

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Supplies & Materials other	-	-	-	-	-	-
Equipment / Furniture	8,894	-	-	-	-	8,894
Telephone	69,269	-	-	-	-	69,269
Technology	97,652	-	-	-	-	97,652
Student Testing & Assessment	20,909	-	-	-	-	20,909
Field Trips	56,303	-	-	-	-	56,303
Transportation (student)	25,358	-	-	-	-	25,358
Student Services - other	-	-	-	-	-	-
Office Expense	74,737	-	-	-	-	74,737
Staff Development	145,098	-	-	-	-	145,098
Staff Recruitment	87,914	-	-	-	-	87,914
Student Recruitment / Marketing	50,459	-	-	-	-	50,459
School Meals / Lunch	601,573	-	-	-	-	601,573
Travel (Staff)	15,126	-	-	-	-	15,126
Fundraising	-	-	-	-	-	-
Other	708,369	-	-	-	-	708,369
TOTAL SCHOOL OPERATIONS	2,075,664					2,075,664
FACILITY OPERATION & MAINTENANCE						
Insurance	112,160	-	-	-	-	112,160
Janitorial	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-
Repairs & Maintenance	113,850	-	-	-	-	113,850
Equipment / Furniture	20,484	-	-	-	-	20,484
Security	-	-	-	-	-	-
Utilities	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	246,494					246,494
DEPRECIATION & AMORTIZATION	90,640					90,640
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-					-
TOTAL EXPENSES	7,004,963	3,549,992				10,554,955
NET INCOME	2,434,401	(2,305,112)				129,289

ENROLLMENT - *School Districts Are Linked To Above Entries*

	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED
District of Location	546	70	616
School District 2 (Enter Name)			-
School District 3 (Enter Name)			-
School District 4 (Enter Name)			-
School District 5 (Enter Name)			-
TOTAL ENROLLMENT	546	70	616
REVENUE PER PUPIL	17,288	17,784	-
EXPENSES PER PUPIL	12,830	50,714	-

