



# Entry 1 School Information and Cover Page (New schools that were not open for instruction for the 2018-19 school year are not required to complete or submit an annual report this year).

Last updated: 08/13/2019

---

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 cover page task, please ensure that you select the correct authorizer (**as of June 30, 2019**) or you may not be assigned the correct tasks.

## BASIC INFORMATION

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

**a1. Popular School Name** (No response)  
(Optional)

**b. CHARTER AUTHORIZER (As of June 30th, 2019)** NYCDOE Authorized Charter School

Please select the correct authorizer as of June 30, 2019 or you may not be assigned the correct tasks.

**c. DISTRICT / CSD OF LOCATION** NYC CSD 16

**d. DATE OF INITIAL CHARTER** 01/2010

**e. DATE FIRST OPENED FOR INSTRUCTION** 08/2019

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

MISSION STATEMENT

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.

**g. 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	<p>Our Objectives: Ember seeks to provide our target population with expanded progressive, holistic and global education opportunities that have previously been unavailable to them. Ember strives to accomplish this objective by engaging in three primary efforts:</p> <ol style="list-style-type: none"> <li>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;</li> <li>2. Developing and providing thought leadership within the education space, training and developing staff and other organizations committed to the same values and principles Ember employs; and</li> <li>3. Contributing to the positive and healthy economic, social and cultural development of the communities we serve.</li> </ol>
------------	--

perhaps most notably through:

- Elementary School students successful development of 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);
- 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)· Ember successfully develops an Ember Teaching Firm Fellowship program where groups of experienced teacherleaders can work at Ember in residence and learn how to open and operate their own Teaching Firm;

Ember successfully works with local community partners and leaders (Bedford Stuyvesant Restoration Corporation, BridgeStreet Development Corp, Councilman Cornegy, Assemblyman Mosley, Assemblywoman 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 indoor activities space), and cultural (various open, modular performance art spaces).

Variable 2

Improve student learning and achievement: Ember 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 Ember will serve. To this end, Ember will provide instructional environments that focus intently on:

- Self efficacy
- Executive functioning skills
- Critical thinking skills
- Mindfulness
- Personalized learning opportunities

Similarly, research has also shown that the kind of single sex cohorts, substantive international travel, and community based boarding school opportunities that Ember will

	<p>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 academic failure: there are currently no non selective public schools in Ember’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:</p> <ul style="list-style-type: none"> <li>· Instructional time dedicated to developing self efficacy and social emotional health</li> <li>· Strong instructional focus on critical thinking and executive functioning skills</li> <li>· Incorporation of Design Thinking across instructional domains</li> <li>· Explicit STEM instruction</li> <li>· Integrated Arts instruction</li> <li>· Personalized learning opportunities</li> <li>· Core movement and development</li> <li>· Mindfulness and meditation</li> <li>· Substantive learning opportunities to explore global economic, socio political, cultural and historic matters</li> <li>· Residential, community based boarding opportunity in high school</li> </ul>
<p>Variable 4</p>	<p>Create new professional opportunities for teachers: Ember provides new professional opportunities for teachers in three significant ways:</p> <ul style="list-style-type: none"> <li>• Unique and Transformative Career Path: Ember’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.</li> <li>· Performance based Compensation: Ember’s Teaching Firm model provides for a performance based compensation structure that significantly increases teacher compensation and incentivizes high performance and teacher retention.</li> <li>· Opportunities for Thought Leadership: Ember’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. Ember teachers will be provided with professional development resources and financial incentives to research, write and publish articles and materials that advance Ember’s standing as a thought leading education institution.</li> </ul>
<p>Variable 5</p>	<p>Provide parents/students with expanded choices in educational opportunities that are available within the public school system: Ember provides parents and students with expanded choices in the types of educational opportunities</p>

	available within the public school system through its unique program components: <ul style="list-style-type: none"> <li>• Looping</li> <li>• Single sex cohorts (upper middle school and high school)</li> <li>• Residential, community based boarding opportunity in High School</li> </ul>
Variable 6	(No response)
Variable 7	(No response)
Variable 8	(No response)
Variable 9	(No response)
Variable 10	(No response)

**Need additional space for variables** No

**h. SCHOOL WEB ADDRESS (URL)** [www.embercs.org](http://www.embercs.org)

**i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2018-19 SCHOOL YEAR (exclude Pre-K program enrollment)** 600

**j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2019 (exclude Pre-K program enrollment)** 513

**k. GRADES SERVED IN SCHOOL YEAR 2018-19 (does not include 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 2019-20?

	Yes, 2 sites
--	--------------

**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	616 Quincy St 3 Floor	7182853787	NYC CSD 16	k 5	no

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

	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	Danielle Goode			
Phone Contact for After Hours Emergencies				

**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 .**

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

(No response)

**Site 1 Fire Inspection Report**

(No response)

**School Site 2**

**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	500 Macon Street 3 FL Brooklyn NY	718 285 3787	NYC CSD 16	6 8	no

**m2a. 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	Danielle Goode			
Phone Contact for After Hours Emergencies				

**m2b. Is site 2 in public (co-located) space or in private space?**

Co located Space

**m2c. 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 2	n/a	No		No		Yes

**CHARTER REVISIONS DURING THE 2018-19 SCHOOL YEAR**

n1. Were there any revisions to the school's charter during the 2018-19 school year? (Please include approved or pending material and non-material charter revisions). No

**ATTESTATION**

**o. Individual Primarily Responsible for Submitting the Annual Report.**

Name	Nilda Arias
Position	Executive Officer
Phone/Extension	[REDACTED]
Email	[REDACTED]

p. 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. Check **YES** if you agree and then use the mouse on your PC or the stylist on your mobile device to sign your name).

Yes

**Signature, Head of Charter School**



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

**Date** (No response)

**Thank you.**



# Entry 2 NYS School Report Card Link

Last updated: 08/13/2019

---

## **EMBER CHARTER SCHOOL FOR MINDFUL EDUCATION, INNOVATION AND TRANSFORMATION**

**1. CHARTER AUTHORIZER (As of June 30th, 2019)**      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 3 Progress Toward Goals

Last updated: 10/21/2019

## PROGRESS TOWARD CHARTER GOALS

Board of Regents authorized and NYCDOE authorized charter schools only. Complete the tables provided. List each goal and measure as contained in the school’s currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals by November 1st.

### 1. ACADEMIC STUDENT PERFORMANCE GOALS

If performance data is not available by August 1st, please state this in the last column and update by November 1st.

#### 2018-19 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
Academic Goal 1	For each year of the school’s renewal charter term, the percentage of the school’s Black students who score at or above Level 3 on the New York State ELA examination must meet or exceed such percentage for the Community School District (CSD) in which the school is located.	NYS ELA Test	Met	
Academic Goal 2	For each year of the school’s renewal charter term, the percentage of the school’s Hispanic students who score at or above Level 3 on the New York State ELA examination must meet or exceed such	NYS ELA Test	Met	

	percentage for the Community School District (CSD) in which the school is located.			
Academic Goal 3	For each year of the school's renewal charter term, the percentage of the school's FRPL students who score at or above Level 3 on the New York State ELA examination must meet or exceed such percentage for the Community School District (CSD) in which the school is located.	NYS ELA Test	Met	
Academic Goal 4	For each year of the school's renewal charter term, the percentage of the school's Black students who score at or above Level 3 on the New York State Math examination must meet or exceed such percentage for the Community School District (CSD) in which the school is located.	NYS Math Test	Met	
Academic Goal 5	For each year of the school's renewal charter term, the percentage of the school's Hispanic students who score at or above Level 3 on the New York State Math examination must meet or exceed such percentage for the Community School District (CSD)	NYS Math Test	Met	

	in which the school is located.			
Academic Goal 6	For each year of the school's renewal charter term, the percentage of the school's FRPL students who score at or above Level 3 on the New York State Math examination must meet or exceed such percentage for the Community School District (CSD) in which the school is located.	NYS Math Test	Met	
Academic Goal 7	For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State Science examination must meet or exceed such percentage for the Community School District (CSD) in which the school is located.	NYS Science Test (Grade 4) NYS Living Environment Regents (Grade 8)	Not Met	To remediate, Grade 4 staff (which is the cohort that underperformed on the Science test), will receive additional professional development and support from school leadership. Staff will re focus efforts in improving STEM integration across their instructional practice.
Academic Goal 8	For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State Science examination must meet or exceed such percentage for the Community School District (CSD) in which the school is located.	NYS Science Test (Grade 4) NYS Living Environment Regents (Grade 8)	Not Met	To remediate, Grade 4 staff (which is the cohort that underperformed on the Science test), will receive additional professional development and support from school leadership. Staff will re focus efforts in improving STEM integration across their instructional practice.

Academic Goal 9	For each year of the school's renewal charter term, the percentage of the school's Black students who score at or above Level 3 on the New York State Science examination must meet or exceed such percentage for the Community School District (CSD) in which the school is located.	NYS Science Test (Grade 4) NYS Living Environment Regents (Grade 8)	Not Met	To remediate, Grade 4 staff (which is the cohort that underperformed on the Science test), will receive additional professional development and support from school leadership. Staff will re focus efforts in improving STEM integration across their instructional practice.
Academic Goal 10	For each year of the school's renewal charter term, the percentage of the school's Hispanic students who score at or above Level 3 on the New York State Science examination must meet or exceed such percentage for the Community School District (CSD) in which the school is located.	NYS Science Test (Grade 4) NYS Living Environment Regents (Grade 8)	Not Met	To remediate, Grade 4 staff (which is the cohort that underperformed on the Science test), will receive additional professional development and support from school leadership. Staff will re focus efforts in improving STEM integration across their instructional practice.

**2. Do have more academic goals to add?** Yes

**2018-19 Progress Toward Attainment of Academic Goals**

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academ	For each year of the school's renewal charter term, the percentage of the school's FRPL students who score at or above Level 3 on the New York	NYS Science Test (Grade 4)		To remediate, Grade 4 staff (which is the cohort that underperformed on the Science test), will receive additional professional

ic Goal 11	State Science examination must meet or exceed such percentage for the Community School District (CSD) in which the school is located.	NYS Living Environment Regents (Grade 8)	Not Met	development and support from school leadership. Staff will re focus efforts in improving STEM integration across their instructional practice.
Academ ic Goal 12	For each year of the school’s renewal charter term, at least 60% of the school’s students will achieve no less than “Awakened” (proficiency) on the school’s Leadership Index scale for the following attributes: Reflection, Focus, Self Esteem, Empathy, Inquiry and Integrity.	Ember Leadership Index Scoring Rubric	Met	
Academ ic Goal 13	For each year of the school’s renewal charter term, at least 65% of the school’s students will score at or above grade level on the Developmental Reading Assessment (DRA).	Developmental Reading Assessment (DRA)	Met	
Academ ic Goal 14				
Academ ic Goal 15				
Academ ic Goal 16				
Academ ic Goal 17				
Academ ic Goal				

18				
Academ ic Goal 19				
Academ ic Goal 20				

**3. Do have more academic goals to add?** No

**4. ORGANIZATIONAL GOALS**

**2018-19 Progress Toward Attainment of Organizational Goals**

	Organizational Goal	Measure Used to Evaluate Progress	Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 1	For each year of the school’s renewal charter term, the school’s teaching staff shall reflect the demographics of the school’s population of Black and Hispanic FRPL students coming from the Community School District (CSD) in which the school is located. This goal shall be met if (a) the percent of teaching staff who are Black is at least 60% of the percent of all the school’s FRPL students coming from the CSD of location who are Black, and (b) if the percent of all the school’s teaching staff who is Hispanic is at least 60% of the percent of all FRPL	Ember Staff Demographic Survey	Met	

	<p>students coming from the CSD of location who are Hispanic. For example, if the demographic of the school's population of 100 FRPL students is 60% Black and 30% Hispanic, respectively, then for this goal to be met, at least 36% of teaching staff must be Black (60% of 60%) and 18% of teaching staff must be Hispanic (60% of 30%).</p>			
Org Goal 2	<p>For each year of the school's renewal charter term, the at least 60% of the school's staff shall reside in the Central Brooklyn communities where the school's students reside.</p>	Ember Staff Demographic Survey	Met	
Org Goal 3	<p>For each year of the school's renewal charter term, the school will have a daily attendance rate at least 90%</p>	Ember Attendance Records	Met	
Org Goal 4	<p>For each year of the school's renewal charter term, at least 90% of students enrolled during the course of the year will return for the following year.</p>	Ember Enrollment Records	Met	
	<p>Each year, parents will express satisfaction with the school's program, based on</p>			

Org Goal 5	<p>the NYCDOE Learning Environment Survey in which the school will receive an average score of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect, with a survey participation rate of at least 65%.</p>	NYC DOE Learning and Environment Survey	Not Met	<p>While the satisfaction level was met, the response rate was not. Our staff will begin outreach to parents to complete surveys at least 4 weeks earlier for the current school year to ensure a higher completion rate.</p>
Org Goal 6	<p>Each year, teachers will express satisfaction with school leadership and professional development opportunities as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive an average score of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect, with a survey participation rate of at least 65%.</p>	NYC DOE Learning and Environment Survey	Met	
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**

## 2018-19 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Financial Goal 1	Each year, student enrollment will be within 15% of full enrollment	Enrollment	Not Met	School will continue to increase outreach efforts to surrounding communities in CSD 16 and 13.
Financial Goal 2	Upon completion of the school's first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings	Third party audit	Met	
Financial Goal 3	Each year, the school will operate on a balanced budget and maintain a stable cash flow.	Third-party audit	Met	
Financial Goal 4				
Financial Goal 5				

**7. Do you have more financial goals to add?** No

**Thank you.**



# Entry 4 Expenditures per Child

Created: 08/13/2019 • Last updated: 08/15/2019

## EMBER CHARTER SCHOOL FOR MINDFUL EDUCATION, INNOVATION AND TRANSFORMATION

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 2018-19 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:* [Audit Guide](http://www.p12.nysed.gov/psc/regentsoversightplan/otherdocuments/auditguide2018.pdf) available within the portal or on the NYSED website at: <http://www.p12.nysed.gov/psc/regentsoversightplan/otherdocuments/auditguide2018.pdf>.

Line 1: Total Expenditures	8982911
Line 2: Year End FTE student enrollment	513
Line 3: Divide Line 1 by Line 2	17511

## 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 2018 19 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)	5205964
Line 2: Management and General Cost (Column)	325770
Line 3: Sum of Line 1 and Line 2	5531734
Line 5: Divide Line 3 by the Year End FTE student enrollment	10783

***Thank you.***

---

**EMBER CHARTER SCHOOL FOR MINDFUL  
EDUCATION, INNOVATION & TRANSFORMATION**

**Financial Statements**

For the years ended June 30, 2019 and 2018

**EMBER CHARTER SCHOOL FOR MINDFUL EDUCATION, INNOVATION  
& TRANSFORMATION**  
**Financial Statements**  
June 30, 2019 and 2018

<b>Contents</b>	<b>Page</b>
Independent Auditors' Report.....	1-2
Statements of Financial Position.....	3
Statements of Activities .....	4
Statements of Functional Expenses .....	5-6
Statements of Cash Flows.....	7
Notes to the Financial Statements.....	8-14
Independent Auditors' 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 .....	15-16

## **Independent Auditors' Report**

To the Board of Trustees of  
Ember Charter School for Mindful Education, Innovation & Transformation  
Brooklyn, New York

### **Report on the financial statements**

We have audited the accompanying financial statements of Ember Charter School for Mindful Education, Innovation & Transformation, which comprise the statements of financial position as of June 30, 2019 and 2018, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the financial statements.

### **Management's responsibility for the financial statements**

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America, this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### **Auditors' responsibility**

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### **Opinion**

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Ember Charter School for Mindful Education, Innovation & Transformation as of June 30, 2019 and 2018, 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.

### **Other reporting required by government auditing standards**

In accordance with Government Auditing Standards, we have also issued our report dated October 29, 2019, on our consideration of Ember Charter School for Mindful Education, Innovation & Transformation's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is 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 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 Ember Charter School for Mindful Education, Innovation & Transformation's internal control over financial reporting and compliance.

A handwritten signature in blue ink that reads "NChing LLP". The signature is written in a cursive, slightly slanted style.

New York, New York  
October 29, 2019

**EMBER CHARTER SCHOOL FOR MINDFUL EDUCATION, INNOVATION  
& TRANSFORMATION**

**Statements of Financial Position**

As of June 30,

	<u>2019</u>	<u>2018</u>
<b><u>Assets</u></b>		
<b>Current assets</b>		
Cash and cash equivalents	\$ 623,318	\$ 94,236
Grants receivable	21,838	281,796
Prepaid expenses	20,095	24,340
Employee advances	<u>22,745</u>	<u>62,819</u>
Total current assets	687,996	463,191
<b>Property and equipment, net - Note 4</b>	345,292	375,470
<b>Other assets</b>		
Security deposits	-	10,000
Restricted cash	<u>75,168</u>	<u>75,131</u>
Total assets	<u>\$ 1,108,456</u>	<u>\$ 923,792</u>
<b><u>Liabilities and Net Assets</u></b>		
<b>Current liabilities</b>		
Accounts payable	\$ 117,832	\$ 217,054
Accrued salaries and other payroll related expenses	789,936	545,453
Refundable advances	<u>44,312</u>	<u>17,011</u>
Total current liabilities	<u>952,080</u>	<u>779,518</u>
<b>Net assets without donor restrictions</b>		
Undesignated	81,208	69,143
Reserve - contingency	<u>75,168</u>	<u>75,131</u>
Total net assets without donor restrictions	<u>156,376</u>	<u>144,274</u>
Total liabilities and net assets without donor restrictions	<u>\$ 1,108,456</u>	<u>\$ 923,792</u>

The accompanying notes are an integral part of these financial statements.

**EMBER CHARTER SCHOOL FOR MINDFUL EDUCATION, INNOVATION  
& TRANSFORMATION**

**Statements of Activities**

For the years ended June 30,

	<u>2019</u>	<u>2018</u>
<b><u>Operating revenue and other support</u></b>		
<b>State and local per pupil operating revenue</b>		
General education	\$ 8,187,435	\$ 6,942,975
Special education	1,007,288	645,493
Total state and local per pupil operating revenue	<u>9,194,723</u>	<u>7,588,468</u>
<b>Grants and contracts</b>		
Federal grants	748,373	742,425
State and local grants	78,090	40,465
Facilities lease assistance	70,029	366,666
Contributions	65,694	16,518
Interest and other Income	<u>23,825</u>	<u>35,862</u>
Total grants and contracts	<u>986,011</u>	<u>1,201,936</u>
Total operating revenue and other support	<u>10,180,734</u>	<u>8,790,404</u>
<b><u>Expenses</u></b>		
<b>Program expenses</b>		
Regular education	7,784,105	6,706,721
Special education	<u>1,640,251</u>	<u>1,387,908</u>
Total program expenses	<u>9,424,356</u>	<u>8,094,629</u>
<b>Supporting services</b>		
Management and general	663,977	813,862
Fundraising	<u>80,300</u>	<u>74,420</u>
Total supporting services	<u>744,277</u>	<u>888,282</u>
Total program and supporting services expenses	<u>10,168,632</u>	<u>8,982,911</u>
Change in net assets	12,102	(192,507)
Net assets without donor restrictions - beginning of year	<u>144,274</u>	<u>336,781</u>
Net assets without donor restrictions - end of year	<u><u>\$ 156,376</u></u>	<u><u>\$ 144,274</u></u>

The accompanying notes are an integral part of these financial statements.

**EMBER CHARTER SCHOOL FOR MINDFUL EDUCATION, INNOVATION  
& TRANSFORMATION**

**Statement of Functional Expenses**

For the year ended June 30, 2019

	Program services			Supporting services		Total Program and Supporting services 2019
	Regular education	Special education	Total programs	Management & general	Fund- raising	
<b>Salaries</b>						
Instructional	\$ 4,521,886	\$ 966,770	\$ 5,488,656	\$ 49,324	\$ 24,661	\$ 5,562,641
Administrative	194,162	66,221	260,383	377,975	33,598	671,956
Total salaries	<u>4,716,048</u>	<u>1,032,991</u>	<u>5,749,039</u>	<u>427,299</u>	<u>58,259</u>	<u>6,234,597</u>
<b>Operating expenses</b>						
Payroll taxes and fringe benefits	1,117,769	244,833	1,362,602	101,275	13,809	1,477,686
Professional fees	-	-	-	48,307	-	48,307
Legal settlement net of insurance reimbursement	109,296	23,940	133,236	9,903	1,350	144,489
Outside services - consultants	227,305	41,535	268,840	26,517	764	296,121
Professional development	86,760	14,617	101,377	666	-	102,043
Student field trips	371,484	62,586	434,070	-	-	434,070
Office expenses and supplies	91,739	20,309	112,048	8,097	1,133	121,278
Food services	484,008	81,545	565,553	-	-	565,553
Information and technology	11,175	2,448	13,623	1,012	138	14,773
Telephone and internet	64,166	14,054	78,220	5,814	793	84,827
Insurance	43,470	9,518	52,988	3,939	537	57,464
Instructional material	96,180	16,204	112,384	-	-	112,384
Furniture and equipment	31,009	5,305	36,314	142	19	36,475
Classroom supplies	32,812	5,354	38,166	-	-	38,166
Conferences	17,686	2,980	20,666	-	-	20,666
Postage and shipping	2,080	456	2,536	188	26	2,750
Repairs and maintenance	78,397	17,172	95,568	7,107	968	103,643
Rent	25,214	5,523	30,737	2,285	311	33,333
Advertising and recruiting	44,326	9,709	54,035	4,016	548	58,599
Bad debt	-	-	-	5,343	-	5,343
Depreciation and amortization	133,181	29,172	162,353	12,067	1,645	176,065
Total operating expenses	<u>3,068,057</u>	<u>607,260</u>	<u>3,675,316</u>	<u>236,678</u>	<u>22,041</u>	<u>3,934,035</u>
Total expenses	<u>\$ 7,784,105</u>	<u>\$ 1,640,251</u>	<u>\$ 9,424,355</u>	<u>\$ 663,977</u>	<u>\$ 80,300</u>	<u>\$ 10,168,632</u>

The accompanying notes are an integral part of these financial statements.

**EMBER CHARTER SCHOOL FOR MINDFUL EDUCATION, INNOVATION  
& TRANSFORMATION**

**Statement of Functional Expenses**

For the year ended June 30, 2018

	Program services			Supporting services		Total Program and Supporting services 2018
	Regular education	Special education	Total programs	Management & general	Fund-raising	
<b>Salaries</b>						
Instructional	\$ 3,812,660	\$ 792,017	\$ 4,604,677	\$ 41,321	\$ 20,660	\$ 4,666,658
Administrative	176,089	60,030	236,119	341,289	30,390	607,798
Total salaries	<u>3,988,749</u>	<u>852,047</u>	<u>4,840,796</u>	<u>382,610</u>	<u>51,050</u>	<u>5,274,456</u>
<b>Operating expenses</b>						
Payroll taxes and fringe benefits	972,622	207,764	1,180,386	93,297	12,448	1,286,131
Professional fees	-	-	-	39,641	-	39,641
Legal settlement net of insurance reimbursement	-	-	-	200,200	-	200,200
Outside services - consultants	161,331	28,493	189,824	23,265	372	213,461
Professional development	78,284	13,189	91,473	3,594	-	95,067
Student field trips	41,877	7,055	48,932	-	-	48,932
Office expenses and supplies	102,385	21,871	124,256	9,827	2,223	136,306
Food services	491,603	82,824	574,427	-	-	574,427
Information and technology	10,414	2,225	12,639	995	137	13,771
Telephone and internet	48,451	10,350	58,801	4,647	620	64,068
Insurance	35,143	7,507	42,650	3,371	450	46,471
Instructional material	128,424	21,637	150,061	-	-	150,061
Furniture and equipment	26,077	4,486	30,563	196	26	30,785
Classroom supplies	44,946	7,719	52,665	312	41	53,018
Conferences	33,394	5,626	39,020	-	-	39,020
Postage and shipping	1,390	297	1,687	133	18	1,838
Repairs and maintenance	53,598	11,449	65,047	5,142	686	70,875
Rent	285,763	60,161	345,924	26,320	3,760	376,004
Advertising and recruiting	78,810	16,835	95,645	7,559	1,009	104,213
Bad debt	-	-	-	911	-	911
Depreciation and amortization	123,460	26,373	149,833	11,842	1,580	163,255
Total operating expenses	<u>2,717,972</u>	<u>535,861</u>	<u>3,253,833</u>	<u>431,252</u>	<u>23,370</u>	<u>3,708,455</u>
Total expenses	<u>\$ 6,706,721</u>	<u>\$ 1,387,908</u>	<u>\$ 8,094,629</u>	<u>\$ 813,862</u>	<u>\$ 74,420</u>	<u>\$ 8,982,911</u>

The accompanying notes are an integral part of these financial statements.

**EMBER CHARTER SCHOOL FOR MINDFUL EDUCATION, INNOVATION  
& TRANSFORMATION**

**Statements of Cash Flows**

For the years ended June 30,

	<u>2019</u>	<u>2018</u>
<b>Cash flows from operating activities</b>		
Change in net assets	\$ 12,102	\$ (192,507)
Adjustment to reconcile change in net assets to net cash provided by operating activities		
Depreciation	176,065	163,255
Gain on disposal of property and equipment	-	(300)
Bad debt	5,343	911
Changes in operating assets and liabilities		
Grants receivable	254,615	(97,517)
Prepaid expenses	4,245	(12,344)
Employee advances	40,074	26,259
Security deposits	10,000	-
Accounts payable	(99,222)	98,477
Accrued salaries and other payroll-related benefits	244,483	(590,544)
Refundable advances	27,301	9,501
Net cash provided by/ (used in) operating activities	<u>675,006</u>	<u>(594,809)</u>
<b>Cash flows used in investing activities</b>		
Reserve contingency	(37)	(38)
Proceeds from sale of assets	-	300
Acquisition of property and equipment	<u>(145,887)</u>	<u>(227,647)</u>
Net cash used in investing activities	<u>(145,924)</u>	<u>(227,385)</u>
Net increase (decrease) in cash and cash equivalents	529,082	(822,194)
Cash and cash equivalents - beginning of year	<u>94,236</u>	<u>916,430</u>
Cash and cash equivalents - end of year	<u>\$ 623,318</u>	<u>\$ 94,236</u>

The accompanying notes are an integral part of these financial statements.

# EMBER CHARTER SCHOOL FOR MINDFUL EDUCATION, INNOVATION & TRANSFORMATION

## Notes to the Financial Statements

June 30, 2019 and 2018

### Note 1 Organization

Ember Charter School for Mindful Education, Innovation & Transformation (the “School”), was formerly known as Teaching Firms of America Professional Preparatory Charter School. Ember Charter School for Mindful Education, Innovation & Transformation is a public charter school located in Brooklyn, New York. The School opened in 2010 and currently operates classes from kindergarten to eighth grade. On March 13, 2017, a charter renewal was granted for through June 30, 2022. The School’s mission is to prepare students to become the future professionals (lawyers, doctors, scientists, entrepreneurs, etc.) who will lead our global society in the 21st century. The School’s vision is to provide a fun, “college-successful”, community-centered, culturally rich and relevant preparatory school experience to its students, where they will be nurtured, challenged and cultivated into highly intelligent, creative and critically thinking young leaders.

### Note 2 Summary of significant accounting policies

**Basis of presentation and use of estimates.** The financial statements have been prepared in conformity 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. Actual results could differ from those estimates.

**Financial statements presentation.** The financial statements of the School have been prepared in accordance with U.S. generally accepted accounting principles (“US GAAP”), which require the School to report information regarding its financial position and activities according to the following net asset classifications:

**Net assets without donor restrictions.** Net assets that are not subject to donor-imposed restrictions and may be expended for any purpose in performing the primary objectives of the organization. These net assets may be used at the discretion of the School’s management and the board of directors.

**Net assets with donor restrictions.** Net assets subject to stipulations imposed by donors, and grantors. Some donor restrictions are temporary in nature; those restrictions will be met by actions of the Organization or by the passage of time. Other donor restrictions are perpetual in nature, where by the donor has stipulated the funds be maintained in perpetuity.

Donor restricted contributions are reported as increases in net assets with donor restrictions. When a restriction expires, net assets are reclassified from net assets with donor restrictions to net assets without donor restrictions in the statements of activities.

**Cash and cash equivalents.** The School considers all short-term, highly liquid investments, such as money market funds, to be cash equivalents.

**EMBER CHARTER SCHOOL FOR MINDFUL EDUCATION, INNOVATION  
& TRANSFORMATION**

**Notes to the Financial Statements**

June 30, 2019 and 2018

**Note 2 Summary of significant accounting policies - (continued)**

**Grants receivable.** Grants receivable are recorded at net realizable value. The allowance for doubtful accounts is the School's best estimate of the amount of probable credit losses in existing receivables. Management determines the allowance based on historical write-off experience and reviews its allowance for doubtful accounts periodically. Past due balances are reviewed individually for collectability. Grants receivable amounted to \$21,838 and \$281,796 as of June 30, 2019 and 2018, respectively. There are no allowances recorded at June 30, 2019 and 2018, as management believes all amounts are collectability.

**Donated goods and services.** The School is located in a New York City Department of Education facility and utilizes approximately 116,000 square feet at no charge. In addition, the School received donated transportation and food service services from the local district. The School was unable to determine a value for these services.

**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 dissolution, should such event occur.

**Revenue recognition.** The School recognizes revenue from the state and local governments based on the School's charter status and the number of students enrolled. Such revenue is recorded when services are performed, in accordance with the charter agreement. The New York State Department of Education mandates the rate per pupil. Such revenue is recognized ratably over the related school year in which it is earned.

Grants and contracts revenue is recognized when qualifying expenditures are incurred and/or services are provided to the students during the applicable school year. Funds received in advance, or any unspent funds for which qualifying expenditures have not been incurred, are recorded as refundable advances. Any unspent amounts usually are returned to the granting agency. However, the granting agency can approve that those amounts be applied to a future grant period.

**Functional allocation of expenses.** The cost of providing the various programs and other activities has been summarized on an individual basis in the accompanying statements of activities. Accordingly, certain costs have been allocated among the programs and supporting services benefited. Management and general expense includes expenses that are not directly identifiable with any other specific function but provide for the overall support and direction of the School.

**EMBER CHARTER SCHOOL FOR MINDFUL EDUCATION, INNOVATION  
& TRANSFORMATION**

**Notes to the Financial Statements**

June 30, 2019 and 2018

**Note 2 Summary of significant accounting policies - (continued)**

**Property, plant and equipment.** Property and equipment are recorded at cost. Donated assets are capitalized at the estimated fair value at date of receipt. Maintenance and repairs are charged to expense as incurred; significant improvements are capitalized. The School capitalizes additions and significant improvements in excess of \$1,500. Items with an acquisition cost of less than \$1,500 or a useful life of less than one year are expensed in the year purchased. Depreciation is computed using the straight-line method over estimated useful lives of the respective assets. The estimated depreciable lives of the different classes of property are as follows:

<u>Asset</u>	<u>Useful life</u>
Furniture and fixtures	6 years
Leasehold improvements	6 years
Office equipment	6 years
Computer equipment	3 years

**Refundable advances.** Funds received in advance for which qualifying expenditures have not been incurred are reflected as refundable advances from state and local government grants in the accompanying statement of financial position.

**Income taxes.** The School is tax-exempt under Section 501 (c)(3) of the Internal Revenue Code (IRC) and has been classified as a publicly supported organization as described in IRC sections 509(A)(1) and 170(B)(1)(A)(II).

Accounting principles generally accepted in the United States of America require management to evaluate tax positions taken and recognize a tax liability (or asset) if the School has taken an uncertain position that more likely than not would not be sustained upon examination by taxing authorities. Management has analyzed the tax positions taken and has concluded that, as of June 30, 2019 and 2018, there are no uncertain positions taken or expected to be taken that would require recognition or disclosure in the financial statement.

The School is no longer subject to income tax examination by federal, state, or local tax authorities for years before June 30, 2016.

**EMBER CHARTER SCHOOL FOR MINDFUL EDUCATION, INNOVATION  
& TRANSFORMATION**

**Notes to the Financial Statements**

June 30, 2019 and 2018

**Note 2 Summary of significant accounting policies - (continued)**

**Functional expenses.** The costs of providing program and other activities have been summarized on a functional basis in the statements of activities. Accordingly, certain costs have been allocated among program services, administrative and fund raising. Such allocations are determined by management on an equitable basis.

The expenses that are allocated include the following:

Salaries	Time and effort
Payroll taxes and fringe benefits	Time and effort
Insurance	Square footage
Repairs and maintenance	Time and effort
Rent	Square footage

**Change in accounting principle.** On August 18, 2016, FABS issued Accounting Standards Update (ASU) 2016-14, Not-for-Profit Entities (Topic 958) – Presentation of Financial Statements of Not-for Profit Entities. The update addresses the complexity and understandability of net asset classification, efficiencies in information about liquidity and availability of resources, and the lack of consistency in the type of information provided about expenses and investment return. We have implemented ASU 2016-14 and have adjusted the presentation in these financial statements accordingly.

**Note 3 Liquidity and availability**

Financial assets available for general expenditures, that is, without donor or other restrictions limiting their use, within one year of June 30, are:

Financial assets:	<u>2019</u>	<u>2018</u>
Cash and cash equivalents	\$ 623,318	\$ 94,236
Grants and other receivables	21,838	281,796
Amount available for general expenditures within one year	<u>\$ 645,156</u>	<u>\$ 376,032</u>

**EMBER CHARTER SCHOOL FOR MINDFUL EDUCATION, INNOVATION  
& TRANSFORMATION**

**Notes to the Financial Statements**

June 30, 2019 and 2018

**Note 4 Property, plant and equipment**

Property and equipment consist of the following at June 30,

	<u>2019</u>	<u>2018</u>
Leasehold improvements	\$ 521,685	\$ 521,685
Furniture and fixtures	124,457	109,690
Computer equipment	344,036	327,633
Office and telephone equipment	349,422	259,405
Software	<u>125,195</u>	<u>100,495</u>
Total property and equipment	1,464,795	1,318,908
Less: accumulated depreciation	<u>(1,119,503)</u>	<u>(943,438)</u>
Property and equipment, net	<u>\$ 345,292</u>	<u>\$ 375,470</u>

**Note 5 Accrued salaries and other payroll-related expenses**

Accrued payroll and benefits consist of amounts due to staff for payroll earned during the school year but paid over the summer months. As of June 30, 2019 and 2018, total accrued salaries and other payroll-related expenses amounted to \$789,936 and \$545,453, respectively.

**Note 6 Retirement plan**

The School offers a 401(k) plan for all qualifying employees who are age 21 or older. Employees are eligible for the plan immediately upon employment. Participation in the plan is voluntary. Employees can make pretax contributions up to a maximum of 95% of their annual compensation, up to IRS limits for each calendar year. For employees that have completed one year of eligibility service, the School matches 100% an employee's contribution up to 3% of the employee's annual compensation and 50% of an employee's contribution that are between 3% and 5% of an employee's annual compensation. For the years ended June 30, 2019 and 2018, the School's matching contribution was \$95,161 and \$143,045, respectively. Such plan assets are held in a separate trust and are not included in the accompanying financial statements. All plan assets are held for the exclusive benefit of the plan's participants and beneficiaries.

**EMBER CHARTER SCHOOL FOR MINDFUL EDUCATION, INNOVATION  
& TRANSFORMATION**

**Notes to the Financial Statements**

June 30, 2019 and 2018

**Note 7 Concentrations of risk**

The School maintains its cash in bank deposit accounts, which, at times, may exceed federally insured limits. The School has not experienced any losses in such accounts. The School believes it is not exposed to significant credit risk on cash and cash equivalents.

The School received approximately 92% and 91% of its operating revenue, which is subject to specific requirements, from per pupil funding from the New York City Department of Education during the years ended June 30, 2019 and 2018, respectively. Additionally, the School's grants receivable consists of approximately 99% from the New York Department of Education.

**Note 8 Commitments and contingencies**

The School participates in a number of federal and state programs. These programs require that the School comply with certain requirements of laws, regulations, contracts, and grant agreements applicable to the programs in which it participates. All funds expended in connection with government grants and contracts are subject to audit by government agencies. While the ultimate liability, if any, from such audits of government and contracts by government agencies is presently not determinable, it should not, in the opinion of the management, have a material effect on the School's financial position or results of operations. Accordingly, no provision for any such liability that may result has been made in the accompanying financial statements.

The School has employment agreements with four key members of management which generally provide for minimum annual base compensation, bonus of up to 150% of base compensation, and other benefits. Due to the School's negative working capital and negative cash flows, the School has continued to negotiate its employment agreements with these four key members to avoid future deficits.

**Litigation**

From time to time, the School is a defendant in actions arising in the ordinary course of business. Legal settlement was accrued based on management best estimate of its outcome. In the opinion of management, such litigation will not have a material adverse effect on the School's financial condition or change in net assets.

**EMBER CHARTER SCHOOL FOR MINDFUL EDUCATION, INNOVATION  
& TRANSFORMATION**

**Notes to the Financial Statements**

June 30, 2019 and 2018

**Note 9 Support services**

Subject to annual renewal, the School entered into an agreement (the “Agreement”) with third party to provide assistance with accounting and bookkeeping, financial reporting and budgeting, and grant financial management. As of June 30, 2019 and 2018, fees under the agreement amounted to \$30,906 and \$23,041, respectively.

**Note 10 Subsequent events**

**Subsequent Events.** Management has evaluated its June 30, 2019 financial statements for subsequent events through October 29, 2019, which is the date the financial statements were available to be issued. Based on this evaluation, management has determined that no subsequent events have occurred which require recognition or disclosure in the financial statements.

## **Independent Auditors' 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**

To the Board of Trustees of  
Ember Charter School for Mindful Education, Innovation & Transformation  
Brooklyn, New York

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 Ember Charter School for Mindful Education, Innovation & Transformation, which comprise the statement of financial position as of June 30, 2019, 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 29, 2019.

### **Internal control over financial reporting**

In planning and performing our audit of the financial statements, we considered Ember Charter School for Mindful Education, Innovation & Transformation's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Ember Charter School for Mindful Education, Innovation & Transformation's internal control. Accordingly, we do not express an opinion on the effectiveness of the Ember Charter School for Mindful Education, Innovation & Transformation's internal control.

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

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

## **Compliance and other matters**

As part of obtaining reasonable assurance about whether Ember Charter School for Mindful Education, Innovation & Transformation's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audits, 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 organization'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 organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in blue ink that reads "NChing LLP". The signature is written in a cursive, slightly slanted style.

New York, New York  
October 29, 2019



# Entry 5c Additional Financial Docs

Last updated: 11/01/2019

The additional items listed below should be uploaded if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the corrective action plan will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

## Section Heading

### 1. Management Letter

<https://nysed.cso.reports.fluidreview.com/resp/119132204/8mMlunnVv3/>

**Explanation for not uploading the Management Letter.** (No response)

### 2. Form 990

(No response)

**Explanation for not uploading the Form 990.** Our auditors are requesting an extension for the this filing.

### 3. Federal Single Audit

Note: A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to OMB Uniform Guidelines for the federal filing requirements.

(No response)

**Explanation for not uploading the Federal Single Audit.** We do not qualify for the requirement to file

### 4. CSP Agreed Upon Procedure Report

(No response)

**Explanation for not uploading the procedure report.** We did not receive CSP funds

## 5. Evidence of Required Escrow Account

**Note:** For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is \$100,000.

<https://nysed.cso.reports.fluidreview.com/resp/119132204/pN6H0Nalce/>

**Explanation for not uploading the Escrow evidence.** (No response)

## 6. Corrective Action Plan

A **Corrective Action Plan** for Audit Findings and Management Letter Recommendations, which must include:

- a. The person responsible
- b. The date action was taken, or will be taken
- c. Description of the action taken
- d. Evidence of implementation (if available)

(No response)

**Explanation for not uploading the Corrective Action Plan.** We have no findings for which we need to submit a corrective action plan



**EMBER**

CHARTER SCHOOLS

616 Quincy Street, 3<sup>rd</sup> Floor  
Brooklyn, NY 11221

718-285-3787

[www.tfoaprofessionalprep.org](http://www.tfoaprofessionalprep.org)

October 29, 2019

Ncheng LLP  
40 Wall Street, 32<sup>nd</sup> Floor  
New York, New York 10005

This representation letter is provided in connection with your audit of the financial statements of Ember Charter School for Mindful Education, Innovation & Transformation, which comprise the statement of financial position as of June 30, 2019, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, for the purpose of expressing an opinion as to whether the financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States (U.S. 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, as of October 29, 2019, the following representations made to you during your audit.

#### Financial Statements

- 1) We have fulfilled our responsibilities, as set out in the terms of the audit engagement letter dated May 24, 2019 including our responsibility for the preparation and fair presentation of the financial statements in accordance with U.S. GAAP.
- 2) The financial statements referred to above are fairly presented in conformity with U.S. GAAP.
- 3) We acknowledge our responsibility 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.
- 4) We acknowledge our responsibility for the design, implementation, and maintenance of internal control to prevent and detect fraud.
- 5) Significant assumptions we used in making accounting estimates, including those measured at fair value, are reasonable.
- 6) Related party relationships and transactions have been appropriately accounted for and disclosed in accordance with U.S. GAAP.
- 7) All events subsequent to the date of the financial statements and for which U.S. GAAP requires adjustment or disclosure have been adjusted or disclosed.
- 8) We are in agreement with the adjusting journal entries you have proposed, and they have been posted to the Ember Charter School for Mindful Education, Innovation & Transformation's accounts.
- 9) The effects of all known actual or possible litigation, claims, and assessments have been accounted for and disclosed in accordance with U.S. GAAP.
- 10) Material concentrations have been appropriately disclosed in accordance with U.S. GAAP.
- 11) Guarantees, whether written or oral, under which the organization is contingently liable, have been properly recorded or disclosed in accordance with U.S. GAAP.

21<sup>ST</sup> CENTURY SCHOOLS  
FOR 21<sup>ST</sup> CENTURY STUDENTS



**EMBER**

CHARTER SCHOOLS

616 Quincy Street, 3<sup>rd</sup> Floor  
Brooklyn, NY 11221  
718-285-3787

[www.tfoaprofessionalprep.org](http://www.tfoaprofessionalprep.org)

**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.*

**Information Provided**

- 12) We have provided you with:
  - a) 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.
  - b) Additional information that you have requested from us for the purpose of the audit.
  - c) Unrestricted access to persons within the Ember Charter School for Mindful Education, Innovation & Transformation from whom you determined it necessary to obtain audit evidence.
  - d) Minutes of the meetings of the governing board or summaries of actions of recent meetings for which minutes have not yet been prepared.
- 13) All material transactions have been recorded in the accounting records and are reflected in the financial statements.
- 14) We have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.
- 15) We have no knowledge of any fraud or suspected fraud that affects Ember Charter School for Mindful Education, Innovation & Transformation and involves:
  - a) Management,
  - b) Employees who have significant roles in internal control, or
  - c) Others where the fraud could have a material effect on the financial statements.
- 16) We have no knowledge of any allegations of fraud or suspected fraud affecting the organization's financial statements communicated by employees, former employees, grantors, regulators, or others.
- 17) 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.
- 18) We are not aware of any pending or threatened litigation, claims, or assessments or unasserted claims or assessments that are required to be accrued or disclosed in financial statements in accordance with U.S. GAAP, and we have not consulted a lawyer concerning litigation, claims, or assessments.
- 19) We have disclosed to you the identity of the Ember Charter School for Mindful Education, Innovation & Transformation's related parties and all the related party relationships and transactions of which we are aware.
- 20) Ember Charter School for Mindful Education, Innovation & Transformation 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.
- 21) We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to us.
- 22) Ember Charter School for Mindful Education, Innovation & Transformation 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.

21<sup>ST</sup> CENTURY SCHOOLS  
FOR 21<sup>ST</sup> CENTURY STUDENTS



**EMBER**

CHARTER SCHOOLS

616 Quincy Street, 3<sup>rd</sup> Floor

Brooklyn, NY 11221

718-285-3787

[www.tfoaprofessionalprep.org](http://www.tfoaprofessionalprep.org)

**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.*

Signature: \_\_\_\_\_

Mr. Rafiq Kalam Id-Din – Managing Partner

Signature: \_\_\_\_\_

Ms. Nilda Arias – Executive Officer

  
Tadashi N Dumas (Nov 1, 2019)

Signature: \_\_\_\_\_

Tadashi “Todd” Dumas – Board Treasurer

21<sup>ST</sup> CENTURY SCHOOLS  
FOR 21<sup>ST</sup> CENTURY STUDENTS

# Ember Management Rep Letter

Final Audit Report

2019-11-01

Created:	2019-11-01
By:	Quilaya Dubose (Purchasing@embercs.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAL-eCZxw1cPteo2gJyxn2lvXaZEoULCOp

## "Ember Management Rep Letter" History

-  Document created by Quilaya Dubose (Purchasing@embercs.org)  
2019-11-01 - 9:17:16 PM GMT- IP address: 47.21.94.10
-  Document emailed to Tadashi N Dumas (tndumas@gmail.com) for signature  
2019-11-01 - 9:17:43 PM GMT
-  Email viewed by Tadashi N Dumas (tndumas@gmail.com)  
2019-11-01 - 9:18:54 PM GMT- IP address: 68.129.219.71
-  Document e-signed by Tadashi N Dumas (tndumas@gmail.com)  
Signature Date: 2019-11-01 - 9:19:34 PM GMT - Time Source: server- IP address: 68.129.219.71
-  Signed document emailed to Quilaya Dubose (Purchasing@embercs.org) and Tadashi N Dumas (tndumas@gmail.com)  
2019-11-01 - 9:19:34 PM GMT



JPMorgan Chase Bank, N.A.  
 P O Box 182051  
 Columbus, OH 43218-2051

August 31, 2019 through September 30, 2019

Primary Account [REDACTED]

**CUSTOMER SERVICE INFORMATION**

Web site: **www.Chase.com**  
 Service Center: **1-877-425-8100**  
 Deaf and Hard of Hearing: 1-800-242-7383  
 Para Espanol: 1-888-622-4273  
 International Calls: 1-713-262-1679

[REDACTED]

EMBER CHARTER SCHOOL FOR MINDFUL  
 EDUCATION, INNOVATION AND TRANSFORMATION  
 616 QUINCY ST FL 3  
 BROOKLYN NY 11221-1812

**Good news! We're making it easier to get a replacement account number if your account is compromised.**

Starting November 17, 2019, if your account is compromised, we can simply issue you a replacement account number without the hassle of closing your existing account and opening a new one. This will allow you to continue using your existing debit card.

We've updated our Deposit Account Agreement to explain this change:

*We can assign and transfer your account information and documentation to a replacement account number at our discretion. We may make this assignment when your account is reported compromised by you or any signer. If we issue you a replacement account number, this Deposit Account Agreement governing you and your account will continue to apply, without interruption, as if you retained the discontinued account number.*

Please call us at the number at the top of this statement if you have any questions.

**CONSOLIDATED BALANCE SUMMARY**

**ASSETS**

**Checking & Savings**

	ACCOUNT	BEGINNING BALANCE THIS PERIOD	ENDING BALANCE THIS PERIOD
Chase Platinum Business Checking	[REDACTED]	\$25,059.59	\$25,059.59
Chase Business Select High Yield Savings	[REDACTED]	75,174.20	75,177.37
<b>Total</b>		<b>\$100,233.79</b>	<b>\$100,236.96</b>
<b>TOTAL ASSETS</b>		<b>\$100,233.79</b>	<b>\$100,236.96</b>



August 31, 2019 through September 30, 2019

Primary Account [REDACTED]

## CHASE PLATINUM BUSINESS CHECKING

EMBER CHARTER SCHOOL FOR MINDFUL  
EDUCATION, INNOVATION AND TRANSFORMATION

Account Number: [REDACTED]

### CHECKING SUMMARY

	INSTANCES	AMOUNT
<b>Beginning Balance</b>		<b>\$25,059.59</b>
<b>Ending Balance</b>	<b>0</b>	<b>\$25,059.59</b>

Your Chase Platinum Business Checking account provides:

- No transaction fees for unlimited electronic deposits (including ACH, ATM, wire, Chase Quick Deposit)
- 500 debits and non-electronic deposits (those made via check or cash in branches) per statement cycle
- \$25,000 in cash deposits per statement cycle
- Unlimited return deposited items with no fee

There are additional fee waivers and benefits associated with your account – please refer to your Deposit Account Agreement for more information.

### SERVICE CHARGE SUMMARY

Monthly Service Fee	\$0.00
Other Service Charges	\$0.00
<b>Total Service Charges</b>	<b>\$0.00</b>

## CHASE BUSINESS SELECT HIGH YIELD SAVINGS

EMBER CHARTER SCHOOL FOR MINDFUL  
EDUCATION, INNOVATION AND TRANSFORMATION

Account Number: [REDACTED]

### SAVINGS SUMMARY

	INSTANCES	AMOUNT
<b>Beginning Balance</b>		<b>\$75,174.20</b>
Deposits and Additions	1	3.17
<b>Ending Balance</b>	<b>1</b>	<b>\$75,177.37</b>

Annual Percentage Yield Earned This Period	0.05%
Interest Paid This Period	\$3.17
Interest Paid Year-to-Date	\$27.90

Your monthly service fee was waived because you maintained an average savings balance of \$10,000 or more during the statement period.

**TRANSACTION DETAIL**

DATE	DESCRIPTION	AMOUNT	BALANCE
	<b>Beginning Balance</b>		<b>\$75,174.20</b>
09/30	Interest Payment	3.17	75,177.37
	<b>Ending Balance</b>		<b>\$75,177.37</b>

You earned a higher interest rate on your Chase Business Select High Yield Savings account during this statement period because you had a qualifying Chase Platinum Business Checking account.

30 deposited items are provided with your account each month. There is a \$0.20 fee for each additional deposited item.

**IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR ELECTRONIC FUNDS TRANSFERS:** Call us at 1-866-564-2262 or write us at the address on the front of this statement (non-personal accounts contact Customer Service) immediately if you think your statement or receipt is incorrect or if you need more information about a transfer listed on the statement or receipt.

For personal accounts only: We must hear from you no later than 60 days after we sent you the FIRST statement on which the problem or error appeared. Be prepared to give us the following information:

- Your name and account number
- The dollar amount of the suspected error
- A description of the error or transfer you are unsure of, why you believe it is an error, or why you need more information.

We will investigate your complaint and will correct any error promptly. If we take more than 10 business days (or 20 business days for new accounts) to do this, we will credit your account for the amount you think is in error so that you will have use of the money during the time it takes us to complete our investigation

**IN CASE OF ERRORS OR QUESTIONS ABOUT NON-ELECTRONIC TRANSACTIONS:** Contact the bank immediately if your statement is incorrect or if you need more information about any non-electronic transactions (checks or deposits) on this statement. If any such error appears, you must notify the bank in writing no later than 30 days after the statement was made available to you. For more complete details, see the Account Rules and Regulations or other applicable account agreement that governs your account. Deposit products and services are offered by JPMorgan Chase Bank, N.A. Member FDIC



JPMorgan Chase Bank, N.A. Member FDIC



August 31, 2019 through September 30, 2019

Primary Account [REDACTED]

This Page Intentionally Left Blank



# Entry 5d Financial Services Contact Information

Last updated: 08/13/2019

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 CHARTER SCHOOL FOR MINDFUL EDUCATION, INNOVATION AND TRANSFORMATIONS

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		

### 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			2

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

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years with Firm

# New York State Education Department

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

### 2019-20 Budget & Cash Flow Template

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

1	Complete ALL SIX columns in <b>BLUE</b>
2	Enter information into the <b>GRAY</b> cells
3	Cells containing <b>RED</b> 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 <a href="https://stateaid.nysed.gov/charter/">https://stateaid.nysed.gov/charter/</a> . 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 & Transformation**

**PROJECTED BUDGET FOR 2018-2019**

**July 1, 2019 to June 30, 2020**

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	9,948,404	1,357,685	-	-	-	11,306,089
Total Expenses	8,536,306	2,736,000	-	-	-	11,272,306
Net Income	1,412,098	(1,378,315)	-	-	-	33,783
Actual Student Enrollment	475	83				
Total Paid Student Enrollment	475	83				558

PROGRAM SERVICES

SUPPORT SERVICES

REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
----------------------	----------------------	-------	-------------	-------------------------	-------

**REVENUE**

**REVENUES FROM STATE SOURCES**

Per Pupil Revenue

CY Per Pupil Rate

District of Location

\$16,150.00

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

9,011,700	1,275,521	-	-	-	10,287,221
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
<b>9,011,700</b>	<b>1,275,521</b>				<b>10,287,221</b>

Special Education Revenue

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

Grants

Stimulus

53,696	-	-	-	-	53,696
--------	---	---	---	---	--------

Other

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

Other State Revenue

9,129	-	-	-	-	9,129
-------	---	---	---	---	-------

**TOTAL REVENUE FROM STATE SOURCES**

<b>9,074,525</b>	<b>1,275,521</b>				<b>10,350,046</b>
------------------	------------------	--	--	--	-------------------

**REVENUE FROM FEDERAL FUNDING**

IDEA Special Needs

-	82,164	-	-	-	82,164
---	--------	---	---	---	--------

Title I

182,579	-	-	-	-	182,579
---------	---	---	---	---	---------

Title Funding - Other

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

School Food Service (Free Lunch)

645,845	-	-	-	-	645,845
---------	---	---	---	---	---------

Grants

Charter School Program (CSP) Planning & Implementation

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

Other

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

Other Federal Revenue

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

**TOTAL REVENUE FROM FEDERAL SOURCES**

<b>828,424</b>	<b>82,164</b>				<b>910,588</b>
----------------	---------------	--	--	--	----------------

**LOCAL and OTHER REVENUE**

Contributions and Donations, Fundraising

10,000	-	-	-	-	10,000
--------	---	---	---	---	--------

Erate Reimbursement

9,288	-	-	-	-	9,288
-------	---	---	---	---	-------

Interest Income, Earnings on Investments,

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

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

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

Food Service (Income from meals)

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

Text Book

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

Other Local Revenue

26,167	-	-	-	-	26,167
--------	---	---	---	---	--------

**TOTAL REVENUE FROM LOCAL and OTHER SOURCES**

<b>45,455</b>					<b>45,455</b>
---------------	--	--	--	--	---------------

**TOTAL REVENUE**

<b>9,948,404</b>	<b>1,357,685</b>				<b>11,306,089</b>
------------------	------------------	--	--	--	-------------------

**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

No. of Positions

Executive Management

1.00

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

Instructional Management

2.00

197,000	-	-	-	-	197,000
---------	---	---	---	---	---------

Deans, Directors & Coordinators

1.00

75,000	-	-	-	-	75,000
--------	---	---	---	---	--------

CFO / Director of Finance

-

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

Operation / Business Manager

-

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

**Ember Charter School for Mindful Education, Innovation & Transformation**

**PROJECTED BUDGET FOR 2018-2019**

**July 1, 2019 to June 30, 2020**

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	9,948,404	1,357,685	-	-	-	11,306,089
Total Expenses	8,536,306	2,736,000	-	-	-	11,272,306
Net Income	1,412,098	(1,378,315)	-	-	-	33,783
Actual Student Enrollment	475	83	-	-	-	-
Total Paid Student Enrollment	475	83	-	-	-	558

**PROGRAM SERVICES**

**SUPPORT SERVICES**

		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Administrative Staff	19.00	943,250	-	-	-	-	943,250
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>23</b>	<b>1,305,250</b>					<b>1,305,250</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	27.00	1,400,000	-	-	-	-	1,400,000
Teachers - SPED	27.00	-	2,071,000	-	-	-	2,071,000
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	22.00	-	665,000	-	-	-	665,000
Specialty Teachers	8.00	450,000	-	-	-	-	450,000
Aides	-	-	-	-	-	-	-
Therapists & Counselors	16.00	845,000	-	-	-	-	845,000
Other	-	160,169	-	-	-	-	160,169
<b>TOTAL INSTRUCTIONAL</b>	<b>100</b>	<b>2,855,169</b>	<b>2,736,000</b>				<b>5,591,169</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>							
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>123</b>	<b>4,160,419</b>	<b>2,736,000</b>				<b>6,896,419</b>
<b>PAYROLL TAXES AND BENEFITS</b>							
Payroll Taxes		683,451	-	-	-	-	683,451
Fringe / Employee Benefits		930,517	-	-	-	-	930,517
Retirement / Pension		283,856	-	-	-	-	283,856
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		<b>1,897,824</b>					<b>1,897,824</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>		<b>6,058,243</b>	<b>2,736,000</b>				<b>8,794,243</b>
<b>CONTRACTED SERVICES</b>							
Accounting / Audit		15,000	-	-	-	-	15,000
Legal		5,000	-	-	-	-	5,000
Management Company Fee		20,000	-	-	-	-	20,000
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-
Payroll Services		21,500	-	-	-	-	21,500
Special Ed Services		-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		16,314	-	-	-	-	16,314
<b>TOTAL CONTRACTED SERVICES</b>		<b>77,814</b>					<b>77,814</b>
<b>SCHOOL OPERATIONS</b>							
Board Expenses		3,750	-	-	-	-	3,750
Classroom / Teaching Supplies & Materials		56,555	-	-	-	-	56,555
Special Ed Supplies & Materials		1,331	-	-	-	-	1,331
Textbooks / Workbooks		14,553	-	-	-	-	14,553

**Ember Charter School for Mindful Education, Innovation & Transformation**

**PROJECTED BUDGET FOR 2018-2019**

**July 1, 2019 to June 30, 2020**

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	9,948,404	1,357,685	-	-	-	11,306,089
Total Expenses	8,536,306	2,736,000	-	-	-	11,272,306
Net Income	1,412,098	(1,378,315)	-	-	-	33,783
Actual Student Enrollment	475	83				-
Total Paid Student Enrollment	475	83				558

**PROGRAM SERVICES**

**SUPPORT SERVICES**

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Supplies & Materials other	48,813	-	-	-	-	48,813
Equipment / Furniture	73,270	-	-	-	-	73,270
Telephone	96,670	-	-	-	-	96,670
Technology	109,921	-	-	-	-	109,921
Student Testing & Assessment	23,001	-	-	-	-	23,001
Field Trips	61,934	-	-	-	-	61,934
Transportation (student)	27,893	-	-	-	-	27,893
Student Services - other	243,152	-	-	-	-	243,152
Office Expense	60,372	-	-	-	-	60,372
Staff Development	252,842	-	-	-	-	252,842
Staff Recruitment	59,991	-	-	-	-	59,991
Student Recruitment / Marketing	63,074	-	-	-	-	63,074
School Meals / Lunch	665,182	-	-	-	-	665,182
Travel (Staff)	19,664	-	-	-	-	19,664
Fundraising	92,516	-	-	-	-	92,516
Other	175,710	-	-	-	-	175,710
<b>TOTAL SCHOOL OPERATIONS</b>	<b>2,150,194</b>					<b>2,150,194</b>
<b>FACILITY OPERATION &amp; MAINTENANCE</b>						
Insurance	123,531	-	-	-	-	123,531
Janitorial	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-
Repairs & Maintenance	126,524	-	-	-	-	126,524
Equipment / Furniture	-	-	-	-	-	-
Security	-	-	-	-	-	-
Utilities	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>250,055</b>					<b>250,055</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>						
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTIGENCY</b>						
<b>TOTAL EXPENSES</b>	<b>8,536,306</b>	<b>2,736,000</b>				<b>11,272,306</b>
<b>NET INCOME</b>	<b>1,412,098</b>	<b>(1,378,315)</b>				<b>33,783</b>

**ENROLLMENT - \*School Districts Are Linked To Above Entries\***

	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED
District of Location	475	83	558
School District 2 (Enter Name)			-
School District 3 (Enter Name)			-
School District 4 (Enter Name)			-
School District 5 (Enter Name)			-
<b>TOTAL ENROLLMENT</b>	<b>475</b>	<b>83</b>	<b>558</b>
<b>REVENUE PER PUPIL</b>	<b>20,944</b>	<b>16,358</b>	<b>-</b>
<b>EXPENSES PER PUPIL</b>	<b>17,971</b>	<b>32,964</b>	<b>-</b>







**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**.

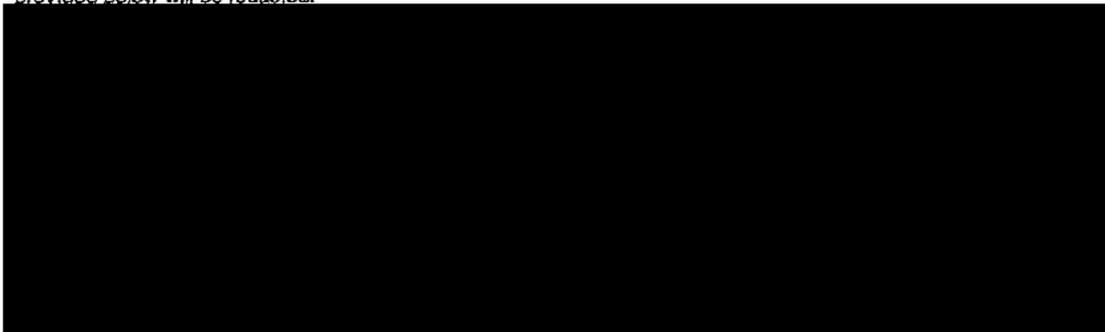
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps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



**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 Films 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.

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.

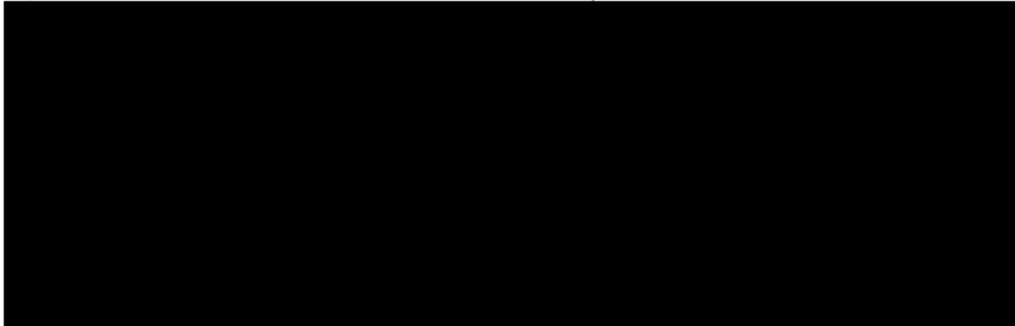
5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed 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 Sobus 149  
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.



**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. <i>None.</i>				

*Jan P. R.* \_\_\_\_\_ 9/19/16  
 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 be redacted.



**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   X   No

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

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

    Yes   X   No

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

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

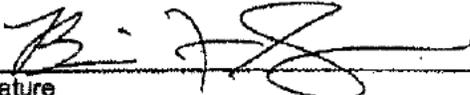
None

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

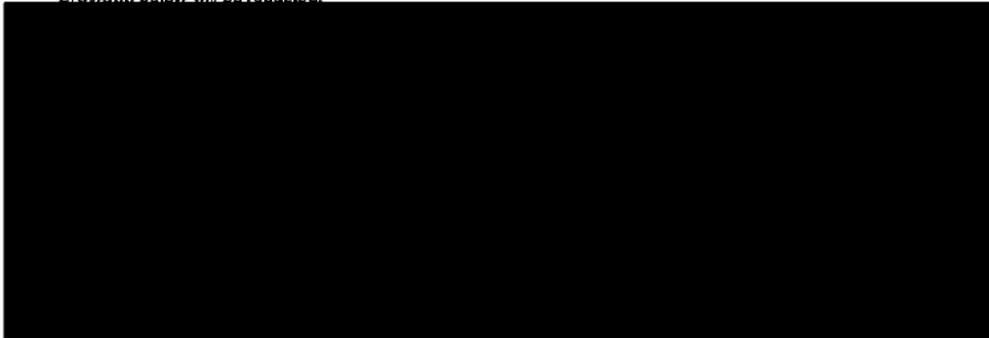
Please write "None" if applicable. Do not leave this space blank. NONE	NONE	NONE	NONE
---	------	------	------

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	NONE	NONE	NONE	NONE


9/19/16  
 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 be redacted.



**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 Plans of America

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

- 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.

- 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.

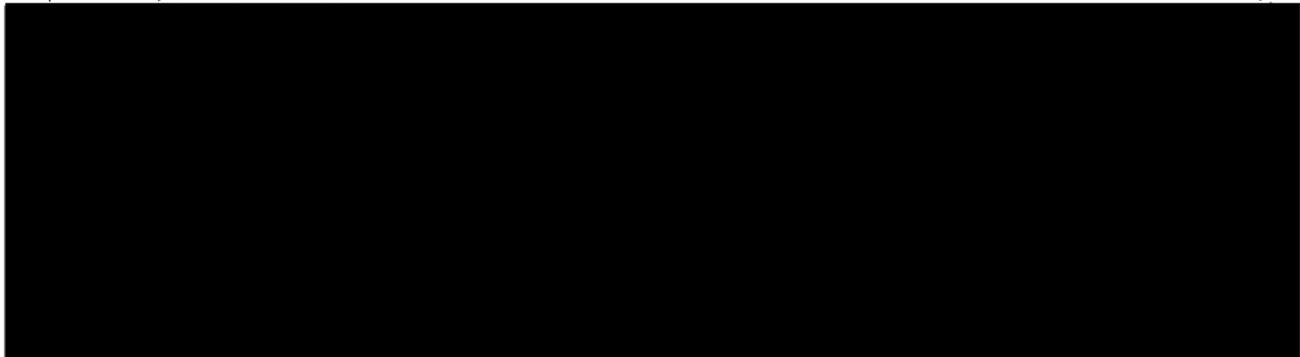
5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed 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		
--	--	------	--	--

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.



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

Trustee Name:

Genev 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**

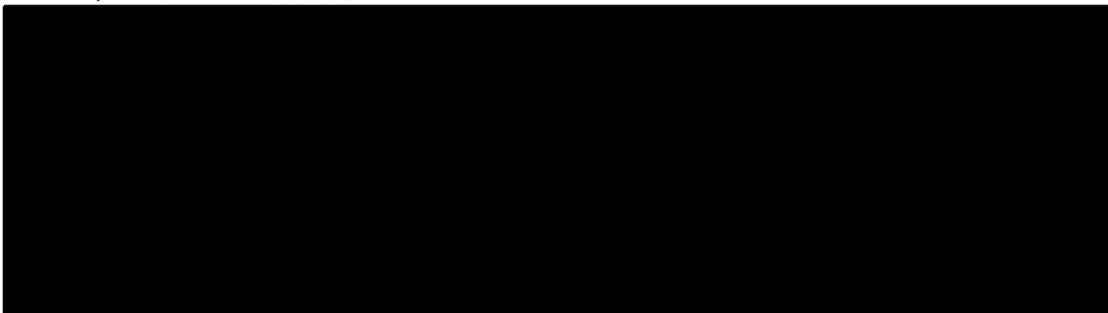
5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed 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>				
<b>NONE</b>				

*[Handwritten 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.*



**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 / CONSOLIDATION COMMITTEE

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 home 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.

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



**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.

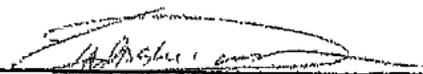
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the 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

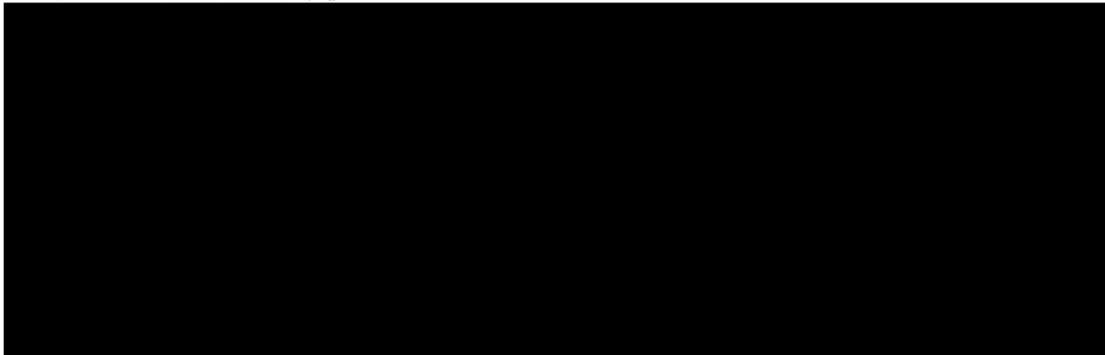
Please write "None" if applicable. Do not leave this space blank.			
NONE			

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 \_\_\_\_\_ 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.





# Entry 8 BOT Table

Created: 08/13/2019 • Last updated: 08/14/2019

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

## 1. 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 2018 19
1	Shahidah Kalam Id Din	Chair	Executive Committee	Yes	6	10/01/2018	06/30/2019	9
2	Tadashi Dumas	Treasurer	Executive Committee; Finance; Compensation & Evaluations	Yes	7	02/01/2009	06/30/2019	12
3	Harry Simmons	Secretary	Compensation & Evaluation; Expansion	Yes	6	08/27/2013	06/30/2019	12
4	n/a	Other	n/a	No	1	07/01/2018	06/30/2019	5 or less
5	n/a	Other	n/a	No	1	07/01/2018	06/30/2019	5 or less
6								
7								
8								
9								

**1a. Are there more than 9 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, 2019	3
b.Total Number of Members Added During 2018 19	1
c. Total Number of Members who Departed during 2018 19	5
d.Total Number of members in 2018 19, as set by in Bylaws, Resolution or Minutes	3

**3. Number of Board meetings held during 2018-19** 12

**4. Number of Board meetings scheduled for 2019-20** 12

**Thank you.**



# Entry 9 - Board Meeting Minutes

Created: 08/13/2019 • Last updated: 08/15/2019

## [Instructions for submitting minutes of the BOT monthly meetings](#)

Regents, NYCDOE, and Buffalo BOE authorized schools must either provide a link to a complete set of minutes that are posted on the charter school website, or upload a complete set of board meeting minutes from July 2018 June 2019, which should match the number of meetings held during the 2018 19 school year.

### **EMBER CHARTER SCHOOL FOR MINDFUL EDUCATION, INNOVATION AND TRANSFORMATION**

**Are all monthly BOT meeting minutes posted, which should match the number of meetings held during 2018-19 school year, on the charter school's website?**

Yes

**A. Provide if posted on the charter school's website a URL link to the Monthly Board Meeting Minutes, which should match the number of meetings held during the 2018-19 school year.**

<http://embercs.org/board/>



# Entry 10 Enrollment and Retention of Special Populations

Last updated: 08/13/2019

---

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

Describe the efforts the charter school has made in 2018 19 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual 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 2019 20.

## **EMBER CHARTER SCHOOL FOR MINDFUL EDUCATION, INNOVATION AND TRANSFORMATION**Section Heading

## Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2018 19	Describe Recruitment Plans in 2019 20
Economically Disadvantaged	As we were highly successful in our recruitment and retention in 2018 2019, we implemented the same strategies and approach for the 2017 2018 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/Multilingual Learners	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	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
Students with Disabilities	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 10,000 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.	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 10,000 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.

## Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2018 19	Describe Retention Plans in 2019 20
Economically Disadvantaged	<p>Our recruitment and retention efforts are intensive, community based, and we believe highly successful, yielding the following demographics for the 2018 19 school year:</p> <p>14.4% students with IEPs; 6.6% English Language Learners; and 77% FRPL.</p>	<p>Our recruitment and retention efforts are intensive, community based, and we believe highly successful, yielding the following demographics for the 2018 19 school year:</p> <p>14.4% students with IEPs; 6.6% English Language Learners; and 77% FRPL. We anticipate that these percentages will grow next school year 2019 20</p> <p>retention of these students in each of these categories was greater than 90%. We will continue with our outreach efforts to inform and improve our recruitment and retention efforts in these areas</p>
English Language Learners/Multilingual 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 spectrum of students in the inclusion setting,</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 spectrum of students in the inclusion setting,</p>

Students with Disabilities

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.

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.



# Entry 11 Classroom Teacher and Administrator Attrition

Last updated: 08/13/2019

Report changes in teacher and administrator staffing.

## Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the tables titled 2018-2019 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing during the 2018-2019 school year. Please provide the full time equivalent (FTE) of staff on June 30, 2018; the FTE for any departed staff from July 1, 2018 through June 30, 2019; the FTE for added staff from July 1, 2018 through June 30, 2019; and the FTE of staff added in newly created positions from July 1, 2018 through June 30, 2019 using the tables provided.

### 1. Classroom Teacher Attrition Table

	FTE Classroom Teachers on 6/30/18	FTE Classroom Teachers Departed 7/1/18 6/30/19	FTE Classroom Teachers Filling Vacant Positions 7/1/18 6/30/19	FTE Classroom Teachers Added in New Positions 7/1/18 6/30/19	FTE of Classroom Teachers on 6/30/19
	46	13	15	3	51

### 2. Administrator Position Attrition Table

	FTE Administrative Positions on 6/30/18	FTE Administrators Departed 7/1/18 6/30/19	FTE Administrators Filling Vacant Positions 7/1/18 6/30/19	FTE Administrators Added in New Positions 7/1/18 6/30/19	FTE Administrative Positions on 6/30/19
	13	0	0	2	15

**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.**

Our school model is to develop and advance teachers from within Ember CS. The advancement track goes as follows:

Co Teacher Apprentice to Lead Teacher to Senior Lead Teach to Partners (principals)

Although Ember will recruit from outside for quality candidates, we encourage the development of junior staff members to move onto more senior roles on our team

**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: 08/13/2019

## 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.

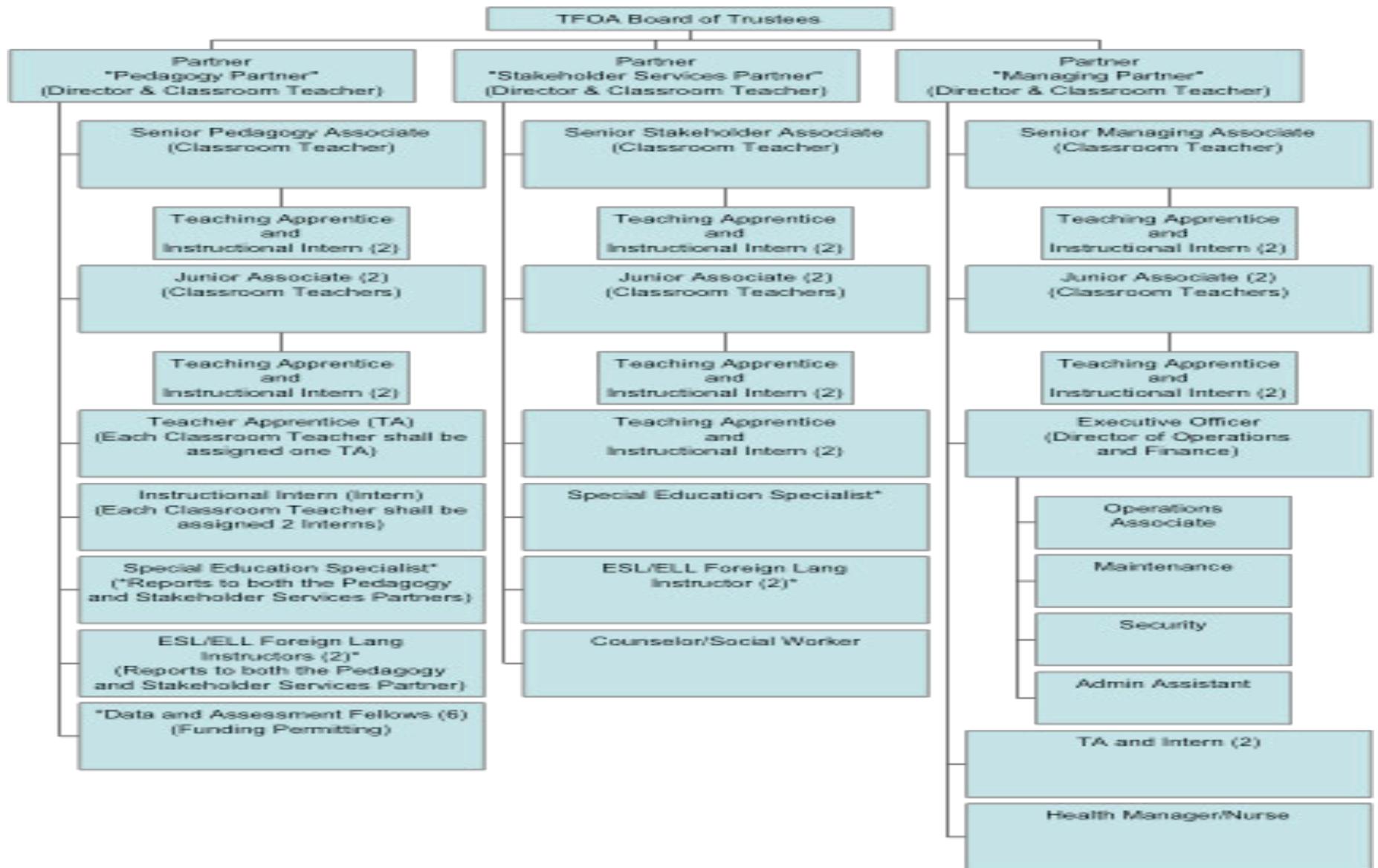
	FTE Count
1. Total FTE count of uncertified teachers (6 30 19)	30
2. FTE count of uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience (6 30 19)	10
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6 30 19)	0
4. FTE count of uncertified teachers with two years of Teach for America experience (6 30 19)	1
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6 30 19)	0
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6 30 19)	19

**FTE Count of All Uncertified Teachers as of 6/30/19** 30

**FTE Count of All Certified Teachers as of 6/30/19** 22

**Thank you.**

Teaching Firm Org Chart



# EMBER CHARTER SCHOOL CALENDAR SY2019-20

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

July 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			

August 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

September 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					

October 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		

November 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

December 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				

January 2020						
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 2020						
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

March 2020						
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 2020						
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 2020						
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 2020						
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 1-12	<b>SCHOOL CLOSED</b>
July 15-Aug 16	<b>Staff Summer PD</b>
Aug 19	<b>First Day of School</b>
Sept 2	Labor Day (No School)
Oct 11	No School for students (Staff PD)
Nov 5	No School (Election Day)
Nov 25-29	No School (Thanksgiving Break)
Dec 13	No School for students (Staff PD)
Dec 16- Jan 1	No School (Winter Break)
Jan 20	No School (MLK Day)
Feb 17 - 21	No School (Mid-Winter Break)
March 25 - 27	ELA State Test (Gr 3 to 8)
Apr 6	Lottery
Apr 9-17	No School (Spring Break)
Apr 21-23	Math State Test Gr 3 to 8)
May 18-29	Science Performance Test (Gr 4 and 8)
May 25	No School (Memorial Day)
June 1	Science Written Test (Gr 4 and 8)
June 19	<b>Last Day of School for Students (Half-Day)</b>
	(*Move-up Ceremony/ Community Cookout)
June 26	Last Day for Staff