



Entry 1 School Information and Cover Page

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

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

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

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

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

c. DISTRICT / CSD OF LOCATION NYC CSD 16

d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	616 Quincy St 3 Fl Brooklyn NY 11221	718-285-3787	718-919-0486	rafiq@embercs.org

d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Rafiiq Kalam Id-Din
Title	Managing Partner
Emergency Phone Number (###-###-####)	917-536-2493

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

f. DATE OF INITIAL CHARTER 01/2010

g. DATE FIRST OPENED FOR INSTRUCTION 08/2011

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

MISSION STATEMENT

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

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

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

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

Variable 1	<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">1. Nurturing and enabling students to become holistic social entrepreneurs, engineers and global leaders through the development of: agency and self-efficacy; critical thinking skills; social, emotional, and physical well-being; mindful leadership; global citizenship; and substantive international exposure and experiences;2. Developing and providing thought leadership within the education space, training and developing staff and other organizations committed to the same values and principles Ember employs; and3. Contributing to the positive and healthy economic, social and cultural development of the communities we serve. perhaps most notably through:<ul style="list-style-type: none">· Elementary School students successful development of
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	<p>service-learning projects that contribute positively to their community (e.g. launching a successful initiative that seeks to reduce gun violence and create more safe community spaces for play);</p> <ul style="list-style-type: none"> · Middle School students successful launch of a social enterprises that connects their local community to at least one developing economy (e.g. developing and launching a peer-to-peer social investment, micro-lending network and app/portal for youth in Brooklyn to fund youth-led social enterprises that help solve community problems in Greater Accra, Ghana); · High School students successfully organize other teens, adults and/or organizations to advocate for important social change (e.g. develop and launch a youth-led ballot initiative to create an official City Council seat (one from each borough) for a youth age 16-21, who has full voting rights and responsibilities) · 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; <p>Ember successfully works with local community partners and leaders (Bedford Stuyvesant Restoration Corporation, Bridge Street 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 indooractivities space), and cultural (various open, modular performance art spaces).</p>
Variable 2	<p>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:</p> <ul style="list-style-type: none"> · Self-efficacy · Executive functioning skills · Critical thinking skills · Mindfulness · Personalized learning opportunities <p>Similarly, research has also shown that the kind of single-sex cohorts, substantive international travel, and communitybased boarding school opportunities that Ember will engender significant improvements in learning and achievement for students.</p>
Variable 3	Expand learning experiences for students who are at risk of

	<p>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"> · Instructional time dedicated to developing self-efficacy and social-emotional health · Strong instructional focus on critical thinking and executive functioning skills · Incorporation of Design Thinking across instructional domains · Explicit STEM instruction · Integrated Arts instruction · Personalized learning opportunities · Core movement and development · Mindfulness and meditation · Substantive learning opportunities to explore global economic, socio-political, cultural and historic matters · Residential, community-based boarding opportunity in high school
Variable 4	<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"> • 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. · 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. · Opportunities for Thought Leadership: Ember’s Universityframework 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.
Variable 5	<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 available within the public school system through its unique program components:</p> <ul style="list-style-type: none"> • Looping • Single-sex cohorts (upper middle school and high school)

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

i. TOTAL ENROLLMENT ON JUNE 30, 2018 466

j. GRADES SERVED IN SCHOOL YEAR 2017-18

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7
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k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION? No

II. FACILITIES

Does the school maintain or operate multiple sites?

	Yes, 2 sites
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12. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site (K-5, 6-9, etc.)	Receives Rental Assistance	Rental Assistance for Which Grades (write N/A if applicable)
Site 1 (same as primary site)	616 Quincy St 3 Fl Brooklyn NY 11221	718-285-3787	NYC CSD 16	K - 4	No	N/A
Site 2	500 Macon St 3 Fl Brooklyn	718-285-3787	NYC CSD 16	5 - 8	No	N/A
Site 3						

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Rafiq Kalam Id-din	917-536-2493		rafiq@embercs.org
Operational Leader	Nilda Arias	718-285-3787		nilda@embercs.org
Compliance Contact	Nilda Arias	718-285-3787		nilda@embercs.org
Complaint Contact	Nilda Arias	718-285-3787		nilda@embercs.org
DASA Coordinator	Alisa Nutakor	718-285-3787		alisa@embercs.org

13. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Rafiq Kalam Id-din	917-536-2493		rafiq@embercs.org
Operational Leader	Nilda Arias	718-285-3787		nilda@embercs.org
Compliance Contact	Nilda Arias	718-285-3787		nilda@embercs.org
Complaint Contact	Nilda Arias	718-285-3787		nilda@embercs.org
DASA Coordinator	Alisa Nutako	718-285-3787		alisa@embercs.org

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

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

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

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

No

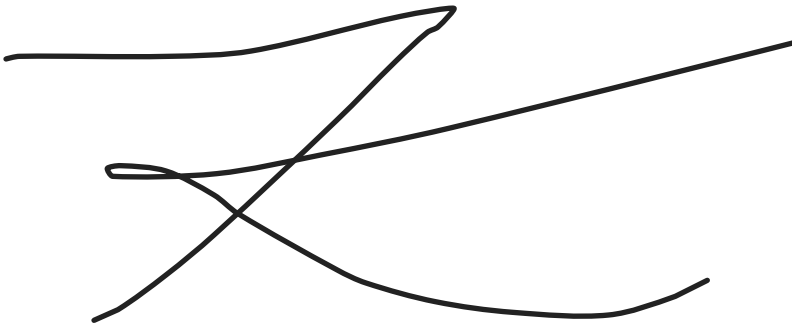
o. Name and Position of Individual(s) Who Completed this Annual Report.

Rafiq Kalam Id-Din

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

Yes

Signature, Head of Charter School

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

Signature, President of the Board of Trustees

Date

2018/08/02

Thank you.



Entry 2 NYS School Report Card Link

Last updated: 07/31/2018

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

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

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

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

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

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



Entry 3 Progress Toward Goals

Last updated: 11/01/2018

PROGRESS TOWARD CHARTER GOALS

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

1. ACADEMIC STUDENT PERFORMANCE GOALS

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

2017-18 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
Academic Goal 1	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	
Academic Goal 2	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 Assessments	Met	

Academic Goal 3	For each year of the school's renewal charter term, the percentage of the school's Latino 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 Assessments	Met	
Academic Goal 4	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 Assessments	Met	
Academic Goal 5	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 Assessments	Met	
	For each year of the school's renewal charter term, the			

Academic Goal 6	percentage of the school's Latino 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 Assessments	Met	
Academic Goal 7	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 Assessments	Met	
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 Assessments	Met	

2. Do have more academic goals to add? Yes

2017-18 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
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 Assessments	Met	
Academic Goal 10	For each year of the school's renewal charter term, the percentage of the school's Latino 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 Assessments	Met	
Academic Goal 11	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 Science examination must meet or exceed such percentage for the Community School District (CSD) in which the school is	NYS Science Assessments	Met	

	located.			
Academic 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 Rubrics	Not Met	
Academic Goal 13				
Academic Goal 14				
Academic Goal 15				
Academic Goal 16				

3. Do have more academic goals to add? No

4. ORGANIZATIONAL GOALS

2017-18 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
		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		

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 Latino FRPL students coming from the Community School District (CSD) in which the school is located.	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 Latino is at least 60% of the percent of all FRPL students coming from the CSD of location who are Latino. For example, if the demographic of the school's population of 100 FRPL students is 60% Black and 30% Latino, 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 Latino (60% of 30%).	Met	
Org Goal 2	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.	HR survey count of staff residences	Met	
Org Goal 3	Each year, the school will have a daily student attendance rate of at least 90%.	Attendance Records	Met	
	Each year, at least 90 percent of all students enrolled			

Org Goal 4	during the course of the year will return the following September.	Enrollment count	Not Met	
Org Goal 5	Each year, parents will express satisfaction with the school's program, based on 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%.	NYC DOE Learning Environment Survey	Met	

5. Do you have more organizational goals to add? Yes

2017-18 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
	Students in Grade 5 and above will express satisfaction with the school's program, based on the NYCDOE Learning Environment Survey (or a substantially			

Org Goal 6	similar 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%.	NYC DOE Learning Environment Survey	Met	
Org Goal 7	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%.	NYC DOE Learning Environment Survey	Met	
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				

Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				

6. FINANCIAL GOALS

2017-18 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Financial Goal 1	Each year, student enrollment will be within 15% of full enrollment.	Enrollment count	Met	
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.	Annual audit	Met	
Financial Goal 3	Each year, the school will operate on a balanced budget and maintain a stable cash flow.	Annual audit	Met	
Financial Goal 4				
Financial Goal 5				



Entry 4 Expenditures per Child

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

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

Financial Information

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

1. Total Expenditures Per Child

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

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

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

2. Administrative Expenditures per Child

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

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

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

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

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

Thank you.

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

Financial Statements

For the year ended June 30, 2018

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

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Independent Auditors' Report

To the Board of Trustees of
Ember Charter School for Mindful Education, Innovation & Transformation
Bronx, 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 statement of financial position as of June 30, 2018, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

Management's responsibility for the financial statements

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

Auditors' responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. 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, 2018, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Prior period financial statements

The financial statements of Ember Charter School for Mindful Education, Innovation & Transformation, as of and for the year ended June 30, 2017, were audited by other auditors whose report dated October 31, 2017 expressed an unmodified opinion on those statements.

Other reporting required by government auditing standards

In accordance with Government Auditing Standards, we have also issued our report dated October 31, 2018, 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.

Handwritten signature in blue ink that reads "N. Cheng, LLP".

New York, New York
October 31, 2018

**EMBER CHARTER SCHOOL FOR MINDFUL EDUCATION, INNOVATION
& TRANSFORMATION**
Statement of Financial Position
June 30, 2018

	<u>2018</u>	<u>2017</u>
<u>Assets</u>		
Current assets		
Cash and cash equivalents	\$ 94,236	\$ 916,430
Grants receivable	281,796	184,279
Prepaid expenses	24,340	11,996
Employee advances	<u>62,819</u>	<u>89,989</u>
Total current assets	463,191	1,202,694
Property and equipment, net - Note 3	375,470	311,078
Other assets		
Security deposits	10,000	10,000
Restricted cash	<u>75,131</u>	<u>75,093</u>
Total assets	<u>\$ 923,792</u>	<u>\$ 1,598,865</u>
<u>Liabilities and Net Assets</u>		
Current liabilities		
Accounts payable	\$ 217,054	\$ 118,577
Accrued salaries and other payroll related expenses - Note 4	545,453	1,135,997
Refundable advances	<u>17,011</u>	<u>7,510</u>
Total current liabilities	<u>779,518</u>	<u>1,262,084</u>
Net Assets - unrestricted		
Undesignated	69,143	261,688
Reserve - contingency	<u>75,131</u>	<u>75,093</u>
Total unrestricted net assets	<u>144,274</u>	<u>336,781</u>
Total liabilities and unrestricted net assets	<u>\$ 923,792</u>	<u>\$ 1,598,865</u>

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

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

Statement of Activities

For the year ended June 30, 2018

	<u>2018</u>	<u>2017</u>
<u>Operating revenue and other support</u>		
State and local per pupil operating revenue:		
General education	\$ 6,942,975	\$ 6,125,870
Special education	645,493	1,261,744
Facility lease assistance	366,666	103,803
	<u>7,955,134</u>	<u>7,491,417</u>
Grants, contracts and other support:		
Federal grants	742,425	245,200
State and local grants	40,465	37,208
Contributions	16,518	29,539
Interest and other income	35,862	36,197
	<u>8,790,404</u>	<u>7,839,561</u>
<u>Expenses</u>		
Program Expenses		
Regular education	6,706,721	6,516,430
Special education	1,387,908	1,287,326
	<u>8,094,629</u>	<u>7,803,756</u>
Supporting Services		
Management and general	813,862	502,811
Fund-raising	74,420	67,732
	<u>888,282</u>	<u>570,543</u>
Total program and supporting services expenses	<u>8,982,911</u>	<u>8,374,299</u>
Change in net assets	(192,507)	(534,738)
Unrestricted net assets - beginning of year	336,781	871,519
	<u>\$ 144,274</u>	<u>\$ 336,781</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 expenses			Supporting services		Total 2018
	Regular education	Special education	Total programs	Management & general	Fund-raising	
Salaries and staff						
Instructional staff	\$ 3,812,660	\$ 792,017	\$ 4,604,677	\$ 41,321	\$ 20,660	\$ 4,666,658
Administrative staff	176,089	60,030	236,119	341,289	30,390	607,798
Total salaries and staff	<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>
Operating expenses						
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 materials	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 debts	-	-	-	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**

Statement of Functional Expenses

For the year ended June 30, 2017

	Program expenses			Supporting services		Total 2017
	Regular education	Special education	Total programs	Management & general	Fund-raising	
Salaries and staff						
Instructional staff	\$ 4,195,223	\$ 821,236	\$ 5,016,459	\$ 50,000	\$ 25,000	\$ 5,091,459
Administrative staff	141,128	48,377	189,505	275,770	24,488	489,763
Total salaries and staff	4,336,351	869,613	5,205,964	325,770	49,488	5,581,222
Operating expenses						
Payroll taxes and fringe benefits	873,456	175,163	1,048,619	65,619	9,968	1,124,206
Professional fees	3,182	638	3,820	38,769	36	42,625
Outside services - consultants	189,174	32,298	221,472	16,400	152	238,024
Professional development	98,988	16,677	115,665	4,018	-	119,683
Student field trips	58,899	9,923	68,822	-	-	68,822
Office expenses and supplies	91,471	18,344	109,815	6,872	1,343	118,030
Food services	48,152	8,113	56,265	-	-	56,265
Information and technology	63,433	12,721	76,154	4,765	724	81,643
Telephone and internet	57,783	11,588	69,371	4,341	659	74,371
Insurance	38,107	7,642	45,749	2,863	435	49,047
Instructional materials	148,362	24,996	173,358	-	-	173,358
Furniture and equipment	26,669	4,650	31,319	367	56	31,742
Classroom supplies	37,145	6,333	43,478	176	27	43,681
Conferences	20,739	3,494	24,233	-	-	24,233
Postage and shipping	1,571	315	1,886	118	18	2,022
Repairs and maintenance	65,550	13,146	78,696	4,925	748	84,369
Rent	117,515	23,566	141,081	8,828	1,341	151,250
Advertising and recruiting	109,111	21,881	130,992	8,197	1,245	140,434
Bad debts	-	-	-	959	-	959
Depreciation and amortization	130,772	26,225	156,997	9,824	1,492	168,313
Total operating expenses	2,180,079	417,713	2,597,792	177,041	18,244	2,793,077
Total expenses	\$ 6,516,430	\$ 1,287,326	\$ 7,803,756	\$ 502,811	\$ 67,732	\$ 8,374,299

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 year ended June 30, 2018

	<u>2018</u>	<u>2017</u>
Cash flows from operating activities		
Change in net assets	\$ (192,507)	\$ (534,738)
Adjustments to reconcile change in net assets to to net cash used in operating activities		
Depreciation	163,255	168,313
Gain on disposal of property, plant and equipment	(300)	(168)
Bad debt	911	959
Changes in operating assets and liabilities		
Grants receivable	(97,517)	(77,581)
Prepaid expenses	(12,344)	52,271
Employee advances	26,259	(50,906)
Security deposits	-	(10,000)
Accounts payable	98,477	57,687
Accrued salaries and other payroll related expenses - Note 4	(590,544)	(165,521)
Refundable advances	9,501	2,405
Net cash used in operating activities	<u>(594,809)</u>	<u>(557,279)</u>
Cash flows used in investing activities		
Proceeds from reserves	(38)	(12)
Proceeds from sale of assets	300	200
Acquisition of property, plant and equipment	<u>(227,647)</u>	<u>(119,831)</u>
Net cash used in investing activities	<u>(227,385)</u>	<u>(119,643)</u>
Net decrease in cash and cash equivalents	(822,194)	(676,922)
Cash and cash equivalents - beginning of year	<u>916,430</u>	<u>1,593,352</u>
Cash and cash equivalents - end of year	<u>\$ 94,236</u>	<u>\$ 916,430</u>
Supplemental disclosure		
Acquisition of property, plant and equipment	<u>\$ -</u>	<u>\$ 18,951</u>

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

EMBER CHARTER SCHOOL FOR MINDFUL EDUCATION, INNOVATION & TRANSFORMATION

Notes to Financial Statements

June 30, 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 sixth grade. On March 13, 2017, a charter renewal was granted for a term up to and including 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.

Net asset presentation. The classification of the School's net assets and its support, revenue and expenses is based on the existence or absence of donor-imposed restrictions. It requires that the amounts for each of three classes of net assets, permanently restricted, restricted, and unrestricted, be displayed in a statement of financial position and that the amounts of changes in each of those classes of net assets be displayed in a statement of activities.

These classes are defined as follows:

- Permanently restricted - net assets resulting from contributions and other inflows of assets whose use by the School is limited by donor-imposed stipulations that neither expire by passage of time nor can be fulfilled or otherwise removed by actions of the School. The School has no permanently restricted net assets at June 30, 2018 and 2017.

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

Notes to Financial Statements

June 30, 2018

Note 2 - Summary of significant accounting policies_(continued)

- Temporarily restricted - net assets resulting from contributions and other inflows of assets whose use by the School is limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of the School pursuant to those stipulations. When such stipulations end or are fulfilled, such temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities. The School has no temporarily restricted net assets at June 30, 2018 and 2017.
- Unrestricted - the part of net assets that is neither permanently nor temporarily restricted by donor-imposed stipulations.

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

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 are \$281,796 and \$184,279 at June 30, 2018 and 2017, respectively. There are no allowances recorded at June 30, 2018 and 2017, as management believes all amounts are collectability.

Donated goods and services. The School receives donated services from unpaid volunteers. No amounts have been recognized in the accompanying statement of activities and changes in net assets, since the services do not meet the specialized skill criteria for recognition under U.S. GAAP

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.

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

Notes to Financial Statements

June 30, 2018

Note 2 - Summary of significant accounting policies_(continued)

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 statement 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.

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

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

Note 2 - Summary of significant accounting policies (continued)

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, 2018 and 2017, 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, 2014.

Subsequent events. Management has evaluated subsequent events for disclosure and/or recognition in the financial statements through October 31, 2018, the date that the financial statements were available to be issued.

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

Notes to Financial Statements

June 30, 2018

Note 3 Property, plant and equipment

Property and equipment consist of the following at June 30,

	<u>2018</u>	<u>2017</u>
Leasehold improvements	\$ 521,685	\$ 486,937
Furniture and fixtures	109,690	86,586
Computer equipment	327,634	233,806
Office and telephone equipment	259,405	194,505
Software	<u>100,495</u>	<u>89,428</u>
	1,318,908	1,091,262
Less: Accumulated depreciation	<u>(943,438)</u>	<u>(780,184)</u>
Total	<u>\$ 375,470</u>	<u>\$ 311,078</u>

Note 4 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, 2018 and 2017, total accrued salaries and other payroll-related expenses amounted to \$545,453 and \$1,135,997, respectively.

Note 5 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, 2018 and 2017, the School's matching contribution was \$143,045 and \$122,003, 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 Financial Statements

June 30, 2018

Note 6 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 96% of its operating revenue, which is subject to specific requirements, from per pupil funding from the New York City Department of Education during the year ended June 30, 2018 and 2017, respectively. Additionally the School's grants receivable consists of approximately 99% from the New York Department of Education.

Note 7 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 Financial Statements

June 30, 2018

Note 8 - Support services

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. The agreement expired on June 30, 2018, but was renewed for an additional year. As of June 30, 2018 and 2017, fees under the agreement amounted to \$23,041 and \$25,530, respectively.

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
New York, 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, 2018, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 31, 2018.

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 "NCheng LLP". The signature is written in a cursive, slightly slanted style.

New York, New York
October 31, 2018

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

Schedule of Prior Year Findings and Questioned Costs

For the year ended June 30, 2018

Finding No. 2017-001 – Payroll

Criteria: Employers generally must withhold federal income tax from employees' wages. Employers must also provide employees with W-2 reports explaining the compensation paid and withholding amounts. Employers generally must also withhold part or Social Security and Medicare taxes from employees' wages and pay a matching amount.

Condition: Employees' W-2 reports were understated. Related income and payroll taxes were not properly withheld, and the School did not pay the matching payroll tax amount.

Cause: At the request of three employees, the School processed part of its annual employee bonuses outside of its third-party payroll service provider.

Effect: The School is noncompliant with Internal Revenue Service requirements.

Recommendation: We recommend that the School process all payroll through its third-party service provider.

Views of Responsible

Officials: We will take all necessary steps to appropriately abate this good-faith error and appropriately account for payments to these three employees through payroll, including the update, filing and payment of all tax-related matters.

Current Status: The recommendation was adopted. No similar findings were noted in the current year audit

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

Schedule of Prior Year Findings and Questioned Costs

For the year ended June 30, 2018

Finding No. 2017-002 – Teacher certification

Criteria: Teachers must be certified. However, there is a teacher certification exemption that allows charter schools to have uncertified teachers for 30% of their teaching staff, or 15 teachers, whichever is less.

Condition: The School has 45 teachers. Of that number, 22 teachers were uncertified.

Cause: The School did not hire certified teachers, The School did not enforce that returning teachers remain current with their certification.

Effect: The School is not compliant with federal and state regulations that all teachers are New York certified, except for the exemptions noted above.

Recommendation: We recommend that the School hire teachers who are New York State certified in the subject and grade level for their assignment.

Questioned costs: N/A

Views of Responsible

Officials: The recent changes in New York State's teacher certification rules have resulted in longer time for the processing and compliance of certifications requirements for some of our teachers (14 of the 22 uncertified teachers are pending certification). We are working with the teachers involved to clear these certification challenges by the end of SY2017-18. Teachers who do not have these matters resolved by this deadline may not be asked to return for the following school year.

Current status: Per SUNY's interpretation of the criteria, assistant or associate teachers do not have to be counted in the population. For current fiscal years only 7 out of the 23 lead teachers were not certified, and at least 5 of these uncertified teachers are teaching math, science, computer science, technology or career and technical education. Therefore, this school is in compliance regarding the teacher qualification.



Entry 5c Additional Financial Docs

Last updated: 11/01/2018

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

Section Heading

1. Management Letter

<https://nysed-cso-reports.fluidreview.com/resp/20292320/8mMlunnVv3/>

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 do not receive CSP funds

5. Evidence of Required Escrow Account

<https://nysed-cso-reports.fluidreview.com/resp/20292320/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, 3rd Floor
Brooklyn, NY 11221
718-285-3787

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.

October 31, 2018

NCheng LLP

40 Wall Street, 32nd Floor

New York, NY 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 statements of financial position as of June 30, 2018, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, for the purpose of expressing an opinion as to whether the financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States (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 31, 2018, 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 July 9, 2018, 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.

21ST CENTURY SCHOOLS
FOR 21ST CENTURY STUDENTS



EMBER

CHARTER SCHOOLS

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Brooklyn, NY 11221

718-285-3787

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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.

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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 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 Ember Charter School for Mindful Education, Innovation & Transformation’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 the 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 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 Ember Charter School for Mindful Education, Innovation & Transformation’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.

21ST CENTURY SCHOOLS
FOR 21ST CENTURY STUDENTS

Ember does not discriminate against any student, employee or other person on the basis of race, ethnicity, national origin, gender, disability or any other unlawful ground.



EMBER

CHARTER SCHOOLS

616 Gulncy Street, 3rd Floor
Brooklyn, NY 11221
718-285-3787

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: James Bartlett
James Bartlett (Oct 31, 2018)

Name: James Bartlett

Title: Co-Chair

Signature: [Handwritten Signature]

Name: Rafiq Kalam Id-Din

Title: Managing Partner

21ST CENTURY SCHOOLS
FOR 21ST CENTURY STUDENTS

Ember does not discriminate against any student, employee or other person on the basis of race, ethnicity, national origin, gender, disability or any other unlawful ground.



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

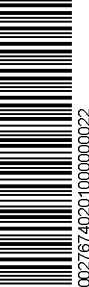
September 01, 2018 through September 28, 2018

Primary Account: **00002974922573**

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

00027674 DRE 802 141 27618 NNNNNNNNNN T 1 000000000 D2 0000
EMBER CHARTER SCHOOL FOR MINDFUL
EDUCATION, INNOVATION AND TRANSFORMATION
616 QUINCY ST FL 3
BROOKLYN NY 11221-1812



We updated our Deposit Account Agreement

We published an updated version of our Deposit Account Agreement on August 26, 2018. You can get the latest agreement at a branch or by request when you call us. Here's what you should know:

- We may use your voice to verify your identity. (General Account Terms, Section I, Other Legal Terms, Telephone and electronic communication)
- We clarified that any provision in the agreement is enforceable to the fullest extent permitted by law. (General Account Terms, Section I, Other Legal Terms, Rules governing your account)

The following updates will become effective on November 11, 2018:

- If an account owner dies while residing outside the United States, we may require the appointment of a personal representative in a U.S. court. (General Account Terms, Section B, Checks, Withdrawals, Transfers and Other Account Charges, Death or incompetence of account owner or sole signer)
- Check deposits made by mail and addressed to any Chase facility other than National Bank by Mail, may be forwarded to the National Bank by Mail facility at PO Box 36520, Louisville, KY 40233-6520, and will be considered received on the date the deposit is received by that facility. We do not accept cash deposits by mail. (Funds Availability, When Your Deposit Is Received)

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	00002974922573	\$25,059.59	\$25,059.59
Chase Business Select High Yield Savings	000000978721199	75,137.00	75,139.86
Total		\$100,196.59	\$100,199.45
TOTAL ASSETS		\$100,196.59	\$100,199.45



September 01, 2018 through September 28, 2018

Primary Account: 00002974922573

CHASE PLATINUM BUSINESS CHECKING

EMBER CHARTER SCHOOL FOR MINDFUL
EDUCATION, INNOVATION AND TRANSFORMATION

Account Number: 000002974922573

CHECKING SUMMARY

	INSTANCES	AMOUNT
Beginning Balance		\$25,059.59
Ending Balance	0	\$25,059.59

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
Total Service Charges	\$0.00

CHASE BUSINESS SELECT HIGH YIELD SAVINGS

EMBER CHARTER SCHOOL FOR MINDFUL
EDUCATION, INNOVATION AND TRANSFORMATION

Account Number: 000000978721199

SAVINGS SUMMARY

	INSTANCES	AMOUNT
Beginning Balance		\$75,137.00
Deposits and Additions	1	2.86
Ending Balance	1	\$75,139.86

Annual Percentage Yield Earned This Period	0.05%
Interest Paid This Period	\$2.86
Interest Paid Year-to-Date	\$27.89

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



September 01, 2018 through September 28, 2018

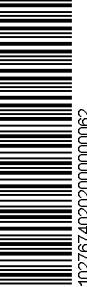
Primary Account: **00002974922573**

TRANSACTION DETAIL

DATE	DESCRIPTION	AMOUNT	BALANCE
	Beginning Balance		\$75,137.00
09/28	Interest Payment	2.86	75,139.86
	Ending Balance		\$75,139.86

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



September 01, 2018 through September 28, 2018

Primary Account: **000002974922573**

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Entry 5d Financial Services Contact Information

Last updated: 10/30/2018

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

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

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Nilda Arias	nilda@embercs.org	718-285-3787

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	mlin@ncheng.com	212-785-0100	1

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

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years with Firm

New York State Education Department

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

2018-19 Budget & Cash Flow Template

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

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

Ember Charter School for Mindful Education, Innovation and Transformation

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

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

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

PROGRAM SERVICES

SUPPORT SERVICES

REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
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REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

CY Per Pupil Rate

District of Location

\$15,307.00

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

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

Special Education Revenue

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

Grants

- Stimulus
- Other

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

Other State Revenue

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

TOTAL REVENUE FROM STATE SOURCES

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

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs

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

Title I

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

Title Funding - Other

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

School Food Service (Free Lunch)

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

Grants

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

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

Other Federal Revenue

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

TOTAL REVENUE FROM FEDERAL SOURCES

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

LOCAL and OTHER REVENUE

Contributions and Donations, Fundraising

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

Erate Reimbursement

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

Interest Income, Earnings on Investments,

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

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

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

Food Service (Income from meals)

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

Text Book

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

Other Local Revenue

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

TOTAL REVENUE FROM LOCAL and OTHER SOURCES

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

TOTAL REVENUE

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

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

No. of Positions

Executive Management

1.00

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

Instructional Management

-

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

Deans, Directors & Coordinators

1.00

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

CFO / Director of Finance

-

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

Operation / Business Manager

-

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

Ember Charter School for Mindful Education, Innovation and Transformation

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

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

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

PROGRAM SERVICES

SUPPORT SERVICES

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

Ember Charter School for Mindful Education, Innovation and Transformation

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

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

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

PROGRAM SERVICES

SUPPORT SERVICES

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

ENROLLMENT - *School Districts Are Linked To Above Entries*

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

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

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.

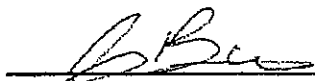
Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

<i>None</i>	<i>Please write "None" if applicable. Do not leave this space blank.</i>		
-------------	--	--	--

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

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

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


Signature

9/26/16
Date

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

Business Telephone: *646-667-7114*

Business Address: *80 Hanson Pl Brooklyn, NY 11217*

E-mail Address: *James.E.Bartlett@gmail.com*

Home Telephone: *646-667-7114*

Home Address: *112 Putnam Ave #2 Brooklyn, NY 11238*

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

Trustee Name:

Chantel L. Febus

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

Teaching Firms of America

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

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

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

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

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

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

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

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

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

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

Chantel Febus¹⁴⁹
Signature

September 26, 2016
Date

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

Business Telephone: (212) 969-3429

Business Address: 11 Times Square, Room 2222, New York, NY 10036

E-mail Address: chantelfebus@gmail.com

Home Telephone: (202) 669-4297

Home Address: 131 West 21st Street, Apt. 4, New York, NY 10011

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

Trustee Name:

Daniel Reynolds

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

Teaching Firms of America

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

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

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

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

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

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

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

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

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

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

Signature:  Date: 9/19/16

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

Business Telephone: (212) 225-2426

Business Address: One Liberty Plaza, NY, NY 10006

E-mail Address: dcr3970@gmail.com

Home Telephone: 614.634.2647

Home Address: 50 Murray St., Apt. 1420, NY, NY 10007

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

Trustee Name:

Brian Flanagan

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

Teaching Firms of America (Ember)

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

Board Member

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

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

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

Yes No

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

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

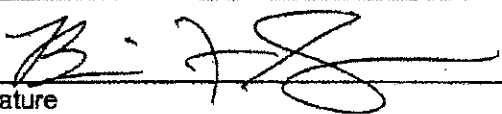
None

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

Please write "None" if applicable. Do not leave this space blank.	NONE	NONE	NONE
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5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

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

Business Telephone: (718) 514-3133
Business Address: 1271 Avenue of the Americas, 16th Flr.
E-mail Address: bjmf@flanagan@yahoo.com
Home Telephone: _____
Home Address: 460 W. 24th St. #2B NY NY 10011

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

Trustee Name:

Diana Lucas

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

Teaching Friends of America

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

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

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

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

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

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

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

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

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

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

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

Business Telephone: 347-581-9589

Business Address: 615 Willoughby Ave Brooklyn, NY 11230

E-mail Address: diane.vulcan@ny.gov

Home Telephone: 347-787-0417

Home Address: _____

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

Trustee Name:

EDWARD DONKOR

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

TFOA PROFESSIONAL PREP

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

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

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

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

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

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

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

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

Trustee Name:

Renee La Roche-Morris

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

TFOA / EMBER

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

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

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

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

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

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

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

NONE	<i>Please write "None" if applicable. Do not leave this space blank.</i>		
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5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write None.

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

 9/26/16
 Signature Date

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

Business Telephone: 212-922-6148

Business Address: 200 Park Avenue NY, NY 10166

E-mail Address: clarochemorris@yahoo.com

Home Telephone: 973-763-4164

Home Address: 139 Seton Place South Orange, NJ 07079

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

Trustee Name:

HATERY SIMMONS III

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

TEOA PROFESSIONAL PREPARATORY CHARTER SCH

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

BOARD MEMBER, EXPANSION & COMPENSATION COMMITTEES

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

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

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

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

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

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

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

NONE

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

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

Signature: [Handwritten Signature] Date: 9/26/16

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

Business Telephone: (917) 337-0247

Business Address: 665 3RD AVENUE, N.Y., N.Y. 10017

Email Address: SIMMONS@OLIVE.COM

Home Telephone: (917) 337-0247

Home Address: 127 6TH AVENUE, BELLINI, N.Y. 11217

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

Trustee Name: Tadashi DUMAS

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

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

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

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

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

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

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

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

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

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

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

Signature: [Handwritten Signature] Date: 9/21/14

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

Business Telephone: 212-495-4821
 Business Address: 140 Broadway
 E-mail Address: roald.clunas@bbh.com
 Home Telephone: 917-592-6231
 Home Address: 392 St MARKS AVENUE #2E



Entry 8 BOT Table

Last updated: 07/31/2018

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

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

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

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

1b. Current Board Member Information

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

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

Thank you.



Entry 9 - Board Meeting Minutes

Created: 10/30/2018 • Last updated: 11/01/2018

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

Regents, NYCDOE, and Buffalo BOE authorized schools must either provide a link to a complete set of minutes that are posted on the charter school website, or upload a complete set of board meeting minutes from July 2017--June 2018, which should match the number of meetings held during the 2017-18 school year.

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

Are all monthly BOT meeting minutes posted, which should match the number of meetings held during 2017-18 school year, on the charter school's website?

Yes

the charter school's website.

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 2017-18 school year.

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



Entry 10 Enrollment and Retention of Special Populations

Last updated: 07/31/2018

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

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

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

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2017-18	Describe Recruitment Plans in 2018-19)
Economically Disadvantaged	As we were highly successful in our recruitment and retention in 2017-2018, we implemented the same strategies and approach for the 2016-2017 school year.	In order to achieve success in our recruitment and retention for 2018-2019, will implement the same strategies and approach used in 2017-2018
English Language Learners	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 25,000 application-and info sheets via direct mail, tabling and dropoffs across five zip codes most connected to CSD 16. We also conducted direct outreach to over 50 early childcare centers, shelters and CBOs, with a special focus on engaging any staff or coordinators most directly responsible for services to students with disabilities.	To that end, in order to ensure that our school attracts students with disabilities in comparable numbers to our fellow schools in CSD 16, we engage in extensive outreach across the district, with particular emphasis on targeting early childcare centers, shelters and CBOs that cater to students with disabilities. We take the following steps to realize this strategy: We circulated over 25,000 application-and info sheets via direct mail, tabling and dropoffs across five zip codes most connected to CSD 16. We also conducted direct outreach to over 50 early childcare centers, shelters and CBOs, with a special focus on engaging any staff or coordinators most directly responsible for services to students with disabilities.

Retention Efforts Toward Meeting Targets

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

Students with Disabilities

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

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

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

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

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

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

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

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

1. Classroom Teacher Attrition Table

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

2. Administrator Position Attrition Table

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

3. Tell your school's story

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

(No response)

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

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

Yes

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

	Yes
--	-----

Thank you



Entry 12 Uncertified Teachers

Last updated: 10/30/2018

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

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

Instructions for Reporting Percent of Uncertified Teachers

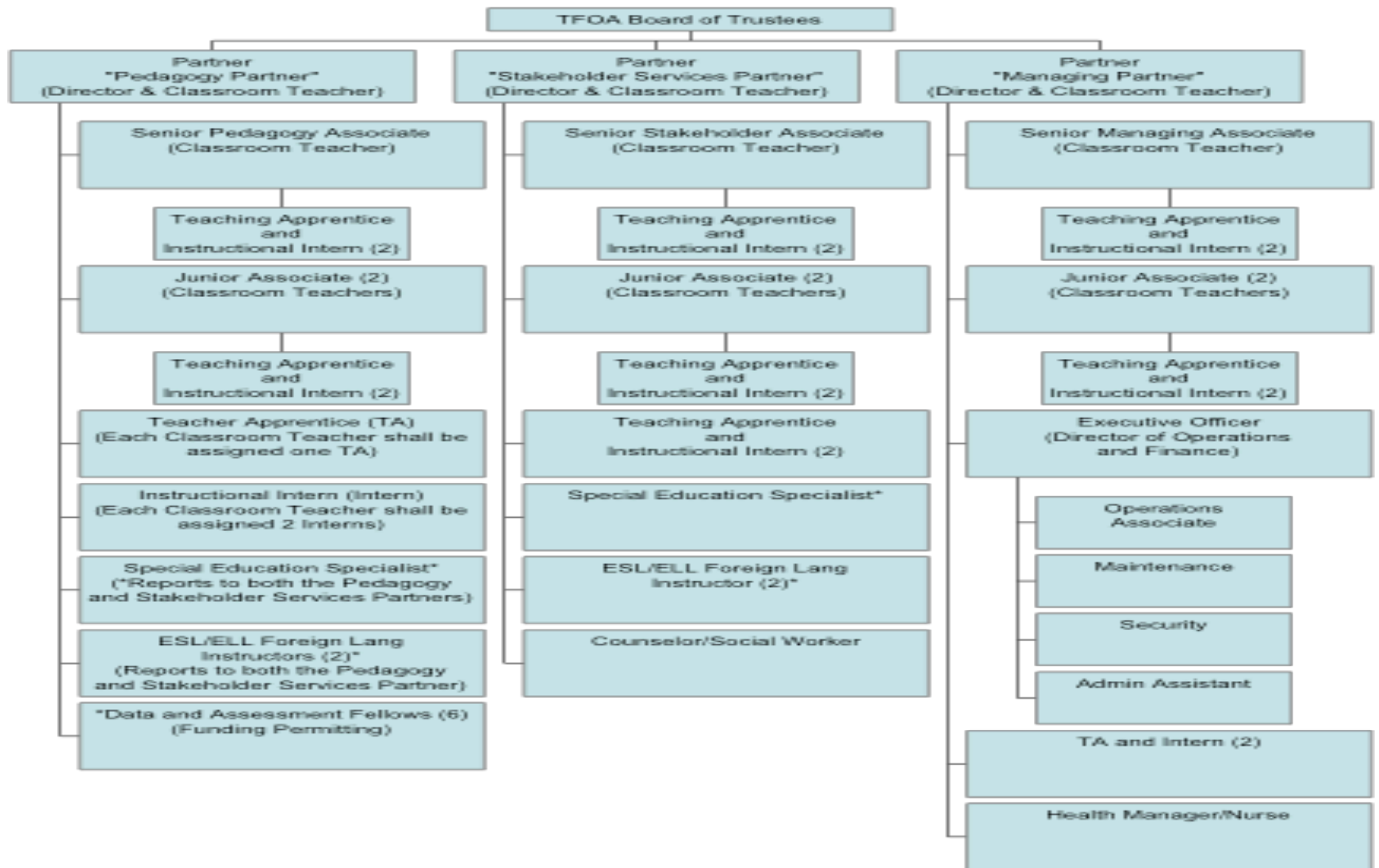
The table below is reflective of the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Enter the relevant full time equivalent (FTE) count of teachers in each column. For example, a school with 20 full time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

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

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

Thank you.

Teaching Firm Org Chart



EMBER CHARTER SCHOOL CALENDAR SY2018-19

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

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

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

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

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

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

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

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

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

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

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

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

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

Important Dates

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

New York State Education Department

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

2018-19 Budget & Cash Flow Template

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

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

Ember Charter School for Mindful Education, Innovation and Transformation

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

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

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

PROGRAM SERVICES

SUPPORT SERVICES

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

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

CY Per Pupil Rate

District of Location

\$15,307.00

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

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

Special Education Revenue

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

Grants

Stimulus

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

Other

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

Other State Revenue

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

TOTAL REVENUE FROM STATE SOURCES

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

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs

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

Title I

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

Title Funding - Other

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

School Food Service (Free Lunch)

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

Grants

Charter School Program (CSP) Planning & Implementation

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

Other

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

Other Federal Revenue

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

TOTAL REVENUE FROM FEDERAL SOURCES

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

LOCAL and OTHER REVENUE

Contributions and Donations, Fundraising

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

Erate Reimbursement

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

Interest Income, Earnings on Investments,

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

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

Food Service (Income from meals)

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

Text Book

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

Other Local Revenue

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

TOTAL REVENUE FROM LOCAL and OTHER SOURCES

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

TOTAL REVENUE

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

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

No. of Positions

Executive Management

1.00

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

Instructional Management

-

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

Deans, Directors & Coordinators

1.00

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

CFO / Director of Finance

-

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

Operation / Business Manager

-

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

Ember Charter School for Mindful Education, Innovation and Transformation

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

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

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

PROGRAM SERVICES

SUPPORT SERVICES

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

Ember Charter School for Mindful Education, Innovation and Transformation

PROJECTED BUDGET FOR 2018-2019

July 1, 2018 to June 30, 2019

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

PROGRAM SERVICES

SUPPORT SERVICES

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

ENROLLMENT - *School Districts Are Linked To Above Entries*

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

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

