

Application: Amani Public Charter School

Philip Salmon - psalmon@amanicharter.org
2020-2021 Annual Report

Entry 1 School Info and Cover Page

Completed Aug 2 2021

[Instructions](#)

Required of ALL Charter Schools

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

Entry 1 School Information and Cover Page

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

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2021)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

AMANI PUBLIC CHARTER SCHOOL 660900861000

a1. Popular School Name

Amani

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

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

BOARD OF REGENTS

c. DISTRICT / CSD OF LOCATION

MT VERNON SD

d. DATE OF INITIAL CHARTER

12/2010

e. DATE FIRST OPENED FOR INSTRUCTION

8/2011

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

MISSION STATEMENT

The mission of the Amani Public Charter School is to provide Mount Vernon, New York students in the 5th through 8th grades with the academic skills necessary to succeed in competitive high school programs, college, and the career of their choice.

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

KEY DESIGN ELEMENTS (Briefly describe each Key Design Elements (KDE) as presented in the schools approved charter. KDEs are those general aspects of the school that are innovative or unique to the school’s mission and goals, are core to the school’s overall design, and are critical to its success.

KDE 1	Ridiculously Great Teaching: Our faculty will be the champions and the backbone of the Amani community. 1) We will employ a highly qualified faculty that will be committed to the middle school model and to teaching in an urban environment. 2) Teachers will be passionate about their content area and reflective about their practice. 3) Support the growth of master teachers with a robust embedded professional development program driven by the data on student achievement.
KDE 2	Rigorous Academic Program: A standards-based, rigorous academic program, with a strong focus on literacy and numeracy. 1) A data driven program where teachers and administrators work together to analyze student assessment data, identify student needs and create instructional strategies to address their needs. 2) An educational program influenced by the "No Excuses" model. 3) An educational experience where students with disabilities can truly thrive.

	<p>4) A dedicated English Language Learner ("ELL") teacher with a structured ELL program.</p> <p>5) A learning community focused on the advancement of the student.</p>
KDE 3	<p>Strong School Culture:</p> <p>In order for learning to take place, the school environment needs to be safe for both staff and students alike.</p> <p>1) A structured environment with clear expectations for behavior and a consistent approach to school discipline.</p> <p>2) A longer school day and year.</p> <p>3) Strong parental involvement</p>
KDE 4	(No response)
KDE 5	(No response)
KDE 6	(No response)
KDE 7	(No response)
KDE 8	(No response)
KDE 9	(No response)
KDE 10	(No response)

Need additional space for variables

No

h. SCHOOL WEB ADDRESS (URL)

<http://www.amanicharter.org/>

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

355

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

351

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

Check all that apply

Grades Served

5, 6, 7, 8

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

No

FACILITIES INFORMATION

m. FACILITIES

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

No, just one site.

School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	60 S. 3rd. Ace. Mount Vernon, NY 10550	(914) 668-2553	Mount Vernon	5-8	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Debra Stern	914-668-2553		dstern@amanicharter.org
Operational Leader	Bruce Tanner	914-668-6450		btanner@amanicharter.org
Compliance Contact	Debra Stern	914-668-2553		dstern@amanicharter.org
Complaint Contact	Debra Stern	914-668-2553		dstern@amanicharter.org
DASA Coordinator	Kacie Anderson	914-668-2553		kanderson@amanicharter.org
Phone Contact for After Hours Emergencies	Bruce Tanner	914-668-6450		btanner@amanicharter.org

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

Private Space

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

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

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

Site 1 Certificate of Occupancy (COO)

[Certificate of Occupancy 2021.pdf](#)

Filename: Certificate of Occupancy 2021.pdf **Size:** 488.5 kB

Site 1 Fire Inspection Report

[Fire Inspection FY2021.pdf](#)

Filename: Fire Inspection FY2021.pdf **Size:** 2.6 MB

CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

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

No

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

Yes

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Philip Salmon
Position	Director of Finance
Phone/Extension	914-668-2553
Email	psalmon@amanicharter.org

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

Responses Selected:

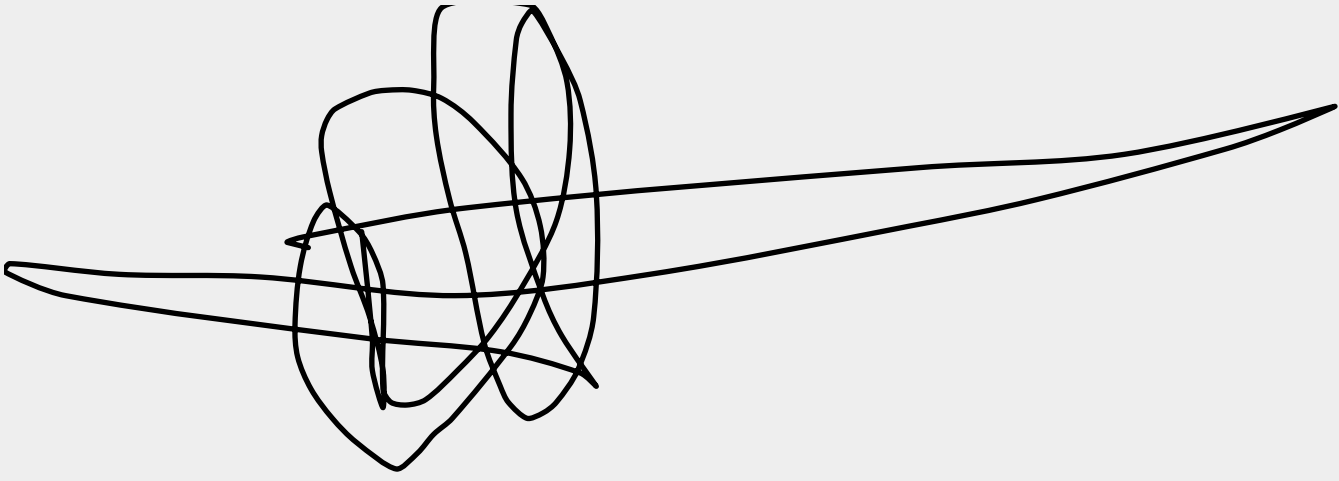
Yes

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

Responses Selected:

Yes

Signature, Head of Charter School

A highly stylized, abstract handwritten signature consisting of several overlapping loops and a long, thin tail extending to the right.

Signature, President of the Board of Trustees

A handwritten signature in cursive script, appearing to read "S. Park".

Date

(No response)

Thank you.



Entry 3 Progress Toward Goals

Completed Nov 1 2021

Instructions

Regents, NYCDOE, and Buffalo BOE-authorized charter schools

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

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

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Board of Regents-authorized and NYCDOE-authorized charter schools only.

Complete the tables provided. List each goal and measure as contained in the school’s currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 2, 2021.

1. ACADEMIC STUDENT PERFORMANCE GOALS

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

2020-2021 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take
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		of Goal		to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1	For all students, the % of students who score proficiently on 3-8 state assessments for all students at the school level compared to a minimum expectation to the district average with a target outcome being the state average.	In the absence of NYS ELA and Math scores due to the Pandemic Amani is not able to utilize this traditional measure to evaluate progress toward goals.	Unable to Assess	N/A
Academic Goal 2	For subgroups including students who are economically disadvantaged, students with disabilities and English language learners, the % of students who score proficiently on 3-8 state assessments by subgroup at the school level at minimum expectation to the district average with a target outcome being the state average.	In the absence of NYS ELA and Math scores due to the Pandemic Amani is not able to utilize this traditional measure to evaluate progress toward goals.	Unable to Assess	N/A
	For all students, the % of students			

Academic Goal 3	<p>who score proficiently on 3-8 state assessments for all students by grade level compared to a minimum expectation to the district average with a target outcome being the state average.</p>	<p>In the absence of NYS ELA and Math scores due to the Pandemic Amani is not able to utilize this traditional measure to evaluate progress toward goals.</p>	Unable to Assess	
Academic Goal 4	<p>For all students & Subgroups, Comparison of the performance of all schools in NYS with the same grade configuration and similar population of students identified as economically disadvantaged, students with disabilities and English language learners. Performance is based on schools' aggregate proficiency compared to the NYS average on 3-8 ELA and mathematics assessments and/or high school cohort ELA and mathematics outcomes. With a minimum expectation of at least 1 standard</p>	<p>In the absence of NYS ELA and Math scores due to the Pandemic Amani is not able to utilize this traditional measure to evaluate progress toward goals.</p>	Unable to Assess	

	deviation above the mean and a target outcome of greater than 1 standard deviation above the mean.			
Academic Goal 5	ESEA Accountability Designation is good standing		Met	
Academic Goal 6	For all students the percent of students in the school maintaining a proficient testing level or trending toward proficiency from one year's test administration to the next. Analysis will examine proficiency maintenance or improvement of all students in the school compared to each students' previous year's test scores. Will maintain or increase minimally in 75% of total tested students' proficiency levels with a target of 100%	In the absence of NYS ELA and Math scores due to the Pandemic Amani is not able to utilize this traditional measure to evaluate progress toward goals.	Unable to Assess	
	For students in subgroups, including students who are economically			

Academic Goal 7	<p>disadvantaged students with disabilities and English language learners the percent of students in the school maintaining a proficient testing level or trending toward proficiency from one year's test administration to the next. Analysis will examine proficiency maintenance or improvement of all students in the school compared to each students' previous year's test scores. Will maintain or increase minimally in 75% of total tested students' proficiency levels with a target of 100%</p>	<p>In the absence of NYS ELA and Math scores due to the Pandemic Amani is not able to utilize this traditional measure to evaluate progress toward goals.</p>	Unable to Assess	
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

2. Do have more academic goals to add?

No

4. ORGANIZATION GOALS

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

2020-2021 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1	Attendance: Each year the school will have a daily student attendance rate of at least 95%		Met	
Org Goal 2	COmpliance: Each year the school will comply iwht all applciable laws, rule,s regulations and contract terms and have in place and aintain effective syststems, policies, procedures and other controls for ensuring that legal and charter		Met	

	requirements are met.			
Org Goal 3	Enrollment; Each year student enrollment will be within 10% of full enrollment as defined in the school's contract.		Met	
Org Goal 4	Adherence to Charter: Amani will maintain a strong teaching and leadership team that furthers the school's mission, programs and goals.		Met	
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				

Org Goal 20				
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5. Do have more organizational goals to add?

No

6. FINANCIAL GOALS

2020-2021 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1	Upon completion of the school's first year of operation and every year thereafter, the school will undergo an independent financial audit which will result in an unqualified opinion and no major findings.	Independent Audit Due Nov. 1	Met	
Financial Goal 2	Each year the school will operate on a balanced budget and maintain a stable cash flow.	School Records and Audits	Met	
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

No

Thank you.

Entry 4 - Audited Financial Statements

Completed Oct 25 2021

Required of ALL Charter Schools

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

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

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

[Entry 4 Amani Public Charter School](#)

Filename: Entry 4 Amani Public Charter School.pdf **Size:** 474.4 kB

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

Completed Dec 20 2021

[Instructions - Regents-Authorized Charter Schools ONLY](#)

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

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

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

[Amani Public CS BEDS-660900861000_2020-21](#)

Filename: Amani Public CS BEDS 660900861000_2020_21.xlsx **Size:** 75.5 kB

Entry 4c - Additional Financial Documents

Completed Oct 27 2021

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

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

^[1] Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is \$100,000.

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

[Entry 4c](#)

Filename: Entry 4c.pdf Size: 454.3 kB

Entry 4d - Financial Services Contact Information

Completed Oct 25 2021

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

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Philip Salmon	[REDACTED]	[REDACTED]

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Jacqueline Lee	[REDACTED]	[REDACTED]	10

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
	CSBM	Donna Webster	237 West 35th St. STE 301, New York, NY	[REDACTED]	[REDACTED]	10

Entry 5 - Fiscal Year 2021-2022 Budget

Completed Nov 1 2021

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

The assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

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

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

[NYSED FY22 Budget](#)

Filename: NYSED FY22 Budget.xlsx Size: 41.1 kB

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Aug 2 2021

Required of ALL Charter Schools by August 2

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

- Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)
- SUNY- Authorized Charter Schools: [SUNY Trustee Financial Disclosure Form](#)

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

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

[Amani FY22 Trustee Disclosure Forms \(All Trustees\)](#)

Filename: Amani FY22 Trustee Disclosure Forms H99WCfj.pdf **Size:** 7.3 MB

Entry 7 BOT Membership Table

Completed Aug 2 2021

Instructions

Required of All charter schools

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

Entry 7 BOT Table

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

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

Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliation	Voting Member Per By-	Number of Terms Served	Start Date of Current	End Date of Current	Board Meetings

				ns	Laws (Y/N)		Term (MM/DD /YYYY)	Term (MM/DD /YYYY)	Attende d During 2020- 2021
1	Sidney Burke		Chair	Executiv e, Finance	Yes	3	06/11/2 018	06/10/2 024	12
2	Gene Johnson		Vice Chair	Executiv e, Educati on and Account ability	Yes	1	11/22/2 019	06/13/2 022	12
3	Jim Killoran		Treasure r	Executiv e, Finance	Yes	3	06/8/20 20	06/12/2 023	12
4	Stephan ie Edwards		Secretar y	Executiv e, Educati on and Account ability	Yes	1	11/22/2 019	06/12/2 023	12
5	Tamara Houston		Trustee/ Member	Educati on and Account ability	Yes	1	11/22/2 019	06/13/2 022	12
6	Patrick Smaith		Trustee/ Member	Finance	Yes	1	12/3/20 19	06/10/2 024	9
7									
8									
9									

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2021	6
b.Total Number of Members Added During 2020-2021	0
c. Total Number of Members who Departed during 2020-2021	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	6

3. Number of Board meetings held during 2020-2021

14

4. Number of Board meetings scheduled for 2021-2022

12

Thank you.

Entry 8 Board Meeting Minutes

Completed Aug 2 2021

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

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

[**Amani board minutes \(2020-07-13\)**](#)

Filename: Amani board minutes 2020 07 13.pdf **Size:** 84.8 kB

[**Amani board minutes \(2020-07-27\)**](#)

Filename: Amani board minutes 2020 07 27.pdf **Size:** 90.3 kB

[**Amani board minutes \(2020-08-10\)**](#)

Filename: Amani board minutes 2020 08 10.pdf **Size:** 1.4 MB

[**Amani board minutes \(2020-10-19\)**](#)

Filename: Amani board minutes 2020 10 19.pdf **Size:** 1.7 MB

[**Amani board minutes \(2021-01-11\)**](#)

Filename: Amani board minutes 2021 01 11.pdf **Size:** 1.7 MB

[**Amani board minutes \(2021-02-08\)**](#)

Filename: Amani board minutes 2021 02 08.pdf **Size:** 1.8 MB

[**Amani board minutes \(2020-09-14\)**](#)

Filename: Amani board minutes 2020 09 14.pdf **Size:** 5.9 MB

[**Amani board minutes \(2020-11-16\)**](#)

Filename: Amani board minutes 2020 11 16.pdf **Size:** 7.6 MB

[**Amani board minutes \(2020-12-14\)**](#)

Filename: Amani board minutes 2020 12 14.pdf **Size:** 15.2 MB

[**Amani board minutes \(2021-03-08\)**](#)

Filename: Amani board minutes 2021 03 08.pdf **Size:** 1.2 MB

[**Amani board minutes \(2021-05-10\)**](#)

Filename: Amani board minutes 2021 05 10.pdf **Size:** 1.9 MB

[**Amani board minutes \(2021-04-12\)**](#)

Filename: Amani board minutes 2021 04 12.pdf **Size:** 2.0 MB

[**Amani board minutes \(2021-06-28\)**](#)

[Amani board minutes \(2021-06-14\)](#)

Entry 9 Enrollment & Retention

Completed Aug 2 2021

[Instructions for submitting Enrollment and Retention Efforts](#)

ALL charter schools must complete this section. Describe the good faith efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school’s plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Entry 9 Enrollment and Retention of Special Populations

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

Describe the efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school’s plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
	According to NYSED (https://data.nysed.gov/enrollment.php?year=2020&instid=800000035289)	

<p>Economically Disadvantaged</p>	<p>approximately 73% of students in Mount Vernon are economically disadvantaged. Due to COVID-19 and social distancing requirements we expanded our online recruiting efforts and targeted Facebook advertisements. We advertise in targeted zip codes of Mount Vernon and the surrounding communities:</p> <ol style="list-style-type: none"> 1) We mailed out approximately 10,000 6 x 11 mailers to zip code in Mount Vernon (10550,10551,10553), Yonkers (10704) Bronx (10466) and New Rochelle (10801 and 10805). 2) We advertised on two local billboards in targeted areas of Mount Vernon for six weeks Tuition Free written on billboard 3) Lawn signs and flyers were placed throughout the Mount Vernon community in targeted areas including: 1) outside the 13 elementary schools in Mount Vernon; 2) local community based agencies; 3) specifically places that offer the community free services. <ol style="list-style-type: none"> a) The Boys and Girls Club b) Mount Vernon Public Library c) The Dole Center d) MV Neighborhood Health Center e) Literature Drops in local housing projects - primarily Levister towers 	<p>We will continue with targeted campaigns in zip codes indicated by census data and will return to in-person informational sessions and “walking” the community to hand out flyers. We will continue to partner with community organizations including the Mount Vernon Youth Bureau, Doles Center, Mount Vernon Public Library, Boys and Girls Club. We will continue to reach out to local business and religious institutions.</p>
	<p>In 2020-2021 we increased the breadth and depth of marketing and recruitment activities for families that speak English as a second language. Our student enrollment plan for 2020-2021</p>	

English Language Learners

incorporated target strategies to recruit students that are English language learners. In addition, a weighted lottery was applied to student applications that checked yes to the question, "Is your child eligible to take English as a Second Language/English as a New Language (ESL/ENL) or bilingual classes?" We identified 33 students or 20% of all applicants for 2021-2022. The number of applications received by ELL students were tracked on a weekly basis and compared to last year to ensure an increase in percentage rate. Strategies were also measured for success by comparing the application rate against campaign timelines.

Additional strategies included:

- 1) As a family focused school, we relied on our network of parents to serve as ambassadors for our school. As such, we asked current parents of ELL to communicate their positive experiences with our school to other parents in the community in an effort to attract more ELL
- 2) Employ ENL(MLL), teacher and conducted session during virtual learning
- 3) Newspaper article and school advertisement was printed in popular local spanish newspaper "Westchester Latino" - all content was written 100% in spanish, available online and at local businesses
- 4) Approximately 10,000 mailers were sent to the Mount Vernon community and neighboring

We will continue with efforts made during the 2020-2021 recruitment period and return to in-person recruiting events in 2021-2022. We will continue to offer virtual events as this has given families flexibility to attend. In addition:

- 1) increase presence at community events.
- 2) partner with Spanish speaking organizations.
- 3) develop robust Spanish "language "virtual" tours of the school.

communities with a high percentage of Latinx population: 1) Yonkers (zip code 10704); 2) New Rochelle (zip code 10801 and 10805). Flyers had the tagline “ hablamos espanol” on the front side of the flyer

5) Two Promotional ads for Facebook were written in the Spanish language and reached an audience of 29,000 users

6) Two local billboard ads with the tagline “Hablamos Espanol” were posted in targeted areas in the City of Mount Vernon for 6 weeks

7) Contact information for Spanish speaking marketing coordinator is made readily available at all information sessions and on the school website

Our student enrollment plan for 2020-2021 incorporated target strategies to recruit students with special education needs. In addition, a weighted lottery was applied to student applications “Does the student have an individual education plan (IEP)?”. We identified 25 students or 15% of all applicants for 2021-2022. The number of applications received by SWD students were tracked on a weekly basis and compared to prior years to ensure an increase in percentage rate. Strategies were also measured for success by comparing the application rate against campaign timelines.

Additional strategies:

1) As a family focused school, we

We will continue with efforts made during the 2020-2021 recruitment period and return to in-person recruiting events in 2021-2022. We will continue to offer virtual events as this has given families flexibility to attend. In addition:

1) increase presence at community events. 2) partner with Spanish speaking organizations. 3) develop robust Spanish “language “virtual” tours of the school.

<p>Students with Disabilities</p>	<p>relied on our network of parents to serve as ambassadors for our school. As such, we asked current parents of SWD to communicate their positive experiences with our school to other parents in the community in an effort to attract more SWD.</p> <p>2) Information sessions provided detailed information of our SPED program by our SPED coordinator</p> <p>3) A Facebook promotional video was created specifically to highlight “Services for Scholars with Special Education Needs are Available”, the video received 889 clicks.</p> <p>4) School website was updated to include a page for “Special Education Information”</p> <p>5) The term “Special Education” was used as an ad word for Google ads campaign</p> <p>6) Online students application form clearly states that Amani offers Special education services</p> <p>7) Availability of SPED coordinator to answer parents questions during the registration process</p>	<p>We will build on 2020-2021 recruiting efforts and we will continue to market through online campaigns and in-person community events.</p> <p>Reach out to community and advocacy groups.</p> <p>We have implemented systematic processes for evaluating recruitment and outreach strategies and program services for each of the three categories of students (SWD, ELL and Students who are eligible for free and reduced price lunch). We will continue to make strategic improvement based on this as needed as part of the continuous cycle of improvement.</p>
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Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
	<p>Amani is committed to developing partnerships with families; respecting all cultures; and employing culturally relevant pedagogical approaches. Programs such as Home Visits, Parent University and the Parent</p>	

<p>Economically Disadvantaged</p>	<p>Teacher Association (“PTA”) connect parents with the school and each other in a way to support their children’s achievement of the mission of the school.</p> <p>Amani conducts home visits as a way to integrate families as partners in their child’s education. A member of the Culture Team visits the home of each newly admitted scholar. The purpose of the home visit is to learn about the scholar’s needs, interests and concerns, to share important information about the Amani culture, and most paramount, establish communication and rapport with the families and scholars.</p> <p>Our Social Emotional Learning (“SEL”) team is composed of three Deans, a Social Worker, Social Worker Intern and a Guidance Counselor. The SEL team works with students, parents and staff to coordinate resources and services needed to help the student succeed</p>	<p>The decrease between prior years was due to a decrease in the numbers of parents identifying as free and reduced price lunch (we are Community Eligibility Program for free lunch). We currently rely upon a system matching process. We plan to re-double our efforts during the student registration process to identify of additional Economically Disadvantaged students</p>
<p>English Language Learners</p>	<p>We employ a certified English as a New Language (ENL) teacher and we offer a daily small group session for ELLs to work with the ENL teacher as well as push in support. The SWD Coordinator provides oversight of services for ELLs. Students who do not qualify as ELLs, but who may require additional ELA support are served through AIS or school based intervention.</p>	<p>We will continue to employ an English as a New Language (ENL) .</p> <p>We will conduct a communications audit to ensure that all our communications are readily available in Spanish.</p>

<p>Students with Disabilities</p>	<p>We continue to employ a Student with Disability Coordinator whose responsibility is support and growth of our program for SWD and ELL students. The school provides a full continuum of services for students with disabilities. The school is committed to creating alignment for the CSE recommendations and to offer comparable services for all students with disabilities.</p> <p>All SWD and ED scholars at Amani will receive their mandated services with the support of our social worker, speech and language pathologist, special education coordinator and licensed special education teachers.</p>	<p>We will provide additional Professional Development to all teachers relating to SWD.</p>
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Entry 10 - Teacher and Administrator Attrition

Completed Aug 2 2021

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

A. TEACH System - Employee Clearance

Charter schools must ensure that all prospective employees^[1] receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

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

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

B. Emergency Conditional Clearances

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

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

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at

<http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf>.

Attestation

Responses Selected:

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

Entry 11 Percent of Uncertified Teachers

Completed Aug 2 2021

Instructions

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

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

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

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

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	4
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category A: 5 or 30% whichever is less	4.0

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	5
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category B: not to exceed 5	5.0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

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

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

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

	FTE Count
Total Category D	0

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	23

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	32



Thank you.

Entry 12 Organization Chart

Completed Aug 2 2021

[Instructions](#)

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

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

[Org Chart for 06](#)

Filename: Org Chart for 06.01.21.pdf Size: 99.2 kB

Entry 13 School Calendar

Completed Sep 14 2021

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

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

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

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

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

[2021-2022 Amani School Calendar-final with count](#)

Filename: 2021 2022 Amani School Calendar fin 1jbkE8b.pdf Size: 188.2 kB

Entry 14 Links to Critical Documents on School Website

Completed Aug 2 2021

Instructions

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

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

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

Form for Entry 14 Links to Critical Documents on School Website

School Name: **Amani Public Charter School**

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

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

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	http://www.amanicharter.org/wp-content/uploads/2020/09/Amani-NYSED-Annual-Report-2019.pdf
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	http://www.amanicharter.org/board-of-directors/
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://amanicharter-org.zoom.us/rec/play/MIFVCLbkM9I0ALeHiBvDW0U5jzpMjjD0pxw-TI3mNVt8XD2MGMXVAIIQOc7H3Qbpld9WtXiB-i4yq7m.rXxQhfaG8u01mCRw?continueMode=true
3. Link to NYS School Report Card	https://data.nysed.gov/essa.php?year=2020&instid=800000070172%20New%20York%20State%20School%20Report%20Card
4. Lottery Notice announcing date of lottery	http://www.amanicharter.org/apply/
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	http://www.amanicharter.org/wp-content/uploads/2021/03/DASA-Policy-3.1.21.pdf
6. District-wide Safety Plan	http://www.amanicharter.org/school-safety-plan/
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	http://www.amanicharter.org/wp-content/uploads/2020/07/Discipline-Policy-8.18.pdf
7. Authorizer-Approved FOIL Policy	http://www.amanicharter.org/wp-content/uploads/2020/05/FOIL-Policy.pdf
8. Subject matter list of FOIL records	http://www.amanicharter.org/wp-content/uploads/2020/05/FOIL-Policy.pdf

Thank you.



AMANI PUBLIC CHARTER SCHOOL

MOUNT VERNON, NEW YORK

AUDITED FINANCIAL STATEMENTS

REPORT REQUIRED BY
GOVERNMENT AUDITING STANDARDS

AND

INDEPENDENT AUDITOR'S REPORTS

JUNE 30, 2021

(With Comparative Totals for 2020)

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INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Amani Public Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Amani Public Charter School, which comprise the statement of financial position as of June 30, 2021, and the related statements of activities and changes in net assets, 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.

Auditor's 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 and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Amani Public Charter School as of June 30, 2021 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.

Report on Summarized Comparative Information

We have previously audited Amani Public Charter School's June 30, 2020 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 23, 2020. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2020 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Report Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 22, 2021 on our consideration of Amani Public Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, 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 compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Amani Public Charter School's internal control over financial reporting and compliance.

Mengel, Metzger, Baw & Co. LLP

Rochester, New York
October 22, 2021

AMANI PUBLIC CHARTER SCHOOL
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2021
(With Comparative Totals for June 30, 2020)

<u>ASSETS</u>	June 30,	
	2021	2020
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$ 2,663,822	\$ 2,645,383
Certificate of deposit	790,488	787,176
Grants and other receivables	383,249	342,191
Prepaid expenses and other current assets	176,167	10,088
TOTAL CURRENT ASSETS	4,013,726	3,784,838
<u>OTHER ASSETS</u>		
Cash in escrow	75,000	75,000
Property and equipment, net	555,610	484,709
	630,610	559,709
TOTAL ASSETS	\$ 4,644,336	\$ 4,344,547
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable	\$ 64,020	\$ 43,140
Accrued expenses	76,393	88,514
Accrued payroll and benefits	410,679	318,198
Deferred revenue	304,721	301,504
Current portion of long-term debt	-	331,155
TOTAL CURRENT LIABILITIES	855,813	1,082,511
<u>LONG-TERM LIABILITIES</u>		
Deferred lease liability	939,233	903,775
Long-term debt	862,300	531,145
	1,801,533	1,434,920
TOTAL LIABILITIES	2,657,346	2,517,431
<u>NET ASSETS</u>		
Without donor restrictions	1,942,761	1,782,687
With donor restrictions	44,229	44,429
TOTAL NET ASSETS	1,986,990	1,827,116
TOTAL LIABILITIES AND NET ASSETS	\$ 4,644,336	\$ 4,344,547

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

AMANI PUBLIC CHARTER SCHOOL

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

YEAR ENDED JUNE 30, 2021
(With Comparative Totals for June 30, 2020)

	Year Ended June 30,			
	2021		2020	
	Without Donor Restrictions	With Donor Restrictions	Total	Total
Operating revenue and support:				
State and local per pupil operating revenue	\$ 6,580,047	\$ -	\$ 6,580,047	\$ 6,765,860
Governmental grants	382,536	-	382,536	374,617
Contributions	11,718	-	11,718	61,455
Contributed legal and educational services	54,114	-	54,114	55,000
Special events	-	-	-	26,990
Other income	5,429	-	5,429	28,673
Net assets released from restriction	200	(200)	-	-
TOTAL OPERATING REVENUE AND SUPPORT	7,034,044	(200)	7,033,844	7,312,595
Expenses:				
Program:				
Regular education	5,298,710	-	5,298,710	5,347,009
Special education	807,800	-	807,800	1,347,610
Management and general	742,234	-	742,234	810,275
Fundraising and special events	25,226	-	25,226	7,092
TOTAL EXPENSES	6,873,970	-	6,873,970	7,511,986
CHANGE IN NET ASSETS	160,074	(200)	159,874	(199,391)
Net assets at beginning of year	1,782,687	44,429	1,827,116	2,026,507
NET ASSETS AT END OF YEAR	\$ 1,942,761	\$ 44,229	\$ 1,986,990	\$ 1,827,116

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

AMANI PUBLIC CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2021
 (With Comparative Totals for June 30, 2020)

	Year ended June 30, 2021							Year Ended June 30, 2020 Total	
	No. of positions	Program Services			Supporting Services				
		Regular Education	Special Education	Sub-total	Management and general	Fundraising and special events	Sub-total		Total
Personnel Service Costs:									
Administrative Staff	14	\$ 781,120	\$ 121,201	\$ 902,321	\$ 297,277	\$ 23,875	\$ 321,152	\$ 1,223,473	\$ 1,177,795
Instructional Personnel	35	1,808,318	483,454	2,291,772	-	-	-	2,291,772	2,731,513
Non-instructional Personnel	8	101,507	22,050	123,557	68,316	17	68,333	191,890	196,967
Total Salaries and Wages	57	2,690,945	626,705	3,317,650	365,593	23,892	389,485	3,707,135	4,106,275
Fringe benefits & payroll taxes		873,563	49,634	923,197	68,991	496	69,487	992,684	968,882
Legal service		-	-	-	5,700	-	5,700	5,700	13,716
Accounting / Audit services		-	-	-	102,455	-	102,455	102,455	100,447
Other Purchased / Professional / Consulting services		199,351	14,894	214,245	5,112	85	5,197	219,442	285,517
Building and land rent / Lease		947,188	73,144	1,020,332	31,573	526	32,099	1,052,431	1,052,341
Repairs and maintenance		56,891	4,393	61,284	1,896	32	1,928	63,212	55,607
Insurance		37,220	2,861	40,081	6,277	20	6,297	46,378	39,140
Utilities		60,957	4,707	65,664	2,032	34	2,066	67,730	102,213
Supplies / Materials		57,084	3,788	60,872	-	-	-	60,872	74,299
Equipment / Furnishings		2,757	213	2,970	92	2	94	3,064	15,791
Staff development		51,138	3,667	54,805	841	14	855	55,660	57,246
Marketing / Recruitment		30,820	2,106	32,926	188	3	191	33,117	14,172
Technology		104,105	7,887	111,992	3,006	50	3,056	115,048	118,184
Food service		18,049	1,198	19,247	-	-	-	19,247	108,017
Student services		38,606	2,562	41,168	-	-	-	41,168	144,635
Office expense		100,845	7,787	108,632	3,361	56	3,417	112,049	126,763
Depreciation and amortization		-	-	-	106,602	-	106,602	106,602	97,855
Other		29,191	2,254	31,445	38,515	16	38,531	69,976	30,886
		<u>\$ 5,298,710</u>	<u>\$ 807,800</u>	<u>\$ 6,106,510</u>	<u>\$ 742,234</u>	<u>\$ 25,226</u>	<u>\$ 767,460</u>	<u>\$ 6,873,970</u>	<u>\$ 7,511,986</u>

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

AMANI PUBLIC CHARTER SCHOOL

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2021
(With Comparative Totals for June 30, 2020)

	<u>Year Ended June 30,</u>	
	<u>2021</u>	<u>2020</u>
<u>CASH FLOWS - OPERATING ACTIVITIES</u>		
Change in net assets	\$ 159,874	\$ (199,391)
Adjustments to reconcile change in net assets to net cash provided from (used for) operating activities:		
Depreciation and amortization	106,602	97,855
Changes in certain assets and liabilities affecting operations:		
Grants and other receivables	(41,058)	(206,424)
Prepaid expenses and other current assets	(166,079)	100,635
Accounts payable	20,880	(24,878)
Accrued expenses	(12,121)	(4,330)
Accrued payroll and benefits	92,481	43,132
Deferred revenue	3,217	-
Deferred lease liability	<u>35,458</u>	<u>64,986</u>
NET CASH PROVIDED FROM (USED FOR) OPERATING ACTIVITIES	199,254	(128,415)
<u>CASH FLOWS - INVESTING ACTIVITIES</u>		
Purchase of certificate of deposit	(3,312)	(13,312)
Purchases of property and equipment	<u>(177,503)</u>	<u>(82,110)</u>
NET CASH USED FOR INVESTING ACTIVITIES	<u>(180,815)</u>	<u>(95,422)</u>
<u>CASH FLOWS - FINANCING ACTIVITIES</u>		
Proceeds from long-term debt	<u>-</u>	<u>862,300</u>
NET CASH PROVIDED FROM FINANCING ACTIVITIES	<u>-</u>	<u>862,300</u>
NET INCREASE IN CASH AND CASH EQUIVALENTS AND RESTRICTED CASH	18,439	638,463
Cash and cash equivalents and restricted cash at beginning of year	<u>2,720,383</u>	<u>2,081,920</u>
CASH AND CASH EQUIVALENTS AND RESTRICTED CASH AT END OF YEAR	<u>\$ 2,738,822</u>	<u>\$ 2,720,383</u>

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

AMANI PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2021

(With Comparative Totals for June 30, 2020)

NOTE A: THE SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The Charter School

Amani Public Charter School (“the Charter School”) is an educational corporation that operates as a charter school in Mount Vernon, New York. On December 14, 2010, the Board of Regents of the University of the State of New York granted the Charter School a provisional charter valid for a term of five years and renewable upon expiration. The Charter was renewed for the second time in April 2019 for a term of three years through June 30, 2022. The Charter School was established to provide its students in grades 5-8 with the academic skills necessary to succeed in competitive high school programs, college and career of their choice.

Basis of accounting

The accompanying financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America.

Classification of net assets

To ensure observance of limitations and restrictions placed on the use of resources available to the Charter School, the accounts of the Charter School are maintained in accordance with the principles of accounting for not-for-profit organizations. This is the procedure by which resources are classified for reporting purposes into net asset groups, established according to their nature and purpose. Accordingly, all financial transactions have been recorded and reported by net asset group.

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions

Net assets over which the Governing Board has discretionary control to use in carrying on the Charter School’s operations in accordance with the guidelines established by the Charter School.

Net Assets With Donor Restrictions

Net assets resulting from contributions and other inflows of assets whose use by the Charter School is limited by donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

Revenue recognition

Revenue from Exchange Transactions: The Charter School recognizes revenue in accordance with Financial Accounting Standards Board (FASB) Accounting Standards Update (ASU) 2014-09, Revenue from Contracts with Customers, as amended. ASU 2014-09 applies to exchange transactions with customers that are bound by contracts or similar arrangements and establishes a performance obligation approach to revenue recognition.

AMANI PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for June 30, 2020)

NOTE A: THE SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

The Charter School records revenues both over time and at a point in time as follows:

	June 30,	
	2021	2020
Revenues earned over time	\$ 6,611,074	\$ 6,799,442
Revenues earned at a point in time	-	26,990
	<u>\$ 6,611,074</u>	<u>\$ 6,826,432</u>

State and local per pupil revenue

The Charter School recognizes revenue as educational programming is provided to students throughout the year. The Charter School earns state and local per pupil revenue based on the approved per pupil tuition rate of the public school district in which the pupil resides. The amount received each year from the resident district is the product of the approved per pupil tuition rate and the full-time equivalent student enrollment of the School. Each NYS school district has a fixed per pupil tuition rate which is calculated annually by NYSED in accordance with NYS Education Law. Amounts are billed in advance every other month and payments are typically received in six installments during the year. At the end of each school year, a reconciliation of actual enrollment to billed enrollment is performed and any additional amounts due or excess funds received are agreed upon between the Charter School and the district(s) and are paid or recouped. Additional funding is available for students requiring special education services. The amount of additional funding is dependent upon the length of time and types of services provided by the Charter School to each student, subject to a maximum amount based upon a set rate for each district as calculated by NYSED.

The following table summarizes contract balances at their respective statement of financial position dates:

	June 30,		
	2021	2020	2019
Grants and other receivables	\$ 99,760	\$ 113,374	\$ 48,779

Contributions

The Charter School recognizes contributions when cash, securities or other assets, an unconditional promise to give, or a notification of a beneficial interest is received. Conditional promises to give, that is, those with a measurable performance or other barrier, and a right of return, are not recognized until the conditions on which they depend have been substantially met.

AMANI PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for June 30, 2020)

NOTE A: THE SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Contributions, including unconditional promises to give, are recognized as revenues in the period received. A contribution that is received and expended in the same year for a specified purpose is classified as revenue without donor restrictions. Contributions are recorded as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities and changes in net assets as net assets released from restrictions.

Special events

The Charter School conducts special events in which a portion of the gross proceeds paid by the participant represents payment for the direct cost of the benefits received by the participant at the event—the exchange component, and a portion represents a contribution to the Charter School. Unless a verifiable objective means exists to demonstrate otherwise, the fair value of meals and entertainment provided at special events is measured at the actual cost to the Charter School. The contribution component is the excess of the gross proceeds over the fair value of the direct donor benefit. The direct costs of the special events, which ultimately benefit the donor rather than the Charter School, are recorded as fundraising expense in the statement of functional expenses. The performance obligation is delivery of the event. The event fee is set by the Charter School. Special event fees collected by the Charter School in advance of its delivery are initially recognized as liabilities (deferred revenue) and recognized as special event revenue after delivery of the event. For special event fees received before year-end for an event to occur after year-end, the Charter School follows AICPA guidance where the inherent contribution is conditioned on the event taking place and is therefore treated as a refundable advance along with the exchange component.

Grant revenue

Some of the Charter School's revenue is derived from cost-reimbursable federal and state contracts and grants, which are conditioned upon certain performance requirements and/or the incurrence of allowable qualifying expenses. Amounts received are recognized as revenue when the Charter School has incurred expenditures in compliance with specific contract or grant provisions. Certain grants are subject to audit and retroactive adjustments by its funders. Any changes resulting from these audits are recognized in the year they become known. Qualifying expenditures that have been incurred but are yet to be reimbursed are reported as grants receivable in the accompanying statement of financial position. Amounts received prior to incurring qualifying expenditures are reported as deferred revenue in the accompanying statement of financial position. There was no deferred revenue relating to cost-reimbursement grants at June 30, 2021 or 2020. The Charter School received cost-reimbursement grants of approximately \$1,500 and \$5,355 that have not been recognized at June 30, 2021 and 2020, respectively, because qualifying expenditures have not yet been incurred.

Cash and cash equivalents

Cash and cash equivalents are maintained at financial institutions located in Mount Vernon, New York and are insured by the FDIC up to \$250,000 at each institution. The Charter School considers all highly liquid instruments purchased with a maturity of three months or less to be cash equivalents. Cash equivalents consist of money market accounts. In the normal course of business, the cash account balances at any given time may exceed insured limits. However, the Charter School has not experienced any losses in such accounts and does not believe it is exposed to significant risk in cash and cash equivalents.

AMANI PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for June 30, 2020)

NOTE A: THE SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

The following table provides a reconciliation of cash and cash equivalents and restricted cash reported within the statement of financial position that sum to the total of the same such amounts shown in the statements of cash flows:

	<u>June 30,</u>	
	<u>2021</u>	<u>2020</u>
Cash and cash equivalents	\$ 2,663,822	\$ 2,645,383
Cash in escrow	<u>75,000</u>	<u>75,000</u>
	<u>\$ 2,738,822</u>	<u>\$ 2,720,383</u>

Certificate of deposit

The Charter School maintains its certificate of deposit with a financial institution. The balance is insured at the financial institution up to \$250,000 by the FDIC. At times the Charter School's balance may exceed federally insured limits. The Charter School has not experienced any losses in such account and does not believe it is exposed to any significant risk. The CD matured in July 2021 and was renewed through February 2022.

Cash in escrow

The Charter School maintained cash in an escrow account in accordance with the terms of its Charter agreement.

Grants and other receivables

Grants and other receivables are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts based on its assessment of the current status of individual receivables from grants, agencies and others. Balances that are still outstanding after management has used reasonable collection efforts are written off against the allowance for doubtful accounts. There was no allowance for doubtful accounts at June 30, 2021 and 2020.

Property and equipment

Property and equipment are recorded at cost. Depreciation is computed using the straight-line method on a basis considered adequate to depreciate the assets over their estimated useful lives, which range from three to fifteen years.

Deferred lease liability

The Charter School leases its facility. The lease contains pre-determined fixed escalations of the base rent. In accordance with GAAP, the Charter School recognizes the related rent expense on a straight-line basis and records the difference between the recognized rental expense and the amounts payable under the lease as a deferred lease liability.

Deferred revenue

The Charter School records grant revenue as deferred revenue until it is expended for the purpose of the grant, at which time it is recognized as revenue.

AMANI PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for June 30, 2020)

NOTE A: THE SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Tax exempt status

The Charter School is a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code and applicable state regulations and, accordingly, is exempt from federal and state taxes on income. The Charter School has filed for and received income tax exemptions in the jurisdictions where it is required to do so.

The Charter School files Form 990 tax returns in the U.S. federal jurisdiction. The tax returns for the years ended June 30, 2018 through June 30, 2021 are still subject to potential audit by the IRS. Management of the Charter School believes it has no material uncertain tax positions and, accordingly it has not recognized any liability for unrecognized tax benefits.

Contributed services

The Charter School receives contributed services from volunteers to develop its academic program and to serve on the Board of Trustees. These services are not valued in the financial statements because they do not require “specialized skills” and would typically not be purchased if they were not contributed.

The Charter School received contributed educational services which were valued at approximately \$54,000 and \$55,000, which are included in the accompanying statements of activities and changes in net assets for the years ended June 30, 2021 and 2020, respectively.

Marketing and recruiting costs

The Charter School expenses marketing and recruiting costs as they are incurred. Total marketing and recruiting costs approximated \$33,000 and \$14,000 for the years ended June 30, 2021 and 2020, respectively.

Accounting/Audit services

Accounting/Audit services is made up of expenses for financial management services as well as professional service expenses related to the annual financial statement audit.

Other purchased/professional/consulting services

Other purchased/professional/consulting services primarily consists of professional service expenses related to technology, security, regular and special education consultants, and payroll services.

Use of estimates in the preparation of financial statements

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America 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 revenue and expenses during the reporting period. Actual results could differ from those estimates.

AMANI PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for June 30, 2020)

NOTE A: THE SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Comparatives for year ended June 30, 2020

The financial statements include certain prior year summarized comparative information in total but not by net asset class or functional classification. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Charter School's financial statements for the year ended June 30, 2020, from which the summarized information was derived.

Reclassifications

Certain prior year amounts have been reclassified to conform with the current year presentation.

New accounting pronouncements

Leases

In February 2016, the FASB issued a new standard related to leases to increase transparency and comparability among entities by requiring the recognition of right-of-use ("ROU") assets and lease liabilities on the statement of financial position. Most prominent among the changes in the standard is the recognition of ROU assets and lease liabilities by lessees for those leases classified as operating leases under current U.S. GAAP. For nonpublic entities, the FASB voted on May 20, 2020, to extend the guidance in this new standard to be effective for fiscal years beginning after December 15, 2021, and interim periods within fiscal years beginning after December 15, 2022. The Charter School is currently evaluating the provisions of this standard to determine the impact the new standard will have on the Charter School's financial position or results of operations.

Gifts-in-kind

In September 2020, the FASB issued a new accounting update to improve transparency in the reporting of contributed nonfinancial assets, also known as gifts-in-kind. The update requires not-for-profit entities to present contributed nonfinancial assets separately on the statement of activities, apart from contributions of cash and other financial assets. In addition, the update requires not-for-profit entities to disclose in the notes to the financial statements a breakout of the different types of gifts-in-kind recognized, any donor restrictions associated with the gift, the valuation technique(s) used to arrive at the fair value measure, whether or not the gift-in-kind was monetized, and any policies on monetization. The update is effective for fiscal years beginning after June 15, 2021 and will be applied on a retrospective basis. The Charter School is currently evaluating the provisions of this update to determine the impact it will have on the Charter School's financial statements.

Subsequent events

The Charter School has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 22, 2021, which is the date the financial statements are available to be issued. See information above on the certificate of deposit and Note M relating to PPP loan forgiveness.

AMANI PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for June 30, 2020)

NOTE B: LIQUIDITY AND AVAILABILITY

The Charter School regularly monitors liquidity required to meet its operating needs and other contractual commitments. The Charter School's main source of liquidity is its cash accounts.

For purposes of analyzing resources available to meet general expenditures over a 12-month period, the Charter School considers all expenditures related to its ongoing activities of education and public service as well as the conduct of services undertaken to support those activities to be general expenditures.

Due to a strong focus on improving educational quality, the Charter School's Board of Trustees has approved an annual budget for the fiscal year ending June 30, 2022 with a deficit of approximately \$133,000. This deficit is anticipated to be funded through existing financial assets. In addition, the Charter School has a \$400,000 line of credit available for use if necessary.

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprise the following at June 30, 2021 and 2020:

	<u>June 30,</u>	
	<u>2021</u>	<u>2020</u>
Cash and cash equivalents	\$ 2,663,822	\$ 2,645,383
Certificate of deposit	790,488	787,176
Grants and other receivables	<u>383,249</u>	<u>342,191</u>
Total financial assets available within one year	3,837,559	3,774,750
Less:		
Amounts unavailable for general expenditures within one year due to:		
Restricted by donors with purpose restrictions	<u>(44,229)</u>	<u>(44,429)</u>
Total financial assets available to management for general expenditures within one year	<u>\$ 3,793,330</u>	<u>\$ 3,730,321</u>

NOTE C: SCHOOL FACILITY

Beginning September 1, 2014, the Charter School leases its facilities from T & Z Partners, Inc. through August 30, 2029 with the option to renew for an additional 15 years. Current monthly rental payments are \$86,640. Other expenses in excess of the first year's base costs will be paid for by the Charter School. Starting April 1, 2016, base rent will increase every year by the Per Pupil Funding rate increase up to 3%, as indicated by the New York State Education Department. In years where the Per Pupil Funding is below 3% the remaining amount will be deferred to a period where the rate is above 3% and be included in base rent for that lease year. Total rent expense for both of the years ended June 30, 2021 and 2020 was approximately \$1,052,000. Total approximate square footage usage for all facilities as of June 30, 2021 and 2020 was 45,000.

AMANI PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for June 30, 2020)

NOTE C: SCHOOL FACILITY, Cont'd

The future minimum payments on these agreements, assuming a 3% increase per year, are as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2022	\$ 1,047,483
2023	1,078,907
2024	1,111,275
2025	1,144,613
2026	1,178,951
Thereafter	3,972,848
	<u>\$ 9,534,077</u>

NOTE D: PROPERTY AND EQUIPMENT

Property and equipment consist of the following:

	<u>June 30,</u>	
	<u>2021</u>	<u>2020</u>
Furniture and fixtures	\$ 290,911	\$ 290,911
Office equipment	392,043	294,573
Leasehold improvements	<u>729,013</u>	<u>648,980</u>
	1,411,967	1,234,464
Less accumulated depreciation and amortization	<u>856,357</u>	<u>749,755</u>
	<u>\$ 555,610</u>	<u>\$ 484,709</u>

NOTE E: LINE OF CREDIT

The Charter School has a \$400,000 line of credit with a maturity date of February 5, 2022. The line of credit provides for interest at .5% over the Prime Rate (effective rate of 3.75% as of June 30, 2021). As of June 30, 2021 and 2020, there were no outstanding balances. The line is secured by all assets of the Charter School.

AMANI PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for June 30, 2020)

NOTE F: COMMITMENTS

The Charter School leases office equipment under lease agreements that expire at various dates through June 2024. The future minimum payments on these agreements are approximately as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2022	\$ 77,000
2023	62,000
2024	<u>51,000</u>
	<u>\$ 190,000</u>

The Charter School's landlord is currently making leasehold improvements to the Charter School's facility. In accordance with the terms of the lease, once construction is complete, the School will be required to reimburse the landlord for the leasehold improvements. The lease agreement calls for reimbursement of up to \$3,000,000 plus any additional changes approved by the Charter School. The Charter School is unable to estimate the amount due. Upon completion, the School expects to repay the landlord in monthly payments over 15 years plus interest at 7%. The amount and terms of the note have not yet been finalized.

NOTE G: RETIREMENT PLAN

The Charter School sponsors a 401(k) retirement plan (the "Plan") for its employees. All employees of the Charter School are eligible to participate. The Plan allows for a discretionary employer match contribution. The Charter School made contributions of approximately \$59,000 and \$46,000 for the years ended June 30, 2021 and 2020, respectively.

NOTE H: CONTINGENCY

Certain grants and contracts may be subject to audit by funding sources. Such audits might result in disallowance of costs submitted for reimbursement by the Charter School. Management is of the opinion that such disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

NOTE I: CONCENTRATIONS

At June 30, 2021 approximately 49% of grants and other receivables were due from the New York State Department of Education, relating to certain grants. At June 30, 2020 approximately 23% of grants and receivables were due from the New York State Department of Education.

During the years ended June 30, 2021 and 2020, 94% and 93% of total operating revenue and support came from per-pupil funding provided by New York State, respectively. The per-pupil rate is set annually by the State based on the school district in which the Charter School's students reside.

AMANI PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for June 30, 2020)

NOTE J: FUNCTIONAL EXPENSES

The financial statements report certain categories of expenses that are attributed to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. Expenses (including salaries, benefits, payroll taxes, purchased services, rent, repairs, insurance, utilities, supplies, and depreciation) which are attributable to more than one program or supporting function are allocated on the basis of estimates of time, effort, and usage.

NOTE K: NET ASSETS

Net assets without donor restrictions are as follows:

	<u>June 30,</u>	
	<u>2021</u>	<u>2020</u>
Undesignated	\$ 1,387,151	\$ 1,297,978
Invested in property and equipment	<u>555,610</u>	<u>484,709</u>
	<u>\$ 1,942,761</u>	<u>\$ 1,782,687</u>

Net assets with donor restrictions are as follows:

	<u>June 30,</u>	
	<u>2021</u>	<u>2020</u>
Subject to expenditure for specified purpose:		
Latin scholarship fund	\$ 5,000	\$ 5,200
21st Century library fund	22,350	22,350
Student travel fund	<u>16,879</u>	<u>16,879</u>
	<u>\$ 44,229</u>	<u>\$ 44,429</u>

NOTE L: RENEWAL PROCESS

The Charter School is currently in the process of renewing its charter as granted by the New York State Board of Regents. The charter currently expires June 30, 2022. The renewal process includes review by New York State Department of Education (NYSED) of various operational and governance aspects, including fiscal health and internal controls, board governance, and academic performance. Upon review of the renewal application and results, NYSED will determine if the charter should be renewed and if so, for how long. Successful charter renewals can range from one to five years. At this time, management of the Charter School expects the charter to be renewed.

AMANI PUBLIC CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for June 30, 2020)

NOTE M: LONG-TERM DEBT

In response to the COVID-19 outbreak, as disclosed in Note N, in May 2020, the Charter School applied for and was approved by a bank for a loan of \$862,300 through the Paycheck Protection Program established by the Small Business Administration. The loan has a maturity of 2 years and an interest rate of 1%. The loan has the potential for forgiveness provided certain requirements are met by the Charter School. The loan was funded on May 6, 2020. The loan was forgiven in full on August 5, 2021, therefore the entire balance is classified as long-term at June 30, 2021.

NOTE N: FINANCIAL IMPACT OF COVID-19 OUTBREAK

On January 30, 2020, the World Health Organization (“WHO”) announced a global health emergency because of a new strain of coronavirus (the “COVID-19 outbreak”) and the risks to the international community as the virus spreads globally beyond its point of origin. In March 2020, the WHO classified the COVID-19 outbreak as a pandemic, based on the rapid increase in exposure globally. The full impact of the COVID-19 outbreak continues to evolve as of the date of this report. As such, it is uncertain as to the full magnitude that the pandemic will have on the Charter School’s financial condition, liquidity, and future results of operations. Management is actively monitoring the global situation on its financial condition, liquidity, operations, suppliers, industry, and workforce. Given the daily evolution of the COVID-19 outbreak and the global responses to curb its spread, the Charter School is not able to estimate the effects of the COVID-19 outbreak on its results of operations, financial condition, or liquidity for fiscal year 2022.

In response to the COVID-19 outbreak, the Federal Government passed several COVID relief acts which include funding for elementary and secondary education. The Elementary and Secondary School Emergency Relief Fund (ESSER Fund) was established to award grants to state and local educational agencies. The Charter School has recognized \$78,317 of revenue relative to ESSER grants during the year ended June 30, 2021.

AMANI PUBLIC CHARTER SCHOOL

REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS

INDEPENDENT AUDITOR’S 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*

Board of Trustees
Amani Public Charter School

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Amani Public Charter School, which comprise the statement of financial position as of June 30, 2021, and the related statements of activities and changes in net assets, 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 22, 2021.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Amani Public Charter School’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 Amani Public Charter School’s internal control. Accordingly, we do not express an opinion on the effectiveness of Amani Public Charter School’s internal control.

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

Our consideration of internal control was for the limited purpose described in the first paragraph 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 over financial reporting 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 Amani Public Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Mengel, Metzger, Baw & Co. LLP

Rochester, New York
October 22, 2021

AMANI PUBLIC CHARTER SCHOOL

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS

YEAR ENDED JUNE 30, 2021

Finding 2020-001

Statement of condition

During our audit we noted the School did not adhere to their bylaws and Education Law Section 226 with respect to the minimum number of trustees. For a portion of the year the board of trustees consisted of only 4 members, less than the minimum requirement of 5.

Criteria and effect of conditions

The Charter School's bylaws state in Article III, Section B that the number of trustees on the board "shall not be fewer than five (5)..." Education Law Section 226 [1] states that the number of trustees shall not be less than five. During our audit we noted for a portion of the year, the Charter School had only 4 trustees on the board that were approved by the New York State Education Department.

The Charter School was not in compliance with these requirements until December 2019 when additional trustees were appointed to the board.

Recommendation

We recommend the Charter School consider maintaining a board of trustees consisting of at least six members to prevent instances of noncompliance should a trustee step down from the board for any reason.

Management response

We had an unexpected resignation of a Trustee in September 2019 that brought us below the minimum requirement of five Trustees. Additional Trustees were approved by the New York State Education Department by December 2019, bringing the total number of Trustees to six.

Current status

The Charter School maintained a board of trustees consisting of at least six members for the entire year ended June 30, 2021.

AMANI PUBLIC CHARTER SCHOOL

REQUIRED COMMUNICATIONS

JUNE 30, 2021

October 22, 2021

Board of Trustees
Amani Public Charter School

We have audited the financial statements of Amani Public Charter School as of and for the year ended June 30, 2021, and have issued our report thereon dated October 22, 2021. Professional standards require that we advise you of the following matters relating to our audit.

Our Responsibility in Relation to the Financial Statement Audit

As communicated in our engagement letter dated June 10, 2021, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America. Our audit of the financial statements does not relieve you or management of its respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing 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 over financial reporting. Accordingly, as part of our audit, we considered the internal control of Amani Public Charter School solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

Planned Scope and Timing of the Audit

We conducted our audit consistent with the planned scope and timing we previously communicated to you.

Compliance with All Ethics Requirements Regarding Independence

The engagement team, others in our firm, as appropriate, and our firm have complied with all relevant ethical requirements regarding independence. Safeguards in place to eliminate or reduce threats to independence to an acceptable level include a skilled, knowledgeable, and experienced Director of Finance who reviews draft financial statements prior to issuance and accepts responsibility for them.

Qualitative Aspects of the Entity's Significant Accounting Practices

Significant Accounting Policies

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by Amani Public Charter School is included in Note A to the financial statements. There have been no initial selection of accounting policies and no changes in significant accounting policies or their application during the year ended June 30, 2021. No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

Significant Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments.

The most sensitive accounting estimates affecting the financial statements are the collectability of grants receivable, as well as the allocation of costs for the statement of functional expenses. We evaluated the key factors and assumptions used to develop these estimates and determined that they are reasonable in relation to the basic financial statements taken as a whole.

Financial Statement Disclosures

Certain financial statement disclosures involve significant judgment and are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting Amani Public Charter School's financial statements relate to the concentrations of grant receivables and revenues, the upcoming charter renewal, and future commitments relating to leasehold improvements.

Significant Difficulties Encountered during the Audit

We encountered no significant difficulties in dealing with management relating to the performance of the audit.

Uncorrected and Corrected Misstatements

For purposes of this communication, professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. Further, professional standards require us to also communicate the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole. There were no significant corrected or uncorrected misstatements identified.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to Amani Public Charter School’s financial statements or the auditor’s report. We are pleased to report that no such disagreements arose during the course of the audit.

Representations Requested from Management

We have requested certain written representations from management, which are included in the management representation letter.

Management’s Consultations with Other Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

Other Significant Matters, Findings or Issues

In the normal course of our professional association with Amani Public Charter School, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, business conditions affecting Amani Public Charter School, and business plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as Amani Public Charter School’s auditors.

* * * * *

Should you desire further information concerning these matters, Jackie Lee or Kurt Button will be happy to meet with you at your convenience.

This report is intended solely for the information and use of the Board of Trustees and management of Amani Public Charter School and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

Mengel, Metzger, Barr & Co. LLP

MENGEL, METZGER, BARR & CO. LLP

AMANI PUBLIC CHARTER SCHOOL

ADVISORY COMMENT LETTER

JUNE 30, 2021

October 22, 2021

To the Board of Trustees
Amani Public Charter School

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

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

- *Reasonably possible.* The chance of the future event or events occurring is more than remote but less than likely.
- *Probable.* The future event or events are likely to occur.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses. 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.

* * * * *

This communication is intended solely for the information and use of Management, Board Members, others within the organization, and governmental authorities and is not intended to be, and should not be, used by anyone other than these specified parties.

The purpose of this communication is solely to describe the scope of our testing of internal control over financial reporting and the results of that testing. This communication is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Amani Public Charter School's internal control over financial reporting. Accordingly, this communication is not suitable for any other purpose.

We appreciated the cooperation from your staff that our personnel received during the audit of Amani Public Charter School's financial statements. Should you have any question or comments, please contact Jackie Lee or Kurt Button.

Very truly yours,

A handwritten signature in black ink that reads "Mengel, Metzger, Barr & Co. LLP". The signature is written in a cursive, flowing style.

MENGEL, METZGER, BARR & CO. LLP

2021 Annual Report
Entry 4C
Amani Public Charter School

1. Advisory and/or Management letter
 - Included in Entry 4. Audited Financial Statements
2. Federal Single Audit
 - Federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold
3. CSP Agreed-Upon Procedure Report
 - Not applicable
4. Evidence of Required Escrow Account for each school
 - See attached
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations
 - No findings



October 27, 2021

Philip Salmon
Director of Finance
60 South Third Avenue
Mount Vernon, NY 10550

Dear Mr. Salmon,

Please find below the banking information for the Amani Public Charter School:

Bank Name: Sterling National Bank
Account Name: Amani Public Charter School – Escrow Account
Account #: [REDACTED]
Account balance as of 10/27/2021: \$100,000.00

Additionally, if you have any questions, please find my contact information as the representative responsible for the handling of this account:

Nina Patton
Director
Phone: [REDACTED]
Email: [REDACTED]

Sincerely,

Nina M. Patton

Nina M. Patton

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

Name: Sidney Burke

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

Amani Public Charter School

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

Trustee, Chair of the Board

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

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

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

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

No

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

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

No

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

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

No

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

___ Yes X No

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

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

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

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are

doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
DLA Piper LLP (US) (" <u>DLA</u> ")	DLA serves as pro bono counsel to the School on certain matters.	DLA does not charge for its services, but may be reimbursed for out-of-pocket expenses.	I am a partner at DLA.	Disclosed potential conflict of interest and did not vote.

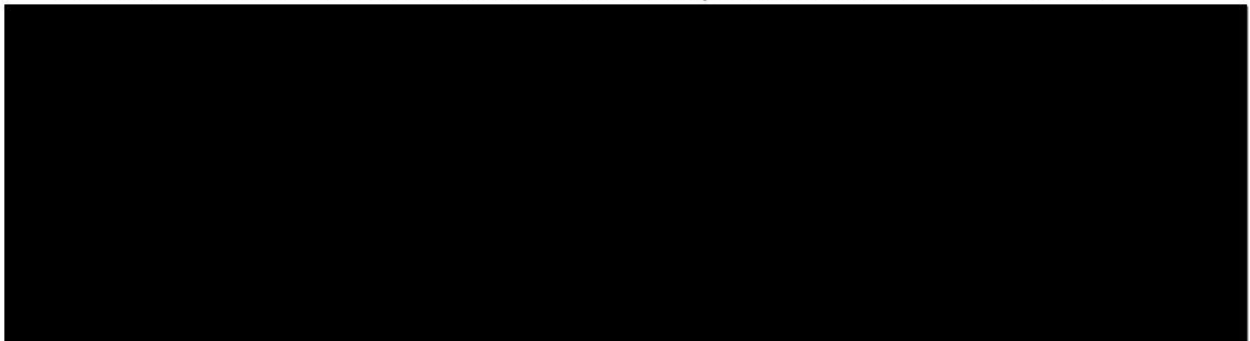


Signature

7/15/21

Date

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



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

Name:

Stephanie E. Edwards

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

Amani Public Charter School

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

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

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

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

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

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

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

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

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

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

Yes No


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

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

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

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

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

Signature 

Date 7/21/21

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





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

Name: Tamara Houston

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

Amani Public Charter School

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

Representative

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

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

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

NO

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

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

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

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

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

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

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

Yes No

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

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

NONE

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

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

NONE

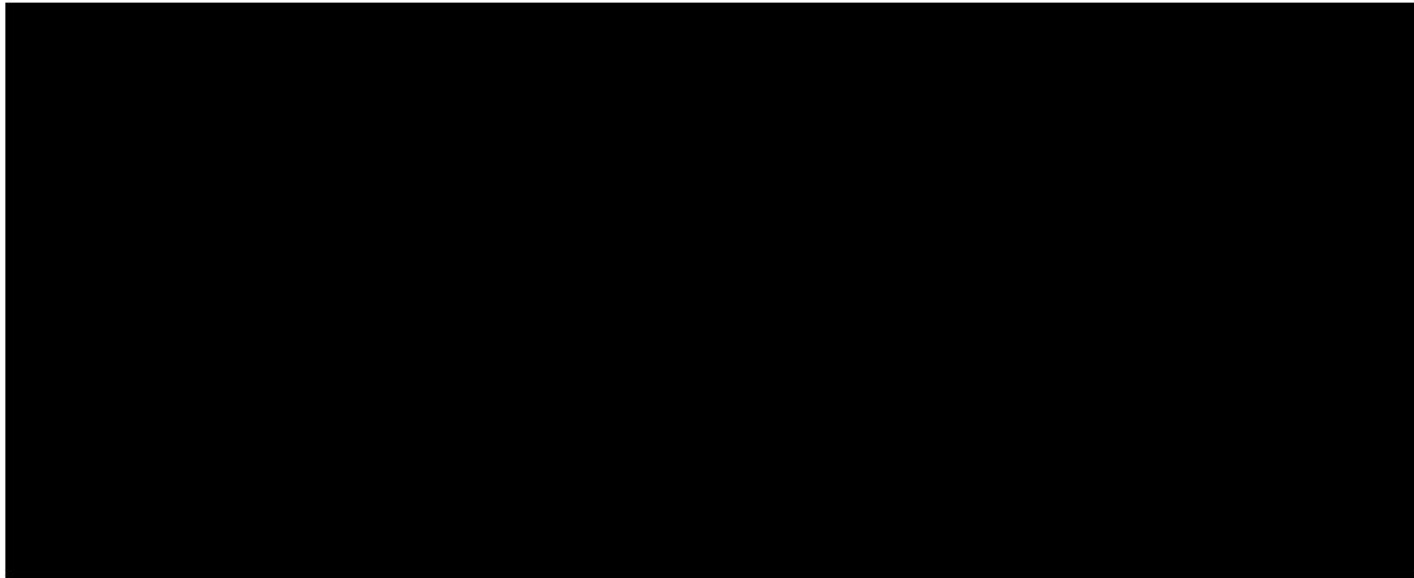
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps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

--	--	--	--	--


Signature

9/24/21
Date

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



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

Name:

Gene Johnson

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

Amani Public Charter School

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

Vice Chair, Secretary

2. Are you an employee of any school operated by the education corporation?

Yes No

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

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

NO

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

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

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

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

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

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

Yes No

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

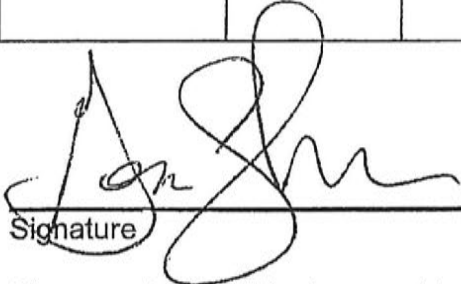
Former Dean of Students employed from 2013 - 2017 @ AMAN,

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

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="text-align: center; font-size: 2em;">NONE</p>			

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

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


Signature

7/29/21
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.

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



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

Name:

James J Killoran

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

Amanc Charter

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

Treasurer Paul

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

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

no

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

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

no

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

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

no

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

no

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

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

Yes No

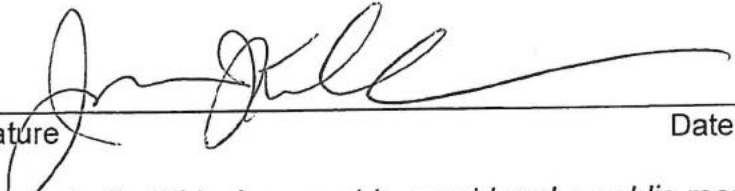
If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="text-align: center;"><i>N/A</i></p>			

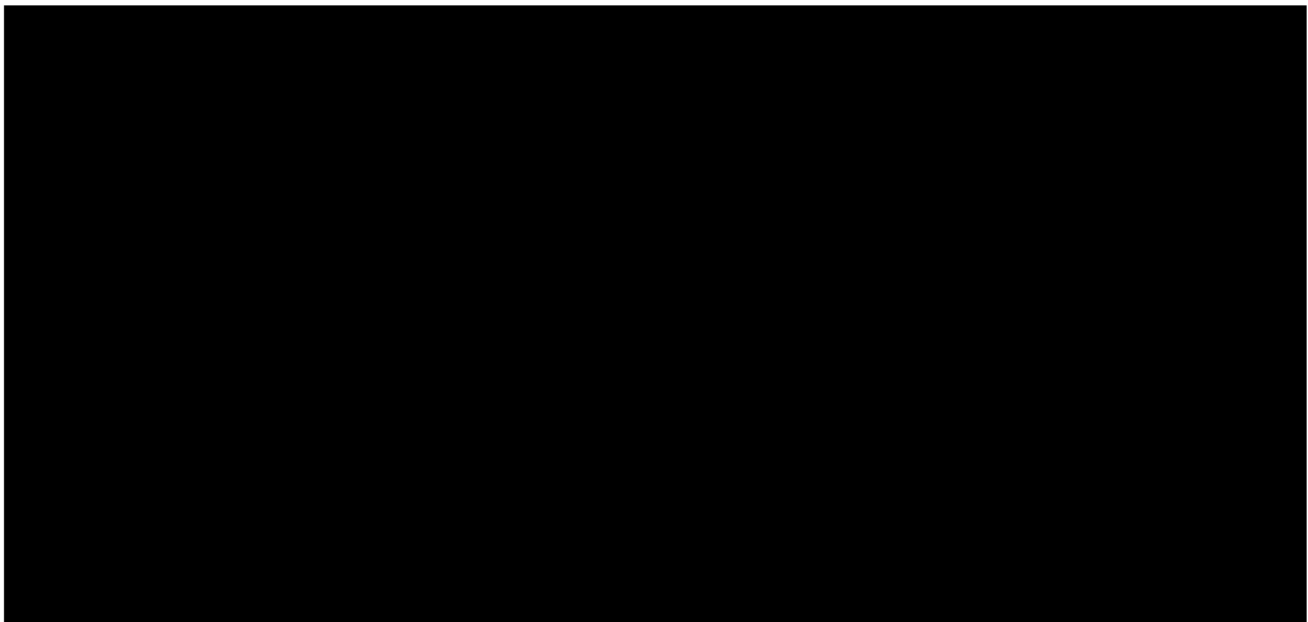
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="text-align: center;">N/A</p>				

Signature  Date 7/29/2021

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





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

Name: PATRICK SMITH

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

AMANIC PUBLIC CHARTER SCHOOL

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

BOARD MEMBER

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

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

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

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

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

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

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

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

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

Yes No


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

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

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

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

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


Signature

7/15/2021
Date

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



MINUTES OF A MEETING OF
THE BOARD OF TRUSTEES OF THE
AMANI PUBLIC CHARTER SCHOOL

July 13, 2020

A meeting of the Board of Trustees (the “**Board**”) of the Amani Public Charter School (the “**School**”), was held via videoconference (in light of the New York State PAUSE in response to the coronavirus (COVID-19) pandemic) on May 20, 2020, beginning at approximately 4:00 pm. local time pursuant to notice duly given.

The following Trustees were present in person at the meeting: Sidney Burke, Gene Johnson, Jim Killoran, and Patrick Smith. The following Trustees were not present: Stephanie Edwards and Tamara Houston.

Also present at the meeting were the following School employees: Debra Stern, Karl Eason, Phil Salmon, Jamel Scott, Bruce Tanner.

Mr. Burke presided as Chair of the meeting and recorded the minutes as secretary for the meeting.

Attached as Exhibit A are the materials provided to the Board at or prior to the meeting.

After noting that a quorum was present, the Chair called the meeting to order.

1. Public Comment. The Chair opened the floor for public comment. No one from the public chose to speak.

2. Re-Opening Planning. Mrs. Stern and Mr. Scott discussed with the Board the planning that the School has undertaken regarding a return to brick and mortar teaching, and different scenarios being considered. This included a discussion of SED guidance, a timeline for decisionmaking, and certain considerations that are specific to the School. Members of the Board and leadership team discussed various considerations for such planning. Members of the Board asked various questions, which were answered, and made some suggestions for consideration by the leadership team. Given the timing and magnitude of decisions to be made, and the fluid nature of the situation, the Board scheduled a special Board meeting on July 27, 2020.

3. Data Privacy Policy and Parents’ Bill of Rights. Mr. Tanner discussed with the Board the draft Data Privacy Policy and Parents’ Bill of Rights, which had been distributed to the Board. The Board deferred consideration and approval of these drafts to a future meeting.

4. Bathroom Renovations. Mr. Tanner presented proposals for potential touchless bathroom upgrades, in response to a School RFP. Members of the Board asked various questions, which were answered. Mr. Tanner indicated that he would follow-up with one of the

candidates to obtain additional information, so the Board could consider that information at the next Board meeting.

5. Remote Learning. Mr. Scott provided an update on remote learning and lessons learned by the School during the Spring, including the significant additional supports need by (and provided to) scholars in a virtual environment.

6. Data Analysis. Mr. Eason provided an analysis of scholar data from the Spring, which the Board discussed. Members of the Board asked various questions, which were answered.

7. Academic Planning. Mr. Scott provided an update regarding the School's academics. He noted that all students (including incoming fifth graders) would be participating in summer school. In addition, based on feedback obtained from case managers and other parent input, the School is considering a hybrid on-line/in-person schedule, with student cohorts (lower school vs upper school) in the School on alternating days in order to increase social distancing and enable in-school learning to effectively support virtual learning. Mr. Scott noted that the School solicited parent feedback on this plan through weekly office hours, two parent surveys, and two online forums. Members of the Board asked various questions of Mr. Scott, which were answered.

8. Finance Update. Mr. Salmon provided an update regarding enrollment and finances.

9. Fundraising Committee Report. Mr. Killoran reported to the Board regarding the recent activities of the Fundraising Committee, and its plans for the upcoming year.

10. PPP Loan. Mr. Salmon reported to the Board regarding the School's PPP loan, and the status of its conversion to a grant. Mr. Salmon noted that he has been talking with the School's lender, but the conversion process has not yet begun.

11. Approval of Board Minutes. The minutes of the Board meeting held on June 8, 2020, were reviewed and unanimously approved.

12. Items for Future Meetings.

- ED self-evaluation / SMART goals for ED priority plan.
- Board self-evaluation planning [Board retreat].

13. Adjournment. There being no further business to come before the Board, the meeting was adjourned.

Respectfully submitted,

Sidney Burke
Secretary for the Meeting

APPROVED:

Stephanie Edwards
Secretary

EXHIBIT A

[Board materials attached]

MINUTES OF A MEETING OF
THE BOARD OF TRUSTEES OF THE
AMANI PUBLIC CHARTER SCHOOL

July 27, 2020

A meeting of the Board of Trustees (the “**Board**”) of the Amani Public Charter School (the “**School**”), was held via videoconference (in light of the New York State PAUSE in response to the coronavirus (COVID-19) pandemic) on May 20, 2020, beginning at approximately 4:30 pm. local time pursuant to notice duly given.

The following Trustees were present in person at the meeting: Sidney Burke, Stephanie Edwards, Tamara Houston, and Gene Johnson. The following Trustees were not present: Jim Killoran, and Patrick Smith.

Also present at the meeting were the following School employees: Debra Stern, Phil Salmon, Jamel Scott, Bruce Tanner.

Mr. Burke presided as Chair of the meeting.

Attached as Exhibit A are the materials provided to the Board at or prior to the meeting.

After noting that a quorum was present, the Chair called the meeting to order.

1. Public Comment. The Chair opened the floor for public comment. No one from the public chose to speak.

2. Re-Opening Planning. Mrs. Stern and Mr. Scott discussed with the Board the planning that the School has undertaken regarding a return to brick and mortar teaching, and different scenarios being considered. Mr. Scott described three tiers of teaching that the School is developing:

- Tier 1 (100% online): in preparation for in-School education in the future with social distancing, each grade will be broken into 6 homerooms rather than the 4 used historically. Each day, the School plans to start with advisory or a School culture activity. Wednesdays will remain a “specials” day. Certain scholars (those who are struggling, need access to technology, or have other special needs) will be provided access to the School building.
- Tier 2 (hybrid): lower school and upper school will each be in the building 2 days per week on alternating days. Alternating days will enable in-school learning to support learning on days when scholars are online. Scholars will remain in the same classroom for the day, with teachers moving. Additional AIS will be pushed out on Wednesdays, and virtually. In light of the more restrictive physical environment, and in the interest of protecting student health (including social/emotional wellbeing), in-school classes will

end at 2:30 each day, rather than 3:30, and there will not be a double-block of math and ELA during in-school classes.

- Tier 3 (in-school full-time).

Mrs. Stern noted that the School intended to start in Tier 1 (100% online), and that some temporary changes would be made to the School calendar in light of the current situation (including a delayed start date relative to the normal calendar, and the earlier dismissal for in-school classes). Members of the Board asked various questions, which were answered, and made some suggestions for consideration by the leadership team.

3. Bathroom Renovations. Mr. Tanner provided an update to the Board regarding the proposals received for potential touchless bathroom upgrades, in response to a School RFP. Members of the Board asked various questions, which were answered. Mr. Tanner confirmed that School management had no relationships with any of the bidders. Based on MJ Plumbing's bid price and service record, and his experience with, and the honesty of, MJ Plumbing during the RFP process, Mr. Tanner recommended accepting their bid. Following discussion, upon motion duly made and seconded, the resolutions attached as Exhibit B hereto were unanimously approved.

4. Items for Future Meetings.

- Data Privacy Policy and Parents' Bill of Rights
- ED self-evaluation / SMART goals for ED priority plan.
- Board self-evaluation planning [Board retreat].

5. Adjournment. There being no further business to come before the Board, the meeting was adjourned.

Respectfully submitted,

Stephanie Edwards
Secretary

APPROVED:

Sidney Burke
Chair

EXHIBIT A

[Board materials attached]

EXHIBIT B

Resolutions of the
Board of Trustees (the “**Board**”)
of the
Amani Public Charter School (the “**School**”)

July 27, 2020

A. Bathroom Renovations (Installing Touchless Fixtures)

1. RESOLVED, that the officers of the School and the Executive Director, Director of Curriculum and Instruction, Director of Finance, and Director of Operations (in each case, whether acting, interim, or permanent) (collectively, the “**Authorized Representatives**”) are, and each of them hereby is, authorized and directed for and on behalf of the School, to take any and all actions necessary to engage MJ Plumbing to perform bathroom renovations at the School as provided in the RFP issued by the School, on substantially the same terms as those presented to the Board, with such changes to such terms as any such Authorized Representative may determine are necessary or appropriate (with the execution of any written agreement by an Authorized Representative constituting definitive evidence of such determination);

B. Miscellaneous

2. RESOLVED, that the Authorized Representatives be, and each of them hereby is, authorized, empowered and directed to execute and deliver any and all other agreements, instruments, certificates and other documents, to pay such fees and taxes, to give such notices, to make such filings, to obtain such governmental and third-party consents, and to take such actions in the name and on behalf of the School as such Authorized Representatives may deem necessary or advisable to effectuate the purposes and intentions of the foregoing resolutions; and

3. RESOLVED, that the authority and power given under the foregoing resolutions shall be deemed retroactive and any and all acts authorized thereunder performed prior to the passage of the foregoing resolutions be, and they hereby are, ratified and approved.

Amani Public Charter School
Board of Trustees Meeting Agenda 8/10/20

- I. Roll call/Call to order
- II. Public comment
- III. Mission moment
- IV. Executive Director's report / School Snapshot
- V. Strategic Planning
- VI. Matters for approval
 - a. Board minutes for July 13, 2020 meeting and July 27, 2020 meeting
 - b. Policy Updates
- VII. Committee & Taskforce Reports
 - a. *Executive Committee*
 - b. *Finance Committee*
 - c. *Education and Accountability Committee*
 - d. *Fundraising and Communications Task Force*
- VIII. Items for next Board Meeting (Recommendations due May 5th)

Items for future meetings:

- ED self-evaluation / SMART goals for ED's priority plan
- Board self-evaluation
- Test results
- Parent and alumni survey

Officers as of June 2020:

Sidney Burke	Chair
Gene Johnson	Vice Chair
Jim Killoran	Treasurer
Stephanie Edwards	Secretary

Executive Committee as of June 2020:

Sidney Burke
Stephanie Edwards
Gene Johnson
Jim Killoran
vacant

MINUTES OF A MEETING OF
THE BOARD OF TRUSTEES OF THE
AMANI PUBLIC CHARTER SCHOOL

August 31, 2020

A meeting of the Board of Trustees (the “**Board**”) of the Amani Public Charter School (the “**School**”), was held via videoconference (in light of the New York State PAUSE in response to the coronavirus (COVID-19) pandemic) on August 31, 2020, beginning at approximately 4:30 pm. local time pursuant to notice duly given.

The following Trustees were present in person at the meeting: Sidney Burke, Stephanie Edwards, Tamara Houston, and Patrick Smith. The following Trustees were not present: Jim Killoran and Gene Johnson.

Also present at the meeting were the following School employees: Debra Stern, Karl Eason, Phil Salmon, Jamel Scott, and Bruce Tanner.

Mr. Burke presided as Chair of the meeting.

Attached as Exhibit A are the materials provided to the Board at or prior to the meeting.

After noting that a quorum was present, the Chair called the meeting to order.

1. Public Comment. The Chair opened the floor for public comment. No one from the public chose to speak.

2. Mission Moment. Mrs. Stern reported to the Board regarding the professional development that has been occurring for the past two weeks, and is upcoming this week.

3. Re-Opening Planning and Professional Development. Mrs. Stern and Mr. Scott discussed with the Board the School’s plan and timeline for reopening, professional development training, student orientation, distribution of Chromebooks, student data with respect to the Spring semester, and parent communications. Mr. Tanner discussed with the Board the status of building renovations, building preparations for re-opening, and a training video for students and parents that has been prepared. Mr. Tanner also discussed the School’s food distribution plan, a family survey that was completed to understand food distribution demand, and adjustments to the program seek to increase access. Mrs. Stern noted that the School would be fully online through the first quarter (November 3). The Board asked various questions of the School staff, which were answered.

EXHIBIT A

[Board materials attached]

MINUTES OF A MEETING OF
THE BOARD OF TRUSTEES OF THE
AMANI PUBLIC CHARTER SCHOOL

August 10, 2020

A meeting of the Board of Trustees (the “**Board**”) of the Amani Public Charter School (the “**School**”), was held via videoconference (in light of the New York State PAUSE in response to the coronavirus (COVID-19) pandemic) on August 10, 2020, beginning at approximately 4:30 pm. local time pursuant to notice duly given.

The following Trustees were present in person at the meeting: Sidney Burke, Stephanie Edwards, Jim Killoran, and Patrick Smith. The following Trustees were not present: Tamara Houston, and Gene Johnson.

Also present at the meeting were the following School employees: Debra Stern, Phil Salmon, and Jamel Scott.

Mr. Burke presided as Chair of the meeting.

Attached as Exhibit A are the materials provided to the Board at or prior to the meeting.

After noting that a quorum was present, the Chair called the meeting to order.

1. Public Comment. The Chair opened the floor for public comment. No one from the public chose to speak.

2. Approval of Prior Minutes. The minutes of the Board meetings held on July 13 and July 27, 2020, were reviewed and unanimously approved.

3. Approval of Privacy Policy and Parents’ Bill of Rights. Members of the Board asked various questions of the School staff regarding the Privacy Policy and Parents’ Bill of Rights that had previously been distributed, which were answered. Following discussion, upon motion duly made and seconded, the resolutions attached as Exhibit B hereto were unanimously approved.

4. Re-Opening Planning. Mrs. Stern, Mr. Scott, and Mr. Salmon discussed with the Board the School’s plan for reopening, including a recent workshop that the leadership team participated in, the School’s reopening timeline, stakeholder communications, the remote learning plan, and planning for testing and contract tracing. Mr. Salmon also provided an update regarding enrollment and registration (including moving registration fully online this year).

At this point, Mr. Burke left the meeting.

EXHIBIT A

[Board materials attached]

Amani Public Charter School
Board of Trustees Meeting Agenda 10/19/20

- I. Roll call/Call to order
- II. Public comment
- III. Mission moment
- IV. Executive Director's report / School Snapshot
 - a. Report on opening (including planning re: return to classrooms, student access to online learning, etc)
 - b. Student assessment schedule
 - c. Department reports
 - d. Follow-up re: privacy policy questions
- V. Auditor's report
- VI. Strategic Planning
- VII. Matters for approval
 - a. Board minutes for September 14, 2020 meeting
 - b. Audited financial statements for 2019-20 school year
- VIII. Committee & Taskforce Reports
 - a. *Executive Committee*
 - b. *Finance Committee*
 - c. *Education and Accountability Committee*
 - d. *Fundraising and Communications Task Force*
- IX. Items for next Board Meeting (Recommendations due November 5th)

Items for future meetings:

- ED self-evaluation / SMART goals for ED's priority plan
- Board self-evaluation

Officers as of June 2020:

Sidney Burke	Chair
Gene Johnson	Vice Chair
Jim Killoran	Treasurer
Stephanie Edwards	Secretary

Executive Committee as of June 2020:

Sidney Burke
Stephanie Edwards
Gene Johnson
Jim Killoran
vacant

MINUTES OF A MEETING OF
THE BOARD OF TRUSTEES OF THE
AMANI PUBLIC CHARTER SCHOOL

October 19, 2020

A meeting of the Board of Trustees (the “Board”) of the Amani Public Charter School (the “School”), was held via videoconference (in light of the New York State PAUSE in response to the coronavirus (COVID-19) pandemic) on October 19, 2020, beginning at approximately 4:30 pm. local time pursuant to notice duly given.

The following Trustees were present in person at the meeting: Sidney Burke, Stephanie Edwards, Tamara Houston, Gene Johnson, Jim Killoran and Patrick Smith.

Also present at the meeting were Debra Stern, Phil Salmon, Jamell Scott and Bruce Tanner. Sidney Burke presided as Chair of the meeting, and Stephanie Edwards recorded the minutes as Secretary. Also present at the meeting were (a) Jackie Lee and Kurt Button from MMB (the School’s auditors) and Donna Webster from CSBM for the portion of the meeting indicated below, (b) the following School employees: Debra Stern, Phil Salmon, Jamell Scott, and Bruce Tanner.

Attached as Exhibit A are the materials provided to the Board at or prior to the meeting.

1. Roll call/ Call to order. After noting that a quorum was present, the Chair called the meeting to order.
2. Public Comment. The Chair opened the floor for public comment. No one from the public chose to speak.

3. Executive Director’s report

(a) *Reopening Plans*. Mrs. Stern announced that the School was targeting January 19, 2021, for a move to Tier 2 (hybrid instruction). She noted that the Mount Vernon City School have pushed back their opening until December 2020. In preparation for Amani’s reopening, Mr. Scott surveyed school stakeholders (parents/faculty) to see how they felt about returning to the school building. There was a roughly 50/50 split response in who wanted to return or remain remote. Next Thursday there will be another stakeholders meeting to discuss the Tier 2 reopening timeline. After, there will also be another more detailed survey to get stakeholders’ input regarding the plan.

(b) *Student assessments schedule*. Mr. Scott shared the student schedule for all grades, as well as the student assessment schedule. Interim assessments will take place from 11/9/20-11/11/20.

(c) *Department reports*. Mr. Tanner discussed protocols that have been implemented to keep all stakeholders safe when entering the building. He also shared that he is creating a video to explain the safety measures and expectations when students return to the School

building. Mr. Tanner also discussed the plan for classroom set-ups once students returned to the building, as well as PPE availability. Each desk will have a partition, each classroom will have a water supply, and a supply of hand sanitizer and cleaning supplies.

4. Auditor's Report; Approval of Audited Financial Statements. This point, the representatives from MMB and CSBM joined the meeting by phone. Mrs. Lee led a discussion of the School's audited financial statements, providing a description of the key drivers of changes in the financial statements. Mrs. Lee also provided an overview of the other financial statement-related documents provided to the Board prior to the meeting, including MMB's internal control report and management letter. Throughout the presentation, members of the Board asked various questions of Mrs. Lee, which were answered. Following discussion, upon motion duly made and seconded, the Board unanimously approved the audited financial statements of the School for the 2019-20 fiscal year in the form previously provided to the Board.

At this point, the School staff remained in the main videoconference room while the Board and auditors went to a breakout room for the Executive Session.

Executive Session with Auditor. The Board spoke directly with Mrs. Lee without School staff being present. After that discussion, the Board rejoined the School staff in the main videoconference and Mrs. Lee left the meeting.

5. Approval of Safety Plan. Mr. Tanner discussed with the Board the District Wide Safety Plan for the current School year. Following discussion, upon motion duly made and seconded, the Board unanimously approved the District Wide Safety Plan for the current School year in the form previously provided to the Board.

6. Approval of Prior Minutes. The minutes of the Board meeting held on September 14, 2020, were reviewed and unanimously approved.

7. Department Reports. Members of the School staff reported to the Board regarding various academic and operational matters, including enrollment, attendance, the Spring 2020 end-of-year test results, and School leadership's reflections on those results.

Items for Future Meetings.

- (a) Interim student assessment results
- (b) School building reopening planning
- (c) Strategic planning
- (d) ED Self-evaluation / SMART goals for ED priority plan.
- (e) Board self-evaluation planning (Board retreat).

Adjournment. There being no further business to come before the Board, the meeting was adjourned.

Respectfully submitted,

Stephanie E. Edwards
Secretary

APPROVED:

Sidney Burke
Chair

Amani Public Charter School
Board of Trustees Meeting Agenda 1/11/21

- I. Roll call/Call to order
- II. Public comment
- III. Mission moment
- IV. Executive Director's report / School Snapshot
 - a. Update on re-opening planning
 - b. SED mid-term site visit report
 - c. Department reports
 - d. Upcoming events
- V. Matters for approval
 - a. Board minutes for December 14, 2020 meeting
- VI. Committee & Taskforce Reports
 - a. *Executive Committee*
 - b. *Finance Committee*
 - c. *Education and Accountability Committee*
 - d. *Fundraising and Communications Task Force*
- VII. Items for next Board Meeting (Recommendations due February 5th)

Board: Sidney Burke, Stephanie Edwards, Tamara Houston, Gene Johnson, Jim Killoran, Patrick Smith

Officers: Sidney Burke (Chair), Gene Johnson (Vice Chair), Jim Killoran (Treasurer), Stephanie Edwards (Secretary)

Executive Committee: Sidney Burke, Stephanie Edwards, Gene Johnson, Jim Killoran,
vacant

MINUTES OF A MEETING OF
THE BOARD OF TRUSTEES OF THE
AMANI PUBLIC CHARTER SCHOOL

January 11, 2021

A meeting of the Board of Trustees (the “**Board**”) of the Amani Public Charter School (the “**School**”), was held via videoconference (in light of the New York State PAUSE in response to the coronavirus (COVID-19) pandemic) on January 11, 2021, beginning at approximately 4:30 pm. local time pursuant to notice duly given.

The following Trustees were present in person at the meeting: Sidney Burke, Stephanie Edwards, Tamara Houston, Gene Johnson, and Jim Killoran. Patrick Smith was absent.

Also present at the meeting were Debra Stern, Phil Salmon, Jamell Scott, and Bruce Tanner. Sidney Burke presided as Chair of the meeting, and Stephanie Edwards recorded the minutes as Secretary.

Attached as Exhibit A are the materials provided to the Board at or prior to the meeting.

1. Roll call/ Call to order. After noting that a quorum was present, the Chair called the meeting to order.
2. Public Comment. The Chair opened the floor for public comment. No one from the public chose to speak.
3. Mission Moment. Ms. Stern shared pictures from the School’s first School-wide community circle.
4. Reopening Plans. Mrs. Stern discussed the School’s planning and currently contemplated timeline to Tier 2 (hybrid) instruction. Mr. Scott noted that, among families that had responded to the School’s survey, a majority indicated a preference for continuing with fully-virtual instruction rather than moving to a hybrid model. Mr. Scott updated the Board regarding planning for a hybrid model, including discussion of the currently-contemplated daily schedule for hybrid instruction and the School’s ability to pivot from the hybrid model to fully-virtual instruction, if needed. Mrs. Stern recommended that if the School moves to a hybrid model that it do so as of March 1, but noted that the School may determine that remaining fully-virtual for the full year is a better alternative.
5. Employee Handbook. Mr. Salmon noted that updates were being made to the School’s employee manual in response to COVID-19, with the advice of counsel.
6. Operations. Mr. Tanner updated the Board regarding the potential overhaul of the School’s HVAC system, in which the School is awaiting the results of an initial electrical review as an initial step. He also noted that the School’s phone system had recently failed multiple times and was replaced during Winter Break, and provided information regarding the cost of the replacement

system and alternatives that were considered. Members of the Board asked various questions, which were answered. After discussion, the Board unanimously ratified the expenditure to replace the School's phone system.

7. Academic Update. Mr. Scott updated the Board regarding various academic matters, including the hiring of new staff members and an Xbox One give-away to encourage student effort on iReady.

8. Finance Update. Mr. Salmon updated the Board regarding various recruitment efforts, including the use of Facebook, billboards, direct mail, the use of Spanish-language direct mail, outreach to Spanish-speaking members of the community in the School's billboards, and the weighted lottery.

9. Recent Events. Mrs. Stern and Mr. Scott noted for the Board the discussions that occurred with Scholars regarding the events in the U.S. Capitol on January 6, 2021, and other Scholar needs.

10. Cybersecurity Review. Mr. Tanner noted that the School was undergoing a cybersecurity review this month.

11. Approval of Prior Minutes. The minutes of the Board meeting held on December 14, 2020, were reviewed and unanimously approved.

Items for Future Meetings.

- (a) Interim student assessment results
- (b) School building reopening planning
- (c) Strategic planning
- (d) ED Self-evaluation / SMART goals for ED priority plan.
- (e) Board self-evaluation planning (Board retreat).

Adjournment. There being no further business to come before the Board, the meeting was adjourned.

Respectfully submitted,

Stephanie E. Edwards
Secretary

APPROVED:

Sidney Burke
Chair



Executive Director Report
February 2021

MISSION MOMENT

[School Wide Community Circle - 2/3/2021](#)

[Scott Show/Parent University - 2/4/2021](#)

Agenda - February
Amani Board Minutes - January

Restore*Refocus*Reimagine Timeline for Spring	<p>Timeline for Roll Out</p> <ul style="list-style-type: none"> ■ Email to the full board Monday, February 1 ■ Discussion in EA Monday, February 1 ■ Open Meeting for Board to Discuss Wednesday, February 3 ■ Introduce it to Staff at PD Wednesday, February 3, ■ Share to a larger community via newsletter Sunday, February 7 <p>VLH Expansion</p>
Operations	HVAC Update (5pm Erik Wilson, Architect - Castle Architect)
Finance/HR	Recruitment Season Financials 990 Staff Support
Instructional	<ul style="list-style-type: none"> ● Up coming i-Ready diagnostic ● Fluency assessment ● Midterm Report ● Science Fair ● Capstone Project
Upcoming Events	<p>Valentines Day Dance - Friday, February 12 - 6-7pm Black History Month Kahoot - Wednesday, February 10th 3pm - 4pm MV Youth Bureau - Black History Challenge - Thursday, February 25th, 2021 4-6pm</p>
Committee Reports and Next Meetings	Educational Accountability - Monday, March 1, 2021 @5pm



Executive Director Report
February 2021

Amani Public Charter School
Board of Trustees Meeting Agenda 2/8/21

- I. Roll call/Call to order
- II. Public comment
- III. Mission moment
- IV. Executive Director's report / School Snapshot
 - a. Update on re-opening planning
 - b. Department reports
 - c. Upcoming events
- V. Matters for approval
 - a. Board minutes for January 11, 2021 meeting
 - b. Form 990
- VI. Committee & Taskforce Reports
 - a. *Executive Committee*
 - b. *Finance Committee*
 - c. *Education and Accountability Committee*
 - d. *Fundraising and Communications Task Force*
- VII. Items for next Board Meeting (Recommendations due March 5th)

Board: Sidney Burke, Stephanie Edwards, Tamara Houston, Gene Johnson, Jim Killoran, Patrick Smith

Officers: Sidney Burke (Chair), Gene Johnson (Vice Chair), Jim Killoran (Treasurer), Stephanie Edwards (Secretary)

Executive Committee: Sidney Burke, Stephanie Edwards, Gene Johnson, Jim Killoran,
vacant

MINUTES OF A MEETING OF
THE BOARD OF TRUSTEES OF THE
AMANI PUBLIC CHARTER SCHOOL

February 8, 2021

A meeting of the Board of Trustees (the “**Board**”) of the Amani Public Charter School (the “**School**”), was held via videoconference (in light of the coronavirus (COVID-19) pandemic) on February 8, 2021, beginning at approximately 4:30 pm. local time pursuant to notice duly given.

The following Trustees were present in person at the meeting: Sidney Burke, Stephanie Edwards, Tamara Houston, Gene Johnson, Jim Killoran, and Patrick Smith.

Also present at the meeting were (a) the following members of the School’s staff: Debra Stern, Phil Salmon, Jamell Scott, Bruce Tanner, and Lorice Townsend and (b) Erik Wilson from Castle Architects. Sidney Burke presided as Chair of the meeting, and Stephanie Edwards recorded the minutes as Secretary.

Attached as Exhibit A are the materials provided to the Board at or prior to the meeting.

1. Roll call/ Call to order. After noting that a quorum was present, the Chair called the meeting to order.
2. Public Comment. The Chair opened the floor for public comment. No one from the public chose to speak.
3. Mission Moment. Ms. Stern shared pictures from a recent School-wide community circle.
4. Reopening Plans. Mrs. Stern discussed the School leadership's determination that remaining virtual was the preferred academic structure for the remainder of the year, and the plans for communicating this to the School community. She also noted that over 60 families had participated in a recent "Parent U" African dance event, and that the School was producing a virtual tour to give potential applicants a sense of the School.
5. Recruiting. Mr. Salmon reported on the status of the School's recruiting efforts. In response to the challenging recruiting environment (with more limited visibility in light of the pandemic), the School is implementing billboards, direct marketing (targeting Spanish-speaking populations, in particular), Google search and Facebook ads (focused on SPED and ELL students), and newspaper ads in a Lower Hudson Valley Spanish-language newspaper.
6. HVAC Project. Mr. Wilson provided an in-depth presentation to the Board regarding the high-level planning of a potential HVAC upgrade for the School (which could be implemented in stages over time). Members of the Board asked numerous questions, which were answered.
7. Finance. Mr. Salmon reported to the Board regarding the School's financials, including a comparison of projected financial results for the School year as compared to the School's budget, and an explanation of the key drivers of differences between the projections and the budget. Members of the Board asked various questions, which were answered.
8. Approval of Form 990. The draft Form 990 for the School's last fiscal year was reviewed and unanimously approved.
9. Approval of Prior Minutes. The minutes of the Board meeting held on December 14, 2020, were reviewed and unanimously approved.
10. Academics. Mr. Scott reported to the Board regarding various academic matters, including updates regarding attendance, the mid-term assessments that were completed last week (delayed by snow), other assessments, iReady, School culture, and the read-a-thon.

Items for Future Meetings.

- (a) Interim student assessment results
- (b) Strategic planning
- (c) ED Self-evaluation / SMART goals for ED priority plan.

(d) Board self-evaluation planning (Board retreat).

Adjournment. There being no further business to come before the Board, the meeting was adjourned.

Respectfully submitted,

Stephanie E. Edwards
Secretary

APPROVED:

Sidney Burke
Chair



Executive Director Report
March 2021

MISSION MOMENT

Special Moment - School Wide Community Circle

Agenda - March
Amani Board Minutes - February

Restore*Refocus*Reimagine Timeline for Spring	Eagle Academy RTIPI (Return To In Person Instruction)
Executive	Priorities Goals and Mid Year Check In
Operations	HVAC Update Surveillance Testing Updates Facilities Committee
Finance/HR	Enrollment Budget
Instructional	Data report
Upcoming Events	Next Board meeting: March 8, 2021
Committee Reports and Next Meetings	Educational Accountability - Monday, April 5, 2021 @5pm

**Amani Public Charter School
Board of Trustees Meeting Agenda 9/14/20**

- I. Roll call/Call to order
- II. Public comment
- III. Mission moment
- IV. Executive Director's report / School Snapshot
 - a. Report on opening
 - b. Registration updates
 - c. Department Reports – instruction, operations, finance
 - d. Follow-up re: privacy policy questions
- V. Strategic Planning
- VI. Matters for approval
 - a. Board minutes for August 10, 2020 meeting and August 31, 2020 meeting
- VII. Committee & Taskforce Reports
 - a. *Executive Committee*
 - b. *Finance Committee*
 - c. *Education and Accountability Committee*
 - d. *Fundraising and Communications Task Force*
- VIII. Items for next Board Meeting (Recommendations due May 5th)

Items for future meetings:

- ED self-evaluation / SMART goals for ED's priority plan
- Board self-evaluation
- Test results

Officers as of June 2020:

Sidney Burke	Chair
Gene Johnson	Vice Chair
Jim Killoran	Treasurer
Stephanie Edwards	Secretary

Executive Committee as of June 2020:

Sidney Burke
Stephanie Edwards
Gene Johnson
Jim Killoran
vacant

MINUTES OF A MEETING OF
THE BOARD OF TRUSTEES OF THE
AMANI PUBLIC CHARTER SCHOOL

September 14, 2020

A meeting of the Board of Trustees (the “**Board**”) of the Amani Public Charter School (the “**School**”), was held via videoconference (in light of the New York State PAUSE in response to the coronavirus (COVID-19) pandemic) on September 14, 2020, beginning at approximately 4:30 pm. local time pursuant to notice duly given.

The following Trustees were present in person at the meeting: Sidney Burke, Stephanie Edwards, Tamara Houston, Gene Johnson, Jim Killoran and Patrick Smith.

Also present at the meeting were Debra Stern, Karl Eason, Phil Salmon, Jamel Scott and Bruce Tanner. Sidney Burke presided as Chair of the meeting, and Stephanie Edwards recorded the minutes as Secretary.

Attached as Exhibit A are the materials provided to the Board at or prior to the meeting.

After noting that a quorum was present, the Chair called the meeting to order.

1. Approval of Prior Minutes. The minutes of the Board meetings held on August 10, 2020, and August 31, 2020, were reviewed and unanimously approved.
2. Public Comment. The Chair opened the floor for public comment. No one from the public chose to speak.
3. Mission Moment. Mrs. Stern reported to the Board regarding the new school year being off to a good start, as the public meeting went well and so did Chrome book distribution.
4. Executive Director’s Report/ School Snapshot/ Reopening Plan. Mrs. Stern discussed with the Board the School’s reopening plans. She noted that the School’s virtual public meeting was well attended, and the guest speaker was Allan Houston. Mr. Eason shared that the Chromebooks distribution was a success as 374 of 400 Chromebooks were distributed, and that there was a plan to distribute the remaining Chromebooks. Mr. Scott shared that today was the first day of virtual learning and it was a success. The teachers and students were comfortable logging on. Mr. Salmon reported on school registration, and the School’s plans to manage enrollment to minimize the effects of expected attrition. Mr. Salmon also reported on the School’s transition to online registration. He explained that while parents were able to complete the application there were some issues with failures to upload the required documentation. Parents were able to bring the documents to the School on the same day that they picked up their child’s Chromebook. Mr. Tanner discussed all the modifications made to accommodate the return into the building. Mr. Tanner also discussed the plans for food services. The School has also implemented an ongoing food pantry and is accepting donations. Mrs. Stern will share the food pantry preferred items list with the Board.

5. Items for Future Meetings.

- (a) Wifi- hot spots
- (b) Student Assessment schedule
- (c) School building reopening planning
- (d) Strategic planning
- (e) ED Self-evaluation / SMART goals for ED priority plan.
- (f) Board self-evaluation planning (Board retreat).

6. Adjournment. There being no further business to come before the Board, the meeting was adjourned.

Respectfully submitted,

Stephanie Edwards
Secretary

APPROVED:

Sidney Burke
Chair

EXHIBIT A

[Board materials attached]

EXHIBIT B

Resolutions of the
Board of Trustees (the “**Board**”)
of the
Amani Public Charter School (the “**School**”)

September 14, 2020

None.

Executive Director Report
October 2020

MISSION MOMENT

Agenda - October
Amani Board Minutes - September
Amani Board Minutes

TimeLine to Hybrid	Week of October 18 - Announce January Start for Hybrid
Reignite and Reopen	Restore*Refocus*Reimagine T2 Staff Results
Instructional	Assessment Calendar 2020-2021: Internal
Operations	Safety plan submission Building Readiness Petition to make 3rd Ave a one-way street Covid Budget
Finance	Policy Updates HR Policies COVID Testing
Committee Reports and Next Meetings	



2020-2021 Assessment Calendar

Time Framework:		Notes:
10/13-10/16	5th BOY Assessment - Computer Based	I-Ready diagnostic
	5th BOY Assessment - Written	
10/13-10/16	6th - 8th BOY Assessments	I-Ready diagnostic
10/8/2020	Preview IA #1	Performance predictions
11/9/2020	Interim Assessment #1-ELA	ELA teachers will grade from 1-4pm
11/10/2020	Interim Assessment #1-MATH	MATH teachers will grade from 1-4pm
11/11/2020	Grading Continued (8am-1pm) and (2pm-4:30pm)	Testing Schedule
11/12-11/13	Teachers complete R.A.T.T.	Reflection and Analysis Trackers Template due
	Dept Meeting: Analysis and Planning	
11/16-11/20	RETEACH WEEK	Reteach based on test analysis
	Report out to the Board	
	Preview IA #2	Performance predictions
1/25/2021	Interim Assessment #2-ELA	ELA teachers will grade from 1-4pm
1/26/2021	Interim Assessment #2-MATH	MATH teachers will grade from 1-4pm
	Grading Continued (8am-1pm) and (2pm-4:30pm)	
	Mid-Year Diagnostic (I-Ready)	
	Teachers complete R.A.T.T.	Reflection and Analysis Trackers due Friday, January 17th



	PD: School-wide Data Analysis	Small group breakouts: Grows and Glows
	Dept Meeting: Planning	
	RETEACH WEEK	Reteach based on test analysis
	Preview ELA/Math Predictives	Performance predictions
4/6/2021	Interim Assessment #3-ELA Predictive Day 1	ELA teachers will enter MC data from 1-4 pm
4/7/2021	Interim Assessment #3-ELA Predictive Day 2	ELA teachers will grade from 1-4 pm
4/8/2021	Interim Assessment #3-MATH Predictive Day 1	Math teachers will enter MC data from 1-4 pm
4/9/2021	Interim Assessment #3-MATH Predictive Day 2	Math teachers will grade from 1-4 pm
4/12 - 4/19	ELA TEST PREP	
4/20 - 4/22	NYS ELA Exam	
4/23 - 5/3	MATH TEST PREP	
5/4 - 5/6	NYS Math Exam/Algebra I Predictive	
	Grade 8 Science Performance Test	
	Grade 8 Science Performance Test/Algebra I Predictive #2	
	Grade 8 Science Performance Test/Living Environment Predictive	
	Grade 8 Science Performance Test (makeups)	
	Grade 8 Science Performance Test (makeups)	
	PD: Algebra and Living Environment teachers complete RATT	
	Algebra and Living Environment Planning: Test Prep	
	Algebra and Living Environment Planning: Test Prep	



	Algebra and Living Environment: Test Prep	
	Grade 8 Science Written	
	Grade 8 Science Written (makeup)	
6/14/2021	Finals Week Begins	
6/21/2021	EOY Diagnostic	I-Ready
	Academic Festival	
	Living Environment Regents	
	Algebra Regents	

Diagnostic Exams - These exams are offered 3 times a year: Beginning-of-Year, Mid-Year and End-of-Year. These exams are computer-based and designed to pinpoint students' grade-level placement on a scale of Kindergarten - 12th grade. These exams are not aligned to state exams but, rather, show overall growth.

Interim Assessments/Predictive Exams - These exams are offered three times a year: November, January and four-weeks before each respective state exam. These tests are standards-based and assess the particular standards that have been taught up until that point in the school year. The Predictive exams mimic the state test, both in length and composition.

Reflection and Analysis Tracker Templates (RATTs) - These are completed by teachers and coaches after every interim exam. They are used to analyze the data and create a reteach plan, to be implemented the following week, to target the standards where scholars are struggling the most.

RETEACH weeks - Reteaching happens the week after RATTs are completed. At the end of the reteach period, scholars are reassessed on the standards that had the lowest proficiency rates during the IA.

Costs with 100% virtual learning			
Description-	Quantity	Unit	Cost
Chromebooks	300		\$63,000.00
Doc cams?			
earbuds with microphone	350	\$1.99	\$696.50
Internet stipend	45	\$225.00	\$10,125.00
Total			\$73,821.50

Costs with students in building			
Description	Quantity	Unit	Cost
PPE supplies			\$5,000.00
Clear barriers where needed			\$3,000.00
Covid signage			\$1,200.00
HEPA Air purifiers	12	\$1,200.00	\$14,400.00
Hallway monitors	14 man hrs. day	\$10.00	
Pumps for water	12	\$15.00	\$180.00
5 gal water bottles*	48	\$5.50	\$264.00
New Bathroom Fixtures			\$31,000.00
Hands free soap, hand sanitizer dispensers, paper towel	30	\$15.00	\$450.00
Handwashing stations for classrooms**	12	\$420.00	\$5,040.00
Awnings			\$0.00
teacher speakers !	10	\$100.00	\$1,000.00
Box fans	12	\$20.00	\$240.00
personal containers	350	\$7.00	\$2,450.00
Parking barriers	25	\$114.00	\$2,850.00
Personal desk shields			\$1.65
Total			\$60,834.00

* 1 month supply of water

**PolyJohn PSW-1000

I 807F6RTWKQ

Stand here 40s- 70

Bankers boxes: https://www.uline.com/BL_6656/Uline-Economy-Storage-File-Boxes-with-Lid

Parking Barriers: <https://www.sctoolfix.com/interlocking-fiberglass-clear-identifiable-yellow.html>

Personal Desk Barriers: https://www.schoolsupplies.com/seat-back-protection-infantilim_4PEFAM59543/products_infPR030498

or DESCOR.

Speaker w/bluetooth microphone: https://www.amazon.com/bluetooth-microphone-usb-headset-for-teacher&pf_rd_p=18019178168&pf_rd_s=personal-cs&pf_rd_t=2&pf_rd_c=20167&pf_rd_b=Z

COVID Testing Background

GOAL

Establish a baseline of health for the community

Westchester County

Westchester County is not currently offering organized COVID testing for students and teachers. This could potentially change if "hot spots" in the County develop.

Mount Vernon

The Mount Vernon City School District is not equipped to conduct testing in the event of a large scale outbreak. If COVID-19 testing is required, families and staff of the Mount Vernon City School District will be accommodated at the AFC Urgent Care in Mount Vernon.

Amani

Amani can require students and staff to take a COVID test and implement weekly "pool" testing, as long as Amani consults with the local health department before implementing the testing. Similarly to students, teachers must also complete a testing consent form. If a teacher or student refuses to participate in the testing, they can be prohibited from entering the school building and virtual teaching/learning can be offered.

- **Salvia Testing (Pool)**
JCM Analytics (JCMA) and Mirimus Laboratories (Hackley and Rye Country Day)
Cost TBD
Get more information from JCM Analytics
- **Rapid Kit (TBG Biotechnology Corp.)** [Rapid Test Kit](#)
Antibody test (symptomatic and asymptomatic carriers). Blood through lancet. No special equipment, 3-5 minutes. Need a medical person to administer. \$25 per test, 400 for student and staff = \$10,000 per testing

Additional Questions

Frequency of testing?

If positive, who needs to quarantine?

Contact tracing?

Nurse coordinator? Reach out to Nicole....

Cost of pool testing?

Funding for rapid testing?

[Governor Cuomo Announces COVID - 19 Rapid Testing to be made available for every county in New York State](#)

What drives the testing?

Fri, Oct 9, 12:25 PM (4
days ago)

Thomas, Ayanna

to me

Hi Phil,

I hope you are well too. Amani can require students and staff to take a COVID test and implement weekly "pool" testing, as long as Amani consults with the local health department before implementing the testing. Similarly to students, teachers must also complete a testing consent form. If a teacher or student refuses to participate in the testing, they can be prohibited from entering the school building and virtual teaching/learning can be offered.

Best,

Ayanna

Randomized - NYC - DOE
Pool Testing -Whole Community
AETNA - Resources?

Amani Public Charter School
Board of Trustees Meeting Agenda 11/16/20

- I. Roll call/Call to order
- II. Public comment
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- IV. Executive Director's report / School Snapshot
 - a. Update on re-opening planning
 - b. Student assessment results
 - c. Department reports
 - d. Follow-up re: privacy policy questions
- V. Strategic Planning
- VI. Matters for approval
 - a. Board minutes for October 19, 2020 meeting
- VII. Committee & Taskforce Reports
 - a. *Executive Committee*
 - b. *Finance Committee*
 - c. *Education and Accountability Committee*
 - d. *Fundraising and Communications Task Force*
- VIII. Items for next Board Meeting (Recommendations due December 5th)

Items for future meetings:

- ED self-evaluation / SMART goals for ED's priority plan
- Board self-evaluation

Board: Sidney Burke, Stephanie Edwards, Tamara Houston, Gene Johnson, Jim Killoran, Patrick Smith

Officers: Sidney Burke (Chair), Gene Johnson (Vice Chair), Jim Killoran (Treasurer), Stephanie Edwards (Secretary)

Executive Committee: Sidney Burke, Stephanie Edwards, Gene Johnson, Jim Killoran,
vacant

Amani Public Charter School
Board of Trustees Meeting Agenda 11/16/20

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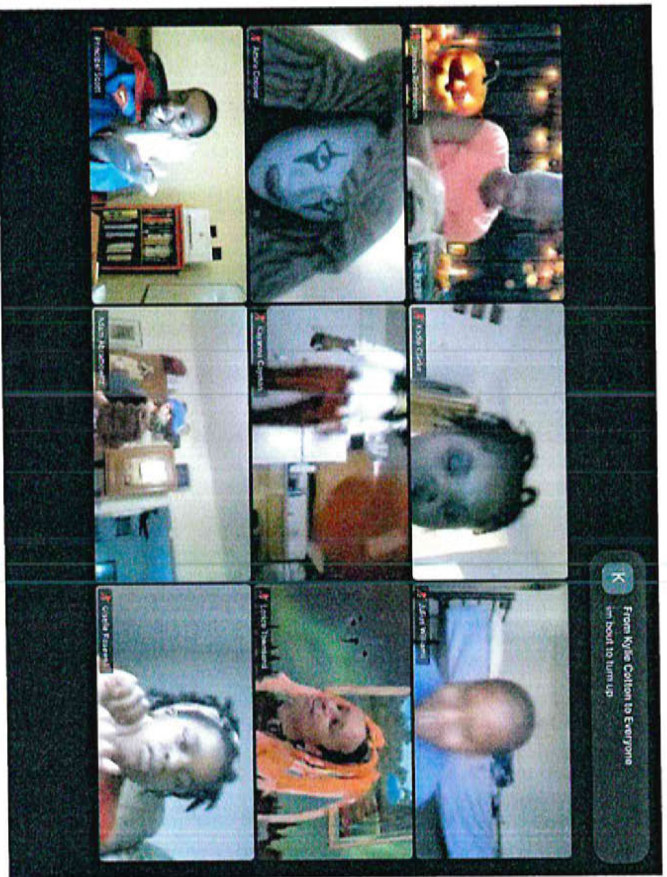
**Amani Public Charter School
Board Meeting**

Monday, November 16th, 2020

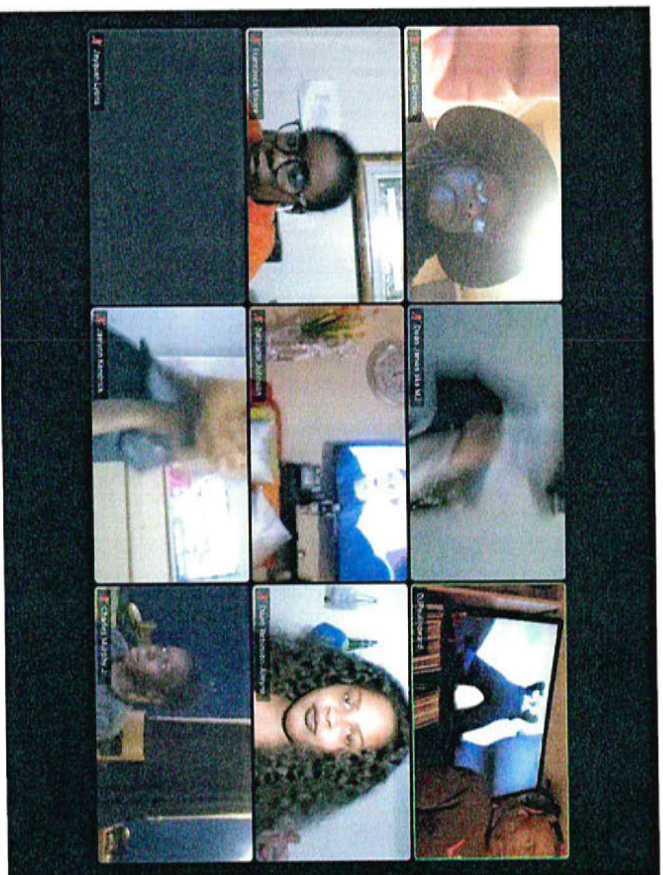
4:30pm

Mission Moment

Halloween Merriment



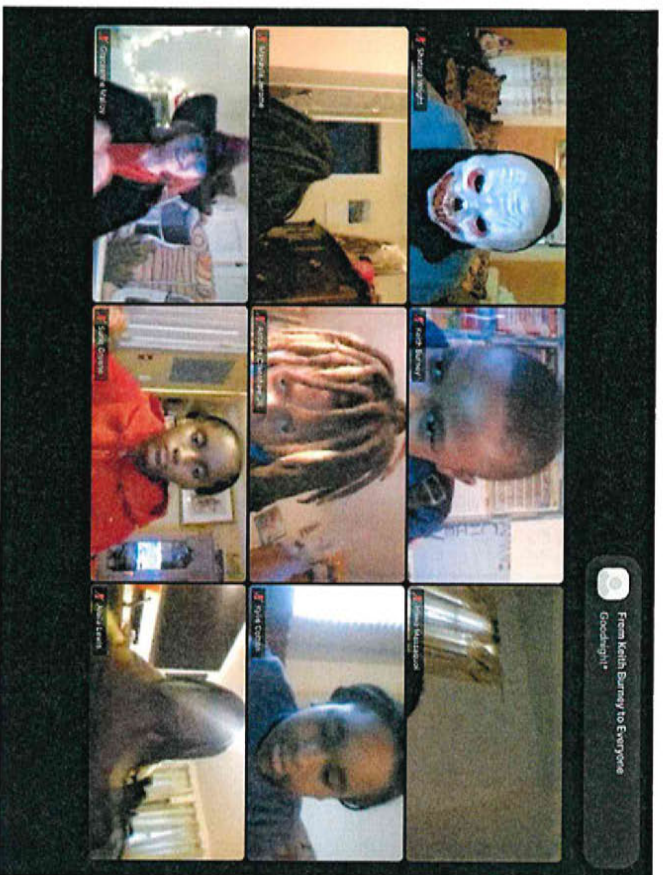
Our very own Superman



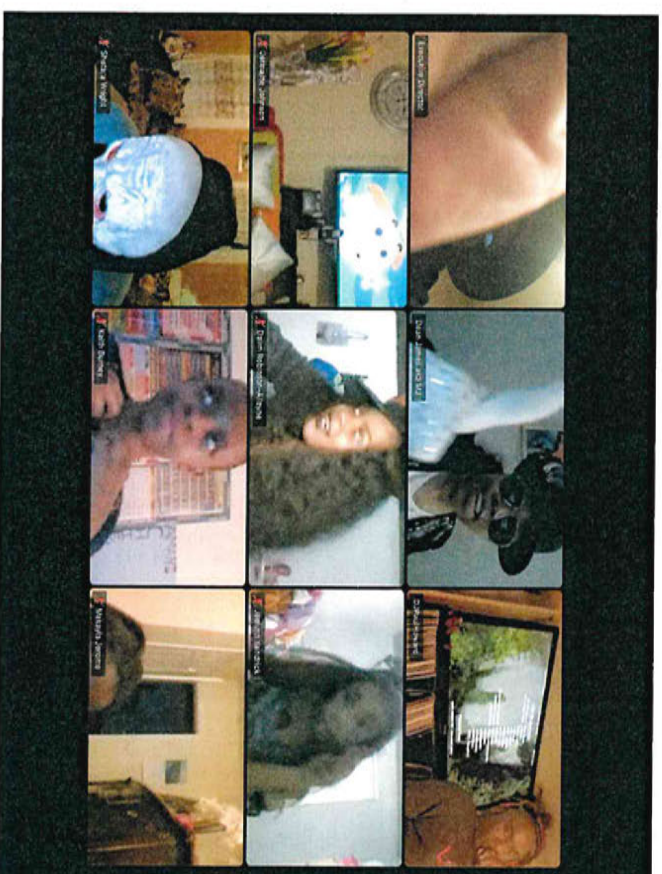
Trying to be Elphaba
our guest DJ "DJ Paul Howard"

Mission Moment

Halloween Merriment



Ms. Malloy bewitching as always



Still trying to figure out how this works
Our thrilling Dean James

Restore*Refocus*Reimagine



Timeline To Reopen

November 16

Start VLH

November 16

Complete Industrial Videos

Week of November 23

Videos

Week of November 30

Parent Surveys

December 14

Update on numbers

Tier 2 PD & Orientation

Week of January 5th & Week of January 11th

Begin Tier 2

January 19th

Virtual Learning Hub - VLH



Restore*Refocus*Reimagine

Aligning with the Regents Department, the school will consider the following areas of focus to develop the plan based on the guidance and regulatory changes established by the Governor and Board of Regents:



Reopening Considerations

Continue to monitor state, county, and regional dashboards.

Monitor the 7-day rolling average of positivity rates in Westchester County and the Mid-Hudson Region.

Consider 7-day average of 3% or greater in either the Mid-Hudson or Westchester rate will be a key consideration regarding our ability to continue delivering in-person instruction.

COVID Testing Strategy - Updates

In person learning

- Establish a baseline of health for scholars and staff
 - Implement routine and systematic method for monitoring
 - Review: saliva pooling testing and finger-prick ready testing, maybe others
 - Establish testing protocols and frequency
- Determine cost, partnerships and any reimbursement

Testing Comparison

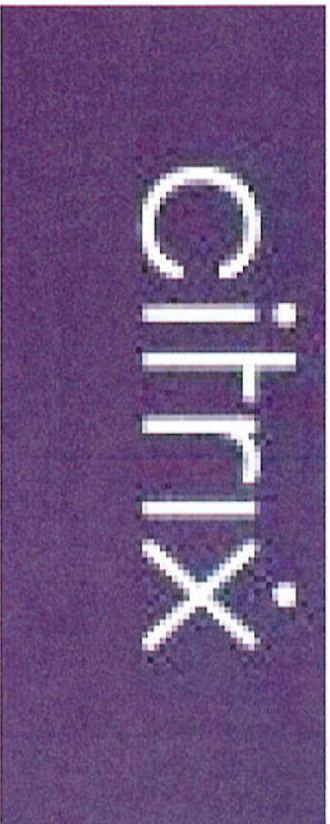
	JCM Analytics and	Rapid -Test Kit	Back To Work Solutions
Method	Pool Testing (salvia or nasal)	Finger prick	Nasal
Administration	Collection, administration and systems all outsourced. Total solution	Amani would administer. Just purchasing testing kits (\$20 per kit)	Outsourced solution, however, need insurance information, virtual doctor visit, testing at Amani. All schedule through website
Cost	Appx \$150,000 +	Appx. \$120,000	Insurance pick up (\$75 if not picked up). Lowest cost to Amani.
Notes	In use at private schools (Hackley and Rye Country Day).	Amani responsible for administration. Parents expressed concerns about blood and finger prick.	Parents expressed hesitancy to use insurance, worried about co-pay, deductibles and out-of-pocket

Finance Reports

Enrollment Updates November 10, 2020

Grade	Enrollment
5th	89
6th	90
7th	91
8th	85
Total	355

Closing the Digital Divide Program



\$6,000



High-speed internet at a price that works for you.

Verizon is offering the ultra-fast speeds of Fios for less through the Lifeline Discount Program.

The advertisement shows a person's hand holding a smartphone in front of a window with a view of greenery. The text is overlaid on the image.



What is i-Ready?

- An adaptive Diagnostic to assess students needs
 - Personalized online instruction lessons
 - Tools to support teacher-led instruction
-

Why did we adopt this program?

- Actionable data that informs class instruction and differentiation.
- Monitor progress toward growth and proficiency goals.
- Deliver personalized instruction to all students.



Reading Numbers by Grade

5th Grade

- (11%) Scholars-Mid or above Grade Level
- (17%) Scholars- Early on Grade Level
- (20%) Scholars- One Grade Level Below
- (31%) Scholars- Two Grade Levels Below
- (21%) Scholars- Three or More Grade Levels Below

6th Grade

- (12%) Scholars-Mid or above Grade Level
- (17%) Scholars- Early on Grade Level
- (21%) Scholars- One Grade Level Below
- (14%) Scholars- Two Grade Levels Below
- (36%) Scholars- Three or More Grade Levels Below

7th Grade

- (13%) Scholars-Mid or above Grade Level
- (19%) Scholars- Early on Grade Level
- (23%) Scholars- One Grade Level Below
- (10%) Scholars- Two Grade Levels Below
- (35%) Scholars- Three or More Grade Levels Below

8th Grade

- (10%) Scholars-Mid or above Grade Level
- (19%) Scholars- Early on Grade Level
- (21%) Scholars- One Grade Level Below
- (9%) Scholars- Two Grade Levels Below
- (40%) Scholars- Three or More Grade Levels Below

Math Numbers by Grade

5th Grade

- (2%) Scholars- Mid or above Grade Level
- (14%) Scholars- Early on Grade Level
- (41%) Scholars- One Grade Level Below
- (16%) Scholars- Two Grade Levels Below
- (27%) Scholars- Three or More Grade Levels Below

6th Grade

- (4%) Scholars- Mid or above Grade Level
- (10%) Scholars- Early on Grade Level
- (30%) Scholars- One Grade Level Below
- (22%) Scholars- Two Grade Levels Below
- (35%) Scholars- Three or More Grade Levels Below

7th Grade

- (2%) Scholars- Mid or above Grade Level
- (17%) Scholars- Early on Grade Level
- (25%) Scholars- One Grade Level Below
- (16%) Scholars- Two Grade Levels Below
- (40%) Scholars- Three or More Grade Levels Below

8th Grade

- (4%) Scholars- Mid or above Grade Level
- (25%) Scholars- Early on Grade Level
- (25%) Scholars- One Grade Level Below
- (5%) Scholars- Two Grade Levels Below
- (41%) Scholars- Three or More Grade Levels Below

Finding Time

I-ready Block

- Every scholars will spend 90 minutes a week on both Math and ELA .
 - Mon/Thur-MATH
 - Tues/Fri-ELA

W.I.N

- ELA and Math teachers will pull a small group of scholars 2x a week (*scholars with the largest gap*)
 - Mon/Thur-MATH
 - Tues/Fri-ELA
- ELA and Math teachers will pull a small group of scholars during instruction time to support them with in class instruction.

Week 1 Data

Grade	Students Using Instruction MATH-----READING	Average Lessons Passed MATH-----READING	Students Completing Lessons MATH-----READING
5th	70/90-----72/90	80%-----66%	67/90-----64/90
6th	72/92-----64/92	78%-----72%	64/92-----46/92
7th	70/92-----62/92	76%-----88%	46/92-----39/92
8th	55/84-----59/84	82%-----73%	45/84-----39/84

Data Points

Interim assessments are used to monitor growth and achievement over a school year quarter. For ELA, this would be the culmination of one unit. For Math, this will typically be the culmination of 2 modules. Data is collected and used for a reteach and scholars are reassessed on the areas where there was the biggest concern. Those standards continue to be cycled through during the school year so that growth can be monitored.

Great Minds - In Sync offers pre and post assessments for each module. These assessments allow us to see where the biggest gaps are as we begin each module. At the end of the module, a similar standardized assessment is given to assess growth. These happen every 4 to 6 weeks, depending on the length of the module

Iready is a program that we use to offer schoolwide diagnostics three times a year. Utilizing a K-12 continuum, the diagnostic allows us to 1. see a scholar's growth from the beginning of the year to the end 2. which reading and math domains in particular a scholar is struggling in 3. any gains/losses that may have occurred from the previous school year.

Celebrating 10 Years of Amani Public Charter School

Project Motto:

elimu kwa Ubora

Education for Excellence

Project Definition:

Multiple events to commemorate the 10 years of Amani Public Charter School to unfold over the year beginning with Charter Day

December 10, 2020

Project Plan

Telling the Story - Commemorative Video and Written

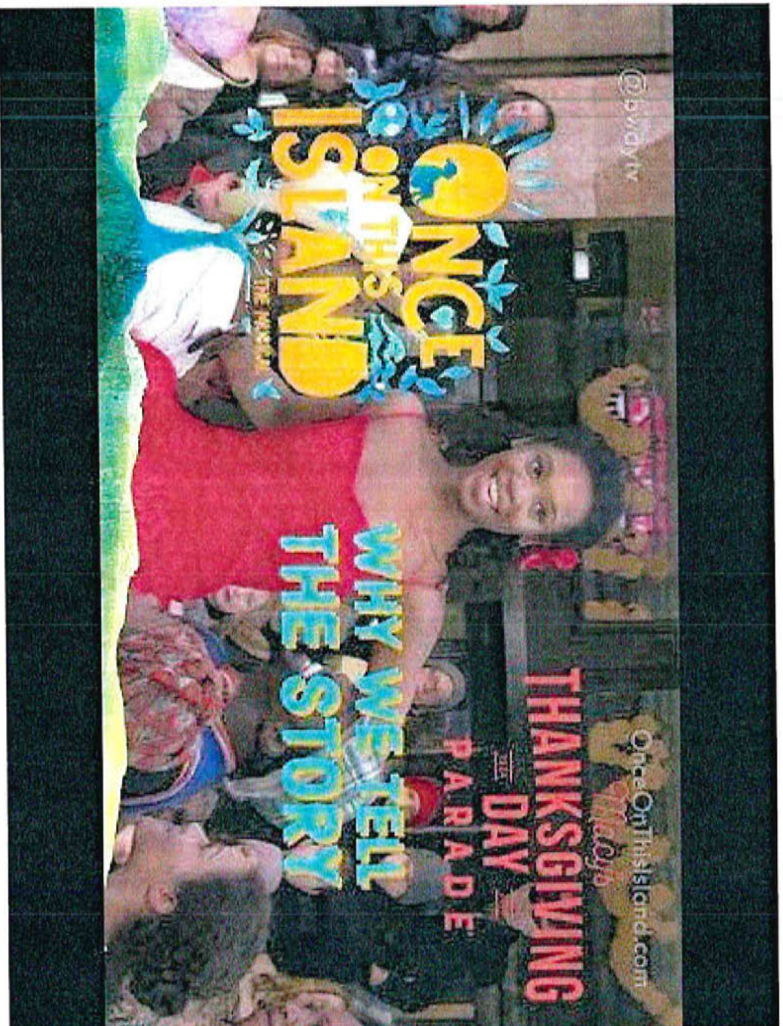
Delivering on the Mission - Alumni Spotlights

What is Your Why?

Gala 2021

My Why

I want to share with you **MY WHY** - Why do I do this work at Amani Public Charter School? *My why* is to provide families an option for a high quality education which will allow their child to reach their full potential. The logistical uncertainties of delivering on *My Why* during a pandemic, he many coronavirus restrictions - has been a challenge. But we continue to move forward to face these challenges with your support and with the goal in mind always - a Rigorous Academic Program, a Strong School Culture and Ridiculously Great Teaching. I remain grateful for your support



Why We Tell The Story

Executive Director Report

November 2020

MISSION MOMENT

Agenda - November

Amani Board Minutes - October

TimeLine to Hybrid	Complete Industrial Videos Conduct Parent Surveys
Reignite and Reopen	Restore*Refocus*Reimagine Report on VLH
Instructional	Closing the Gap - I-Ready
Operations	Building Readiness Petition to make 3rd Ave a one-way street Covid Budget
Finance	\$6,000 Donation from Citrix Closing the Digital Divide Program Policy Updates HR Policies COVID Testing
10th Anniversary Commemoration	Charter Day December 10, 2010
Committee Reports and Next Meetings	

MINUTES OF A MEETING OF
THE BOARD OF TRUSTEES OF THE
AMANI PUBLIC CHARTER SCHOOL

December 14, 2020

A meeting of the Board of Trustees (the “**Board**”) of the Amani Public Charter School (the “**School**”), was held via videoconference (in light of the New York State PAUSE in response to the coronavirus (COVID-19) pandemic) on December 14, 2020, beginning at approximately 4:30 pm. local time pursuant to notice duly given.

The following Trustees were present in person at the meeting: Sidney Burke, Stephanie Edwards, Tamara Houston, Gene Johnson, and Jim Killoran. Patrick Smith was absent.

Also present at the meeting were Debra Stern, Cara Martin, Phil Salmon, Jamell Scott, and Bruce Tanner. Sidney Burke presided as Chair of the meeting, and Stephanie Edwards recorded the minutes as Secretary.

Attached as Exhibit A are the materials provided to the Board at or prior to the meeting.

1. Roll call/ Call to order. After noting that a quorum was present, the Chair called the meeting to order.
2. Public Comment. The Chair opened the floor for public comment. No one from the public chose to speak.
3. Mission Moment. Ms. Stern shared pictures from the school's virtual holiday get together.
4. Reopening Plans. Mrs. Stern discussed the School's planning and currently contemplated timeline to Tier 2 (hybrid) instruction. She noted that a letter and video had been distributed to parents, transition planning continued (including with respect to testing strategy), and updates were being made to the School's employee manual in response to COVID-19.
5. Operations. Mr. Tanner discussed with the Board initial consideration of a potential overhaul of the School's HVAC system, and potential associated costs (including the initial costs involved to determine the required/desired scope of improvements and the related implementation cost).
6. Academic Update. Mr. Scott updated the Board regarding various academic matters, including the hiring of new staff members, attendance, and iReady updates.
7. Finance Update. Mr. Salmon updated the Board regarding various financial matters, including the an analysis of the School's projected financial performance vs budget, enrollment, and staffing.
8. Approval of Prior Minutes. The minutes of the Board meeting held on November 16, 2020, were reviewed and unanimously approved.

Items for Future Meetings.

- (a) Interim student assessment results
- (b) School building reopening planning
- (c) Strategic planning
- (d) ED Self-evaluation / SMART goals for ED priority plan.
- (e) Board self-evaluation planning (Board retreat).

Adjournment. There being no further business to come before the Board, the meeting was adjourned.

Respectfully submitted,

Stephanie E. Edwards
Secretary

APPROVED:

Sidney Burke
Chair



New York State Education Department

Mid-Term Site Visit Report 2019-2020

Amani Public Charter School

Visit Date: May 22, 2020
Date of Report: December 21, 2020

[Charter School Office](#)
89 Washington Avenue
Albany, New York 12234
charterschools@nysed.gov
518-474-1762

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SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Amani Public Charter School
Board Chair	Sidney Burke
School Leader	Debra Stern
District of location	Mount Vernon CSD
Opening Date	Fall 2011
Charter Terms	<ul style="list-style-type: none"> • Initial Term: August 29, 2011 - June 30, 2016 • First Renewal: July 1, 2016 - June 30, 2019 • Second Renewal: July 1, 2019 - June 30, 2022
Authorized Grades/Total Approved Enrollment	Grade 5-8/ 355 students
Comprehensive Management Service Provider	None
Facilities	60 South Third Avenue, Mount Vernon 10552 – Private Space
Mission Statement	<i>“Amani Public Charter School’s mission is to provide 100% of Mount Vernon students who attend the school from the 5th through 8th grade with the academic and critical thinking skills necessary to succeed in competitive high school programs, college and the career of their choice.”</i>
Key Design Elements	<ul style="list-style-type: none"> • Great Teaching • Rigorous Academic Program • Strong School Culture
Revision History	None

Noteworthy: Amani Public Charter School (Amani) has been thoughtful and mission driven in its continued work of supporting students, families, and staff in reaction to the COVID-19 pandemic. During the remote learning period (March 16, 2020 - June 22, 2020) the school still maintained community circles, morning announcements and administrators took turns holding office hours for families. As part of the shift to remote learning, Amani staff contacted families on a weekly sometimes daily basis as needed to answer questions, provide resources and reassure families during the pandemic. It was an all hands-on deck approach with all staff members working as a team to support small groups of students and families placed in their group.

¹ The information in this section was provided by the NYS Education Department Charter School Office.

SCHOOL CHARACTERISTICS

Enrollment for the Current Charter Term

	Year 1 2017 to 2018	Year 2 2018 to 2019	Year 3 2019 to 2020	Year 4 2020 to 2021	Year 5 2021 to 2022
Grade Configuration	Grades 5-8	Grades 5-8	Grades 5-8	Grades 5-8	Grades 5-8
Total Approved Enrollment	355	355	355	355	355
Actual Enrollment as of March 1, 2020	355	355	346	N/A	N/A

METHODOLOGY

Purpose of the Mid-Term Report

Pursuant to the [Board of Regents' Oversight Plan](#), described in your charter agreement and the [CSO Monitoring Plan](#), for a Board of Regents-authorized charter school, the CSO uses the mid-term site visit as an opportunity to provide the school with an informative and comprehensive report and formative feedback detailing how the school is progressing toward meeting the standards set forth in the [Charter School Performance Framework](#). Mid-term site visits are an important component of that oversight process and are designed to support transparent oversight and discussion of evaluative standards pertaining to full-term, short-term, and non-renewals.

After the virtual site visit, the CSO will provide the school with an informative and comprehensive report and formative feedback detailing how the school is progressing toward meeting the Performance Framework benchmarks. Information gathered through all site visits during a school's charter term becomes part of the school's record of performance and is used to inform renewal decisions at the end of the school's charter term.

Virtual Mid-Term Site Visit Methodology

A virtual mid-term site visit was conducted at Amani May 22, 2020. The CSO team conducted interviews with the board of trustees and school leadership team. In cooperation with school leadership, the CSO administered anonymous online surveys to teachers and parents.

The team conducted seven remote classroom observations in Grades 5-8. The observations were approximately 20 minutes in length and conducted jointly with the principal and humanities/STEAM coaches.

The documents and data reviewed by the team before, during, and after the site visit included the following:

- Current 2019-2020 organizational chart;
- A 2019-2020 master school schedule;
- Board materials (roster, minutes, and strategic plan, if applicable) and a narrative describing the board's self-evaluation process;
- Narrative describing the process used to evaluate school leadership;
- Narrative describing the process school leadership uses to evaluate teachers;
- NYSED CSO Parent Survey results;
- NYSED CSO Teacher Survey results;
- Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;
- NYSED Attachment 1: Academic and Enrollment Data;
- NYSED Attachment 2: Fiscal Dashboard Data;
- Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;
- Admissions and Waitlist information;
- Faculty/Staff Roster;
- School-submitted Annual Reports;
- Prior CSO check-in monitoring reports;
- Remote Learning Resources Website; and
- Continuity of Learning plan due to COVID-19.

BENCHMARK ANALYSIS

The [Performance Framework](#), which is part of the oversight plan included in the Charter Agreement for each school that was chartered or renewed in 2012 or beyond, outlines 10 benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the site visit will be presented in alignment with Performance Framework benchmarks and Indicators according to the rating scale below, although not all indicators will necessarily be assessed on every site visit. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; however, the report narrative will highlight those indicators not fully met by the school.

Level	Description
Meets	The school generally meets the performance benchmark; few concerns are noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

For the virtual site visit conducted from May 22, 2020 at Amani Public Charter School, see the following performance benchmark ratings and discussion.

**New York State Education Department
Charter School Performance Framework Rating**

2015 Performance Benchmark²		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	Approaches
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Meets
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Meets
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Approaches
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

² Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Summary of Findings

- Amani Public Charter School serves students in Grades 5-8 in Mount Vernon, NY. The school is in its ninth year of operation and under its third charter term. Along with other public schools in New York State, because of COVID-19 all instruction and interactions between students, families and staff became virtual. Amani was visited during its first year of its current three-year term and is rated in the following manner: meeting seven benchmarks and approaching three benchmarks. *Additional details regarding those ratings are provided below.*

- **Areas of Strengths:**
 - Amani Public Charter School is overall organizationally, fiscally, and educationally sound. While the leadership of Amani has been stable since its inception, beginning this year the school academic structure has changed with a principal now in place, replacing the director of school culture and athletics and the director of curriculum and construction positions. The school continues to implement academic changes in an effort to improve student outcomes and meet the Performance Framework benchmarks. All stakeholders demonstrated a thorough commitment to supporting students and families, especially during the COVID-19 pandemic and transition into a virtual community.
 - Amani is a community-based school that empowers students and the community they serve. Students participate in athletic competitions with other schools, they design and implement community service projects; and the executive director has fostered partnerships with community-based organizations to enhance student learning in the arts. Additionally, student field trips are designed to enhance the curriculum they are studying in the humanities and science; as well as provide opportunities for students to visit college campuses. The Latin class had planned a visit to Italy for May 2020; unfortunately, students were not able to travel due to the COVID-19 pandemic.

- **Areas in Need of Improvement:**
 - The NYSED CSO issued Amani a Notice of Deficiency in March 2020. They failed to enroll a comparable number of students with disabilities (SWD) and English language learners (ELLs) and economically disadvantaged students (ED) when compared to the district of location. Though the school made additional efforts to recruit specialized populations, at the time of the site visit it was unclear if those efforts made any significant changes to enrollment.
 - The site visit team conducted virtual classroom observations virtually. High-quality instructional practices were evident, though inconsistent. For some of the classes observed, class sizes were large (40+ students) and the ability for teachers to reach every student seemed challenging. Teachers then used break out rooms with their teaching partners to provide small group support. Amani still has not yet reached state averages in ELA or mathematics. On the most recent state assessments data available (2019) academic performance for all students in ELA has dipped by one percent while mathematics on has improved by six percent. Scores since the 2014-2015 school year have generally exceeded that of the Mount Vernon CSD in ELA by two to ten percentage points. During that same time period math performance has been inconsistent with scores below the district of location by six percent and above the district by thirteen percent.

- In 2018-2019 the school's auditor noted on going issues with special education billing that needs to be evaluated and corrected by the school.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).

Finding: Approaches

Academic Program for Middle School:

- Amani serves Grades 5-8 with an extended day, core subject of English Language Arts, mathematics, social studies, and science. Students also have access to physical education, art, music, technology, Latin, health. Additional supports are provided through an Achieve Class and Study Skills.
- Amani has mixed academic outcomes, based on the data available for 2017-2018 and 2018-2019. It out-performed Mount Vernon CSD in ELA proficiency rates yet underperformed the school district in math rates. It has not met the state's average proficiency rates in math or ELA.

Academic Program for students with disabilities (SWD) and English language learners (ELLs):

- Students with disabilities are serviced in integrated co-teaching (ICT) classrooms.
- Amani has three full-time special education teachers and a special education coordinator.
- Amani uses an immersion model for its ELLs.
- Amani currently does not have any full-time dedicated staff member to support ELLs.

Summative Evidence for Benchmark 1:

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSL) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Curriculum</i>	<p>a. The school has a documented curriculum that is aligned to the NYSL.</p> <p>b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content.</p> <p>c. The curriculum is aligned horizontally across classrooms at the same grade-level and vertically between grades.</p> <p>d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.</p> <p>e. The curriculum is systematically reviewed and revised.</p>
2. <i>Instruction</i>	<p>a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.</p> <p>b. Instructional delivery fosters engagement with all students.</p>
3. <i>Assessment and Program Evaluation</i>	<p>a. The school uses a balanced system of formative, diagnostic and summative assessments.</p> <p>b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.</p> <p>c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.</p>
4. <i>Supports for Diverse Learners</i>	<p>a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students.</p> <p>b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.</p>

Summative Evidence for Benchmark 2:

1. Element: **Curriculum:**

- **Indicator a:** Amani curriculum and assessments are generally aligned to the New York State Learning Standard (NYSL) for all students as evidenced by the school's renewal charter application, confirmed during the site visit leadership team interview and supplemented by

documents submitted to NYSED by the school on benchmark alignment, including its Continuity of Learning Plan. In addition, 97% of teachers that responded to the NYSED CSO teacher survey administered prior to the site visit agreed that Amani has a documented curriculum that is aligned to the New York State learning standards. It should be noted that the state mandated move to virtual learning from March 16, 2020 to the end of the school year created an abrupt change in instructional practices. Amani was able to pivot, with staff and students utilizing tools and platforms that were already familiar. As outlined in Amani's Continuity of Learning Plan (CLP), students and staff used: iReady, Read-A-Thon, Google Classroom, Nearpod, and Gmail. It should also be noted that the NYSED CSO surveys for teachers and parents were conducted pre-COVID-19, before the move to virtual learning.

- **Indicator b:** As delineated in the CLP and further detailed during the site visit team's interview with the leadership team through the period of virtual learning teachers remotely monitor scholars progress and completion of assignments. The school principal along with coaches supported teachers to align work assignments to Amani's Scope and Sequence for math and ELA. Teachers worked to adjust pacing so that all key content ideas and understandings would be covered by the end of the year, despite the change in delivery. The site visit team members were able to virtually observe instruction but did not review unit or lessons plans.
- **Indicator c:** The curriculum appears to be aligned horizontally across classrooms at the same grade level and vertically between grades. Of the teachers that responded to the NYSED CSO survey, 86% agreed that the school's curriculum is aligned horizontally across same grade-level classrooms. Out of the 36 teachers that responded to the survey, five members either disagreed, strongly disagreed, or did not know. However, 92% of teachers responded that the school's curriculum is aligned vertically among grade levels. The leadership team also described to the site visit team that prior to COVID-19, the humanities and STEAM coaches worked with grade-level teachers to develop pacing and unit plans in their content areas for all grades. During the transition to virtual instruction, assignments based on strands were developed via an on-line platform and teaching staff made efforts to have cross grade planning on the same platform.
- **Indicator d:** Most of the virtual classes observed by the site visit team consisted of 40 or more students on a grade with at least two teachers per class and in at least one observed class, two general education teachers and one special education teacher. Differentiation within the instructional period was not directly observed, though the principal reported that pull-out instruction for students that needed or were mandated for more direct support occurred towards the end of the instructional period. Differentiation occurs during assignments and tailored learning platforms. Based on the CLP, students who do not do well on submitted assignments had their work returned with feedback so the work can be redone or added to. Students worked on iReady generated "my path" lessons to address their specific deficits. All core subject teachers (ELA, math, social studies and science) held live office hours weekly to assist students and families with questions and concerns related to assignments).
- **Indicator e:** Amani collects qualitative and quantitative data, but it was unclear how all the data is used to regularly evaluate the quality and effectiveness of the academic program, and how the program may be modified accordingly. Though during the interviews with the leadership team and board, data collection and usage was emphasized, the efficacy of the analysis was unclear. For example, the leadership team and board could not articulate why there was such a deep drop in Algebra I performance from 2017 to 2018. And what, if any, changes made from 2018 in response to the drop beyond the restructuring of the leadership

team. It appears that curricular and programmatic revisions were in reaction to the results of 2017-2018 state assessment performance more so than on internal data analysis.

2. Element: **Instruction:**

- **Indicator a:** In its 9th year of operation, Amani's leadership team has developed a common understanding of high-quality instruction, focusing on student needs and the school's culture of support. Though the principal position is newly implemented, the leadership team members are not new to the school. Described by the leadership team during the interview and echoed by the NYSED CSO survey, teachers are supported in instructional planning and practices. Amani teachers met regularly to allow for common planning and used data to meet students' needs (e.g., data derived from iReady and end of unit assessments). Ninety-four percent of respondents of the NYSED CSO survey faculty members agree that they frequently collaborate on matters of curriculum and instruction. Teachers reported that they attend structured grade specific meetings at least one time on a weekly basis and had informal meetings take place on an as needed basis. In addition, they collaborated with each other and administration on content planning every week. During the three-phased implementation of virtual learning, direct instruction synchronistic instruction began during Phase 3 of their CLP (the week of May 18). In Phase 1, students were given daily assignments and optional virtual office hours (when teachers were available for questions and support) were offered for the first three weeks of virtual learning. During Phase 2, to supplement the daily work assignments and office hours, pre-recorded instruction became available for students.
- **Indicator b:** Across the observed virtual classrooms, students were mostly engaged and aware of classroom rules and procedures with very few students not being 'on screen' during the observations (i.e. in the virtual class but not on camera). Teachers interacted with students by using various methods, including calling on them individually, asking students submit answers into the classroom 'chat' box and asking for a thumbs-up to check for understanding.

3. Element: **Assessment and Program Evaluation:**

- **Indicator a:** Pre-virtual learning, as indicated in the leadership team interview and the NYSED CSO survey, Amani uses a system of formative (e.g. anecdotal notes, exit tickets, observations), diagnostic (e.g. iReady) and summative assessments (e.g. end-of-unit tests). With a virtual learning structure, the same sets of data were being gathered though the leadership team were looking at it differently as not every student has had access to technology and the internet during Phase 1. Staff also used an attendance tracker to gauge how many students were logging on, especially as the school moved between phases. That data was also used to reach out to students, see how they were doing, and to catch them up for missed classes.
- **Indicator b:** Amani collects qualitative and quantitative data on a regular basis and teachers review the data to assess students' needs. Based on the 36 written responses to NYSED CSO's teacher survey, there was general consensus of how student data is used to guide instruction. Most respondents used data for small group instruction, differentiation, and re-teaching. For example, a typical respondent used iReady data, exit tickets and classroom checks for understanding to rearrange groups, restructure lessons to address concerns/challenges, and plan for re-teaching a whole group mini lesson to address a standard or skill.
- **Indicator c:** Amani collects qualitative and quantitative data, but it was unclear how all the data is used to regularly evaluate the quality and effectiveness of the academic program, and

how the program may be modified accordingly. For example, beyond the organizational structure change, what, if any, changes made from its renewal to this year wasn't articulated to the CSO site visit team or in the documents provided by the school.

However, with the unforeseen challenges of moving to virtual instruction and collecting enough student generated data, attempts to measure the quality and effectiveness of the academic program at this point would be moot.

4. Element: ***Supports for Diverse Learners:***

- **Indicator a:** Amani provides supports to generally meet the academic needs for its students, though academic performance on state assessments of its SWD, ELLS/MLLS and ED students are mixed. These diverse learners outperformed Mount Vernon School District and the State in ELA; however, all groups underperformed the State and district in math. On the 2018 assessments, no ELLS/MLLS scored as proficient. To accommodate diverse learners during virtual classes, the principal reported that students that needed or were mandated for more direct support were provided pull-out instruction towards the end of each class period.
- **Indicator b:** Amani's 2018-2019 Annual Report described how students are supported via a tiered intervention system. The school describes how identified students can be offered various of support by such adults as their classroom teacher, a special education coordinator, a social worker, and four special education certified teachers. Amani provides a full continuum of services for students with disabilities. In accordance to the school's CLP, since the move to virtual instruction, Amani has been in contact with Mount Vernon CSD regarding Annual Review Meetings. all CSE meeting were moved to video conference calls with all parties. To support students, they were contacted in accordance with their IEPs. The school social worker created a document to track check ins and check in attempts. After the transition, mandated counseling services began on March 19, 2020 and the special education case managers worked with their students remotely. Students were monitored daily on iReady and Google classroom in completing class assignments. These assignments were modified as teachers work one to one over the phone to support students as they complete their work. Speech services also continued remotely. The speech pathologist mailed work specific to each child's IEP goals every two weeks and also held phone conversations with students to work on their individual need.

Benchmark 3: Culture, Climate and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Behavior Management and Safety</i>	<ul style="list-style-type: none"> a. The school has a clear approach to behavioral management, including a written discipline policy. b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment. c. The school has systems in place to ensure that the environment is free from harassment and discrimination. d. Classroom environments are conducive to learning and generally free from disruption.
2. <i>Family Engagement and Communication</i>	<ul style="list-style-type: none"> a. The school communicates with and engages families with the school community. b. Teachers communicate with parents to discuss students' strengths and needs. c. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions. d. The school has a systematic process for responding to parent or community concerns. e. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.
3. <i>Social-Emotional Supports</i>	<ul style="list-style-type: none"> a. The school has systems or programs in place to support the social-emotional needs of students. b. School leaders collect and use data to track the socio-emotional needs of students. c. School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.

Summative Evidence for Benchmark 3:

1. Element: ***Behavior Management and Safety:***
 - **Indicator a:** During the year of its renewal (2018-2019) Amani had implemented classroom management norms based on "Teach Like a Champion" with greater fidelity, including greater use of a merit/demerit system, common hand gestures and count-down language. According to the NYSED CSO teacher survey, 92% of teachers strongly agree or agree there is a school-wide discipline policy that is consistently applied. In addition, 86% believe that discipline policy is clearly explained. Of parents that responded to the NYSED CSO survey, 75% either

strongly agreed or agreed that disciplinary consequences are fair and consistently enforced.

Within a virtual learning environment, the principal reported that behavioral management with regard to the discipline policy shifted. Teachers and staff used wellness checks, frequent communication with students and parents, and greater flexibility in working with students.

- **Indicator b:** Based on the virtual classrooms observed, students were actively participating and willing to share their thoughts and ideas. When called upon to answer a question, students appeared comfortable to take risks and respond even when they were unsure of a correct response. The school has taken an all-hands on deck approach since switching to remote instruction. School leadership reported that students and families are openly sharing concerns and asking questions of their school appointed leader of their small group.
- **Indicator c:** The school has written policies and systems in place to ensure that the environment is free from harassment and discrimination.
- **Indicator d:** Based on the virtual classrooms observed, students were overall engaged with little to no distracting behavior.

2. Element: ***Family Engagement and Communication:***

- **Indicator a:** Amani parents positively indicated that teachers communicate with them to discuss their students' strengths and needs. Of the parents that responded to the NYSED CSO survey, 93% either strongly agreed or agreed that teachers and other staff communicate regularly with parents and families. As reported by the Leadership team during the site visit interview, during the onset of COVID-19, each staff member was assigned a case load of students that they contacted every week to answer questions and reassure families. Amani also regularly kept families informed of the change, processes, and procedures from in-person to a virtual instruction via its website, through emails, newsletters, and surveys.
- **Indicator b:** The leadership team reported that it uses a mix of tools (texts, emails, calls, newsletters, etc.) to gather feedback from parent and community members to be responsive to their concerns. Based on the responses of the NYSED CSO teacher survey, 100% of teachers strongly agree or agree that they regularly communicate with families on issues related to academics. Interesting to note that of the parents that responded to the NYSED CSO survey, 75% either strongly agreed or agreed that they receive regular and timely information on their child/children's academic progress though 100% were aware of the academic supports available to their child/children.
- **Indicator c:** Of the parents that responded to the survey, 75% believed that Amani seeks feedback from parents through surveys, meetings, or some other forum. Since the transition to virtual learning, Amani has conducted several surveys, including asking families about their technology and internet access needs. Based on the results, the school distributed 98 chrome books to students to create a 1:1 ratio of students to technology. In addition, it has sent out one-survey questions to families. For example, it has surveyed parents on how they feel about school opening in the fall and if they will send their student to the school if it reopens for in-person instruction.
- **Indicator d:** Of the parents that responded to the NYSED CSO survey, while 62.5% either strongly agreed or agreed that Amani has a clear complaint policy, 87.5% believed that the school has social or emotional programs and supports for children who need them.
- **Indicator e:** While 97% of teachers either strongly agree or agree that Amani regularly communicate with families and the community on issues related to academics, of the parents

that responded to the NYSED CSO survey, 75% agreed that Amani informs parents about how it performs compared to other schools in the district and New York State.

3. Element: ***Social-Emotional Supports:***

- **Indicator a:** Amani invests in supporting the social emotional needs of students. Staff include a guidance counselor, a social worker and the social work intern. Of the teachers that responded to the NYSED CSO survey, 100% either strongly agreed or agreed that Amani has social or emotional programs and supports for children who need them. Eighty-seven percent of parents also agreed that supports are in place. In the written comments of the survey, teachers were overall consistent that students who are mandated for counseling are seen regularly by the school social worker. Those students who need support but are not mandated worked with the social worker, guidance counselor and social work intern. Teachers are also very involved in supporting students in making parents aware of any emotional struggle during the day. With the transition to virtual learning, as reported by the school Leadership team and detailed in the CLP, Amani shifted all staff members to take on a case manager role with students. Amani divided students into small groups and paired them with a staff member to ensure that the communication lines remain consistent between families and the school. Each case manager was responsible for contacting each student twice a week at minimum, to discuss any needs the families may have, whether they be academic or emotional.
- **Indicator b:** Amani conducted weekly Student Concerns meetings for each grade to discuss students generated concern amongst teachers, socially or academically. The meetings were led by the guidance counselor and the school social worker. If necessary, parent meetings or phone calls home were made to address the concerns brought up at these meetings. Of the teachers that responded to the NYSED CSO survey, 83% either strongly agreed or agreed that the school collects and uses data to track the social-emotional needs of all students. As delineated in the CLP, during the period of virtual instruction, teachers collected information that was reviewed by administration and teachers to keep everyone aware of individual circumstances that may impact progress. The documents were reviewed daily to provide the necessary social-emotional support as needed. Teachers were instructed to will review notes and take these specific circumstances into account when monitoring academic progress and grades.
- **Indicator c:** With the unforeseen challenges of moving to virtual instruction the school has paired each student with a staff person and with a small group of students and families. These small groups meet virtually on a weekly basis; as do the student and staff person. Staff are reporting to school leadership the needs of students and the need for additional resources to support the programs in place and to support students' social and emotional health.

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

Summative Evidence for Benchmark 4:

See the school's fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school's compliance with Benchmark 4 of the Charter School Performance Framework. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements which can be found on the NYSED website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

- Financial Composite Score
- Working Capital
- Debt to Asset
- Cash Position
- Total Margin

Financial Condition

Amani Public Charter School appears to be in good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. Amani Public Charter School's 2018-2019 composite score is 2.29.

**Amani Public Charter School's Composite Scores
2014-2015 to 2018-2019**

Year	Composite Score
2014-2015	3.00
2015-2016	2.59
2016-2017	2.39
2017-2018	2.79
2018-2019	2.29

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: Meets

Renewal is based on evidence that the following indicators are generally present:

1. The school has an accurate and functional accounting system that includes monthly budgets.
2. The school sets budget objectives and regularly analyzes its budget in relation to those objectives.
3. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
4. The school has and follows a written set of fiscal policies.
5. The school has complied with state and federal financial reporting requirements.
6. The school has and is maintaining appropriate internal controls and procedures.
7. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

Summative Evidence for Benchmark 5:

NYSED CSO reviewed Amani Public Charter School's 2018-2019 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses. However, the school's auditor did note the recurring issue of improper billing for students receiving special education services, beginning with the school year ended June 30, 2014, where the school was not using updated rates based on the students' districts of residence. The auditor recommended that the school review public excess cost billing to accuracy and completeness to ensure amounts billed are proper and represent the entire amount due. School leadership and the board acknowledged this had been a problem in the past; but has been rectified.

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Finding: Meets

Element

Indicators

1. *Board Oversight and Governance*

- a. The board recruits and selects board members with skills and expertise that meet the needs of the school.
- b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy.
- c. The board demonstrates active oversight of the charter school management, fiscal operations and progress toward meeting academic and other school goals.
- d. The board regularly updates school policies.
- e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself and providers.
- f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

Summative Evidence for Benchmark 6:

1. Element: **Board Oversight and Governance:**

- **Indicator a:** Amani is generally meeting the indicators under this benchmark. The board has expanded to six directors, expanding its capacity by bringing on another director with relevant academic experience. Board members are highly invested in the school. Each member contributes their expertise and skills by participating in various committees. During the site visit, the CSO site visit team met virtually with three members of the board, including the chair.
- **Indicator b:** The board engages in strategic improvement by working closely with the executive director and the Leadership team. the board is aware of the academic performance of the school, particularly in regards to the drop in math and Algebra I Regents performance and has made efforts to support the executive director and principal.

As indicated in the available board minutes, during the transition to virtual learning the board was presented with data regarding various metrics that were being analyzed related to the school's remote learning operations, including attendance, time on task, and other measures of student activity.

- **Indicator c:** The board understands its oversight responsibilities for the charter school management, fiscal operations and progress toward meeting academic and other school goals. With regard to Amani being placed on a Corrective Action Plan because of its enrollment deficiencies, the board members indicated that this is an area of concern and that they were aware of the outreach and recruitment efforts that had taken place.

- **Indicator d:** At the end of every school year, the board meets to update and revise policies and strategically plan for the following year. Board members stated that they participate in a board retreat annually and hire consultants to provide them with board development and training.
- **Indicator e:** As reported by the board to the CSO site visit team, it is in the process of developing a self-evaluation process. The board is currently revising a draft self-evaluation survey. After the end of the school year, the board expects to distribute the self-evaluation survey to members and to review the results over the summer, potentially as part of a board retreat. The results of the survey and related review will inform potential future changes in board structure and operations.

The board intends to use a rubrics-based evaluation for the executive director that will be implemented this year for the first time. In the past, performance reviews were conducted in the form of a discussion between the chairman and the school leader with a self-evaluation. The Leadership Evaluation Plan that was submitted to the CSO site visit team was inclusive of the entire Leadership team and not specific to the executive director.

- **Indicator f:** The board demonstrates full awareness of its legal obligations to the school and stakeholders. For example, the Board minutes and agendas are available on the Amani website and Board members have consistently submitted annual disclosure of financial interest forms to NYSED.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>School Leadership</i>	<p>a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning.</p> <p>b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities.</p> <p>c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school.</p> <p>d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.</p>
2. <i>Professional Climate</i>	<p>a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication.</p> <p>b. The school has established structures for frequent collaboration among teachers.</p> <p>c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students’ needs.</p> <p>d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice.</p> <p>e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.</p>
3. <i>Contractual Relationships</i> <input type="checkbox"/> N/A	<p>a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider.</p> <p>b. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.</p> <p>c. The school monitors the efficacy of contracted service providers or partners.</p>

Summative Evidence for Benchmark 7:

1. Element: ***School Leadership:***

- **Indicator a:** The school leadership team indicated that they work together to support each other and be self-reflective in their work. They meet regularly and self-assess how they can improve their practices to support teachers and students. They have an all-hands on deck approach. School leadership is stable; and the school principal was hired from within after holding other leadership positions; the executive director has led the school since its

foundation and has restructured the Leadership team to effectively support and promote the mission and vision of the school. The executive director reports directly to the board, and all instructional, non-instructional, and administrative personnel report to the executive director.

The Leadership team recognizes the academic and culturally challenges that face the school during the COVID-19 pandemic and have worked diligently to provide a consistent and unified message of support to staff, students and families.

- **Indicator b:** Staff is clear about the chain of command and understands the roles and responsibilities of all administrative staff. Changed this year, there are now three teams in place: finance and operations led by directors, and instruction, led by the principal. The directors and principal works closely with the executive director and each other to ensure that there's operational and fiscal alignment to execute the school's mission and vision. For the most part, roles and responsibilities of the leadership team, staff, management, and board members are defined. Ninety-four percent of the NYSED CSO teacher survey respondents felt that leadership demonstrates a high level of accountability and that leadership takes responsibility for outcomes. However, according to the CSO survey, only 50% of teachers knew who was Dignity for All Students Act (DASA) coordinator and 22% were unaware that a DASA policy was in place.
- **Indicator c:** Amani has a communication systems and decision-making processes in place which is produces generally effective communication across the school. Ninety-two percent of NYSED CSO surveyed teachers strongly agreed or agreed that school leadership has systems in place to solicit staff feedback. Of the parents that responded to the NYSED CSO survey, 75% either strongly agreed or agreed that they received regular and timely information on their child/children's academic progress.
- **Indicator d:** From the 2017-2018 school year to the 2018-2019 year, 47% of teachers and 10% of Amani's administrators left the school. However, Amani added eight new administrative positions in 2018 that were fully staffed.

2. Element: **Professional Climate:**

- **Indicator a:** The executive director and the board stated that their teacher recruitment plan and strong professional development plan allows them to be fully staffed with high-quality personnel to meet educational and operational needs, including finance, human resources, and communication. At the time of the site visit, the Leadership team and administration was fully staffed. Based on the CSO survey, 75% of Amani teachers have four or more years of experience.
- **Indicator b:** The school has established structures for frequent collaboration among teachers. Close to 95% of surveyed teachers reported that they frequently collaborate on matters of curriculum and instruction. Even with the transition to virtual instruction, staff met frequently, including regular grade-level meetings, planning meetings with coordinators, and coaching meetings.
- **Indicator c:** Amani works to ensures that staff has requisite skills, expertise, and professional development necessary to meet students' needs. Staff wide professional development training occurs during the summer and several times throughout the school year, including the time in virtual instruction. As detailed in the CLP and during the Leadership team interview, a special training session was held on March 15, 2020 for all staff on Amani On Line procedures. The Leadership team

continued to maintain regular meetings, including weekly professional development sessions that were conducted virtually on Wednesdays.

- **Indicator d:** Amani has a teacher evaluation rubric in place that includes teacher self-assessments, and classroom observations for teacher support and evaluation. Goals setting is done on an individual basis in collaboration with school leadership. As the school transitioned to virtual instruction teacher observations continued, however the form of observations and feedback also pivoted to encompass virtual office hours, pre-recorded lessons, and synchronistic, on-line instruction.
- **Indicator e:** Amani has mechanisms to solicit teacher feedback and gauge teacher satisfaction. In addition to weekly staff meetings, the Leadership team solicits staff surveys and feedback. Ninety-two percent of NYSED CSO surveyed teachers strongly agreed or agreed that school leadership has systems in place to solicit staff feedback.

3. Element: ***Contractual Relationships:***

- **Indicator a:** N/A
- **Indicator b:** N/A
- **Indicator c:** N/A

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Meets

Element

Indicators

1. *Mission and Key Design Elements*

- a. School stakeholders share a common and consistent understanding of the school’s mission and key design elements outlined in the charter.
- b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Summative Evidence for Benchmark 8:

1. Element: ***Mission and Key Design Elements:***

- **Indicator a:** School leadership and staff express a shared vision of the school and its mission and key design elements. Ninety-seven percent of teachers who responded to the NYSED CSO survey believe that Amani’s mission is clear and is shared by all stakeholders.
Indicator b: Amani is implementing its three key design elements as originally chartered by NYSED and by its approved revisions. These elements include Great Teaching, a Rigorous Academic Program and a Strong School Culture. The leadership team and teachers responded to questions during focus groups articulating how program components were aligned to their mission and or a key design element. The school is implementing a coaching system and on-going professional development to support great teaching and rigorous lessons.

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Targets are met</i>	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. <i>Targets are not met</i>	<p>a. The school is making regular and significant annual progress toward meeting the targets.</p> <p>b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations.</p> <p>c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.</p>

Summative Evidence for Benchmark 9:

1. Element: **Targets are met: N/A**
2. Element: **Targets are not met:**
 - **Indicator a:** Amani maintains sufficient enrollment demand and maintains a waitlist of students. However, it falls short of being within five percentage points of meeting all subgroup populations comparison to Mount Vernon CSD, its district of location. Amani was issued a Notice of Deficiency (NoD) in March 2020 by the NYSED Charter School Office due to its deficiency in enrolling a comparable number of SWDs, ELLs, and students who are EDs in comparison to the Mount Vernon CSD.
 - **Indicator b:** The board approved an amendment to Amani’s admission policies for the 2020 lottery and have implemented a weighted lottery system with preferences given to ELLs and SWDs. Amani will continue to set targets for ELLs and SWDs on an annual basis on the percentages of ELLs and SWDs in the Mount Vernon CSD, as determined from the final BEDS-day enrollment for the same grades served by APCS in the year prior to the lottery.
 - **Indicator c:** During site visit interviews, the Leadership team and board both described efforts to target specialized populations, as noted in the CAP. The recruitment efforts were hindered by the impact of COVID-19, though Amani had enough applications to warrant a lottery which was held on May 13. As noted in the board minutes of April and May, this is the first year that

the lottery will include weighting in favor of SWD and ELLS/MLLS (but only after Mount Vernon residents, since students from the district of location have priority).

See Attachment 1 for data tables and additional student enrollment and retention information.

Benchmark 10: Legal Compliance

The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Meets

Element

Indicators

1. *Legal Compliance*

- a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements.
- b. The school has undertaken appropriate corrective action when needed, and has implemented necessary safeguards to maintain compliance with all legal requirements.
- c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.

Summative Evidence for Benchmark 10:

- 1. Element: **Legal Compliance:**
 - **Indicator a:** The school appears to currently be in compliance with state and federal laws pertaining to its charter as well as its financial management and oversight, governance and reporting, and health and safety requirements.
 - **Indicator b:** Though Amani is currently under a corrective action plan (CAP) due to its February 2020 Notice of Deficiency for academic and enrollment deficiencies, it has begun to undertake appropriate corrective action to improve enrollment deficiencies by implementing a weighted lottery and increasing targeted outreach efforts for SWDs and ELLs. It has implemented necessary safeguards to maintain compliance with all legal requirements.
 - **Indicator c:** The school has sought Board of Regents and/or Charter School Office approval for significant revisions such as approval for the implementation of its weighted lottery.

Attachment 1: 2019-2020 Midterm Site Visit

Amani Public Charter School

Benchmark 1:

Indicator 1: All Schools

1.a.i. Accountability - ESEA Accountability Designation:

This school is designated as a school in Good Standing under current New York State criteria as defined by the Elementary and Secondary Education Act.

1.b.i. Similar Schools Comparison – Comparative Proficiency:

This metric is being updated.

Indicator 2: Elementary/Middle School Outcomes

2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency: See Table 1 below.

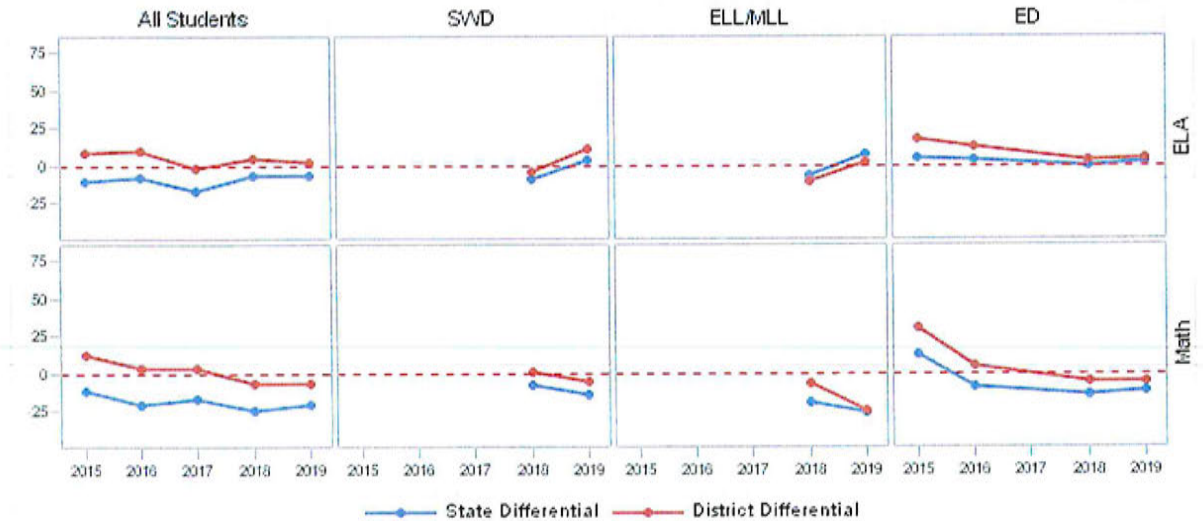
Table 1: Elementary/Middle School Trending Toward Proficiency – Target = 75%

		All Students	SWD	ELL/MLL	ED
ELA	2015-2016	46%	.	.	46%
	2016-2017	32%	.	.	.
	2017-2018	45%	25%	25%	41%
	2018-2019	48%	29%	36%	49%
Math	2015-2016	24%	.	.	24%
	2016-2017	32%	.	.	.
	2017-2018	25%	11%	0%	23%
	2018-2019	33%	8%	9%	32%

**See NOTES (2), (3), (7), and (8) below.*

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency: See Figure 1 and Table 2 below.

Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time



*See NOTES (1), (2), (3), and (6) below.

Table 2: Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math				
		Amani Public CS	Mount Vernon SD	Differential to District	NYS	Differential to NYS	Amani Public CS	Mount Vernon SD	Differential to District	NYS	Differential to NYS
All Students	2014-2015	21%	12%	+9	31%	-10	24%	11%	+13	36%	-12
	2015-2016	28%	18%	+10	36%	-8	16%	12%	+4	36%	-20
	2016-2017	22%	24%	-2	39%	-17	20%	17%	+3	37%	-17
	2017-2018	37%	32%	+5	43%	-6	17%	23%	-6	41%	-24
	2018-2019	36%	34%	+2	43%	-7	23%	29%	-6	43%	-20
SWD	2017-2018	5%	9%	-4	14%	-9	5%	4%	+1	13%	-8
	2018-2019	17%	6%	+11	13%	+4	0%	5%	-5	14%	-14
ELL/MLL	2017-2018	11%	21%	-10	18%	-7	0%	7%	-7	19%	-19
	2018-2019	27%	25%	+2	20%	+7	0%	24%	-24	26%	-26
ED	2014-2015	26%	9%	+17	21%	+5	33%	3%	+30	21%	+12
	2015-2016	29%	17%	+12	26%	+3	16%	11%	+5	25%	-9
	2017-2018	34%	30%	+4	34%	0	16%	21%	-5	30%	-14
	2018-2019	35%	30%	+5	33%	+2	21%	26%	-5	33%	-12

*See NOTES (1), (2), (3), (6), and (7) below.

2.b.iii. Aggregate Grade Level Proficiency: See Table 3 below.

Table 3: Aggregate Grade Level Proficiency

		ELA					Math				
		Amani Public CS	Mount Vernon SD	Differential to District	NYS	Differential to NYS	Amani Public CS	Mount Vernon SD	Differential to District	NYS	Differential to NYS
Grade 5	2014-2015	18%	14%	+4	30%	-12	19%	19%	0	43%	-24
	2015-2016	18%	14%	+4	33%	-15	4%	16%	-12	40%	-36
	2016-2017	14%	25%	-11	35%	-21	18%	24%	-6	43%	-25
	2017-2018	27%	26%	+1	37%	-10	16%	30%	-14	44%	-28
	2018-2019	23%	28%	-5	38%	-15	21%	36%	-15	46%	-25
Grade 6	2014-2015	21%	15%	+6	31%	-10	32%	17%	+15	39%	-7
	2015-2016	40%	24%	+16	34%	+6	31%	20%	+11	40%	-9
	2016-2017	18%	19%	-1	32%	-14	31%	24%	+7	40%	-9
	2017-2018	46%	45%	+1	49%	-3	33%	34%	-1	44%	-11
	2018-2019	51%	37%	+14	47%	+4	43%	35%	+8	47%	-4
Grade 7	2014-2015	23%	9%	+14	29%	-6	36%	4%	+32	35%	+1
	2015-2016	19%	13%	+6	35%	-16	20%	6%	+14	36%	-16
	2016-2017	27%	23%	+4	42%	-15	19%	11%	+8	38%	-19
	2017-2018	24%	23%	+1	40%	-16	12%	13%	-1	41%	-29
	2018-2019	30%	31%	-1	40%	-10	16%	27%	-11	43%	-27
Grade 8	2014-2015	23%	12%	+11	35%	-12	.	4%	-4	22%	-22
	2015-2016	34%	23%	+11	41%	-7	2%	5%	-3	24%	-22
	2016-2017	34%	30%	+4	45%	-11	.	4%	-4	22%	-22
	2017-2018	53%	32%	+21	48%	+5	2%	11%	-9	30%	-28
	2018-2019	40%	39%	+1	48%	-8	10%	7%	+3	33%	-23

*See NOTES (1), (6), and (7) below.

Indicator 3: High School Outcomes

3.a.i. and 3.a.ii. Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes: See Table 4 below.

Table 4: Annual Regents Outcomes: Pre-High School

		All Students				ED			
		Charter Total Tested	Amani Public Charter School	NYS	Differential to NYS	Charter Total Tested	Amani Public Charter School	NYS	Differential to NYS
Algebra I (Common Core)	2016-2017	21	95%	94%	+1	.	.	.	.
	2017-2018	25	96%	90%	+6	17	94%	81%	+13
	2018-2019	45	42%	89%	-47	36	36%	80%	-44
Living Environment	2018-2019	26	92%	85%	+7	20	90%	76%	+14
Physical Setting/Earth Science	2016-2017	21	76%	94%	-18	.	.	.	.
	2017-2018	25	96%	94%	+2	17	94%	84%	+10

*See NOTES (2), (3), (4), and (7) below.

Benchmark 9:

Table 5: Student Demographics

	SWD			ELL/MLL			ED		
	Amani Public CS	Mount Vernon SD	Differential to District	Amani Public CS	Mount Vernon SD	Differential to District	Amani Public CS	Mount Vernon SD	Differential to District
2015-2016	1%	19%	-18	1%	10%	-9	78%	75%	+3
2016-2017	1%	18%	-17	0%	10%	-10	0%	80%	-80
2017-2018	6%	18%	-12	3%	14%	-11	76%	86%	-10
2018-2019	7%	18%	-11	3%	14%	-11	75%	80%	-5

*See NOTES (2) and (6) below.

Table 6: Retention – Aggregate and Subgroups

	All Students			SWD			ELL/MLL			ED		
	Amani Public Charter School	Mount Vernon SD	Differential to District	Amani Public Charter School	Mount Vernon SD	Differential to District	Amani Public Charter School	Mount Vernon SD	Differential to District	Amani Public Charter School	Mount Vernon SD	Differential to District
2016-2017	92%	84%	+8	100%	83%	+17	100%	80%	+20	91%	87%	+4
2017-2018	92%	86%	+6	50%	89%	-39	.	.	.	.	.	.
2018-2019	90%	85%	+5	93%	84%	+9	100%	83%	+17	91%	85%	+6

*See NOTES (2) and (6) below.

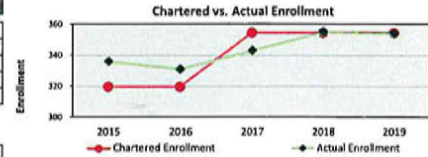
***NOTES:**

- (1) Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.
- (2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.
- (3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.
- (4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).
- (5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.
- (6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.
- (7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.
- (8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).
- (9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.
- (10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).

Charter School Fiscal Accountability Summary

AMANI PUBLIC CHARTER SCHOOL

	2014-15	2015-16	2016-17	2017-18	2018-19
Grades Served	5-8	5-8	5-8	5-8	5-8
Maximum Chartered Grades Served	5-8	5-8	5-8	5-8	5-8
Chartered Enrollment	320	320	355	355	355
Maximum Chartered Enrollment	320	320	355	355	355
Actual Enrollment	336	331	343	355	354



Grades Served
Maximum Chartered Grades Served
Chartered Enrollment
Maximum Chartered Enrollment
Actual Enrollment

ASSETS

Current Assets

Cash and Cash Equivalents
Grants and Contracts Receivable
Prepaid Expenses
Other Current Assets

Total Current Assets

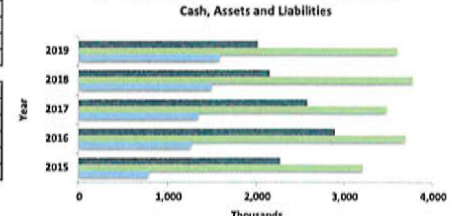
Non-Current Assets

Property, Building and Equipment, net
Restricted Cash
Security Deposits
Other Non-Current Assets

Total Non-Current Assets

Total Assets

Cash and Cash Equivalents	2,261,576	2,891,782	2,565,033	2,142,351	2,006,620
Grants and Contracts Receivable	233,104	174,742	198,742	252,161	115,767
Prepaid Expenses	36,680	14,614	85,730	23,923	110,723
Other Current Assets	-	-	-	832,025	773,864
Total Current Assets	2,531,360	3,081,138	2,849,505	3,250,460	3,027,274
Property, Building and Equipment, net	686,400	613,120	561,293	529,664	500,454
Restricted Cash	-	-	75,000	-	75,000
Security Deposits	-	-	-	-	-
Other Non-Current Assets	-	-	-	-	-
Total Non-Current Assets	686,400	613,120	636,293	529,664	575,454
Total Assets	3,217,760	3,694,258	3,485,798	3,780,124	3,602,728



LIABILITIES and NET ASSETS

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Payroll Taxes
Due to Related Parties
Refundable Advances

Other Current Liabilities

Total Current Liabilities

Long-Term Liabilities

Deferred Rent

Other Long-Term Liabilities

Total Long-Term Liabilities

Total Liabilities

NET ASSETS

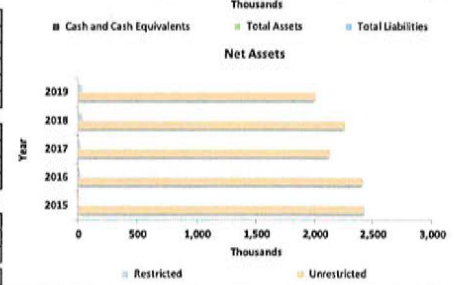
Unrestricted

Restricted

Total Net Assets

Total Liabilities and Net Assets

Accounts Payable and Accrued Expenses	93,149	235,648	50,615	158,671	160,862
Accrued Payroll and Payroll Taxes	204,099	237,193	297,827	292,201	275,066
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	194,280	318,180	370,562	295,499	301,504
Total Current Liabilities	491,528	791,021	719,004	746,371	737,432
Deferred Rent	296,701	474,365	623,226	744,981	-
Other Long-Term Liabilities	-	-	-	-	838,789
Total Long-Term Liabilities	296,701	474,365	623,226	744,981	838,789
Total Liabilities	788,229	1,265,386	1,342,230	1,491,352	1,576,221
Unrestricted	2,429,531	2,413,864	2,126,088	2,258,572	1,998,757
Restricted	-	15,008	17,480	30,200	27,750
Total Net Assets	2,429,531	2,428,872	2,143,568	2,288,772	2,026,507
Total Liabilities and Net Assets	3,217,760	3,694,258	3,485,798	3,780,124	3,602,728



OPERATING REVENUE

State and Local Per Pupil Revenue - Reg. Ed
State and Local Per Pupil Revenue - SPED
State and Local Per Pupil Facilities Revenue
Federal Grants
State and City Grants
Other Operating Income

Total Operating Revenue

EXPENSES

Program Services

Supporting Services

Management and General

Fundraising

Total Support Services

Total Expenses

Surplus/Deficit from Operations

SUPPORT AND OTHER REVENUE

Interest and Other Income

Contributions and Grants

Fundraising Support

Other Support and Revenue

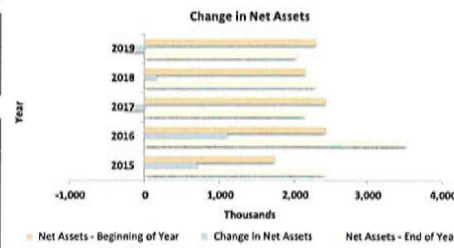
Total Support and Other Revenue

Change in Net Assets

Net Assets - Beginning of Year

Net Assets - End of Year

State and Local Per Pupil Revenue - Reg. Ed	5,818,519	5,826,325	5,960,981	6,358,549	6,602,178
State and Local Per Pupil Revenue - SPED	-	-	182,541	196,791	-
State and Local Per Pupil Facilities Revenue	-	-	-	-	-
Federal Grants	362,032	329,155	383,638	483,135	-
State and City Grants	-	-	-	-	437,316
Other Operating Income	-	-	84,162	-	-
Total Operating Revenue	6,180,551	6,155,480	6,611,321	7,038,475	7,039,494
Regular Education	3,825,467	4,006,506	4,424,755	4,633,082	5,429,455
Special Education	858,501	1,125,769	1,305,160	1,172,407	1,294,995
Other Expenses	-	-	-	-	-
Total Program Services	4,683,968	5,132,275	5,729,915	5,805,489	6,724,450
Management and General	948,356	5	1,325,896	1,227,581	825,034
Fundraising	2,641	2,108	4,071	6,290	12,686
Total Support Services	950,997	2,108	1,329,967	1,233,871	837,720
Total Expenses	5,634,965	5,134,383	7,059,882	7,039,360	7,562,170
Surplus/Deficit from Operations	545,586	1,021,097	(448,561)	(885)	(522,676)
Interest and Other Income	-	-	-	-	-
Contributions and Grants	21,894	25,806	465	4,329	81,865
Fundraising Support	7,484	583	11,145	39,036	40,375
Other Support and Revenue	117,931	49,522	151,647	102,724	138,171
Total Support and Other Revenue	147,309	75,911	163,257	146,089	260,411
Change in Net Assets	692,895	1,097,008	(285,304)	145,204	(262,265)
Net Assets - Beginning of Year	1,736,636	2,429,531	2,428,872	2,143,568	2,288,772
Net Assets - End of Year	2,429,531	3,526,539	2,143,568	2,288,772	2,026,507



REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

Support and Other Revenue

Total Revenue

Expenses - Per Pupil

Management and General, Fundraising

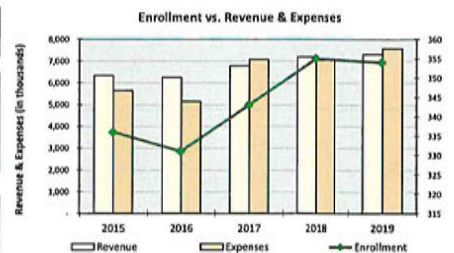
Total Expenses

% of Program Services

% of Management and Other

% of Revenue Exceeding Expenses

Operating	18,394	18,597	19,275	19,827	19,866
Support and Other Revenue	438	229	476	412	736
Total Revenue	18,833	18,826	19,751	20,238	20,621
Program Services	13,940	15,505	16,705	16,353	18,996
Management and General, Fundraising	2,830	6	3,877	3,476	2,366
Total Expenses	16,771	15,511	20,583	19,829	21,362
% of Program Services	83.1%	100.0%	81.2%	82.5%	88.9%
% of Management and Other	16.9%	0.0%	18.8%	17.5%	11.1%
% of Revenue Exceeding Expenses	12.3%	21.4%	-4.0%	2.1%	-3.5%



FINANCIAL COMPOSITE SCORE

Composite Score

BENCHMARK and FINDING:

Strong: 1.5 - 3.0 / Adequate: 1.0 - 1.4 / Needs Monitoring: -1.0 - 0.9

Composite Score	3.00	2.59	2.39	2.79	2.29
BENCHMARK and FINDING:	Strong	Strong	Strong	Strong	Strong

WORKING CAPITAL

Net Working Capital

Working Capital (Current) Ratio

BENCHMARK and FINDING:

Ratio should be equal to or greater than 1.2

Net Working Capital	2,039,812	2,290,117	2,130,501	2,504,089	2,289,842
Working Capital (Current) Ratio	5.1	3.9	4.0	4.4	4.1
BENCHMARK and FINDING:	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

DEBT TO ASSET

Debt to Asset Ratio

BENCHMARK and FINDING:

Ratio should be equal to or less than 1.0

Debt to Asset Ratio	0.2	0.3	0.4	0.4	0.4
BENCHMARK and FINDING:	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

CASH POSITION

Days of Cash

BENCHMARK and FINDING:



Ratio should be equal to or greater than 60 days

Days of Cash	146.5	205.6	132.6	111.1	96.9
BENCHMARK and FINDING:	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

TOTAL MARGIN

Executive Director Report
December 2020

MISSION MOMENT
Babies and Marriages

	
<p>Congratulations to Megan Pugliese and her husband Dillon on their new baby boy! Declan Joseph Pugliese born December 19th at 5:18 pm. 7.9 lb and 20 ounces long. Mom and baby are doing well!</p>	<p>Congratulations to Dr. Cara Martin (now Mrs./Dr. Nelson on their recent nuptials</p>

Community Wide Community Circle

Agenda - January
Amani Board Minutes - December

<p>Restore*Refocus*Reimagine TimeLine to Tier 2</p>	<p>March 1 Tier 2 Start Tier 2 Instructional Modality Survey Results Presentation of Tier 2 - Hybrid Schedule</p>
<p>Operations</p>	<p>Covid Budget Phone system upgrade Building repairs</p>
<p>Finance/HR</p>	<p>Recruitment Season Policy Updates HR Policies - Return To Building Memo COVID Testing Financials</p>
<p>Instructional</p>	<p>Report from State Visit - May 2020 (attached) New Staff Members - 5th Grade Science & 5th Grade Math</p>
<p>Upcoming Events</p>	
<p>Committee Reports and Next Meetings</p>	



Executive Director Report
March 2021

MISSION MOMENT

Agenda - April
Amani Board Minutes - March

MARCH 8, 2021

Restore*Refocus*Reimagine Timeline for Spring	<u>Eagle Academy</u> <u>Summer School Is For Everyone</u>
Executive	Priorities Board on Track Presentation - Building Board Capacity <u>Preparing for your Renewal Webinar Notes</u>
Operations	HVAC Update Surveillance Testing Updates- waiting for MOU from MV Neighborhood Health Center Facilities Committee
Finance/HR	Enrollment Budget
Instructional	Data report Math Updates
Upcoming Events	Next Board meeting: May 10, 2021 NYSED ½ day Visit
Committee Reports and Next Meetings	Educational Accountability - Monday, May 3, 2021 @5pm

MINUTES OF A MEETING OF
THE BOARD OF TRUSTEES OF THE
AMANI PUBLIC CHARTER SCHOOL

March 8, 2021

A meeting of the Board of Trustees (the “**Board**”) of the Amani Public Charter School (the “**School**”), was held via videoconference (in light of the coronavirus (COVID-19) pandemic) on March 8, 2021, beginning at approximately 4:30 pm. local time pursuant to notice duly given.

The following Trustees were present in person at the meeting: Sidney Burke, Stephanie Edwards, Tamara Houston, Gene Johnson, Jim Killoran, and Patrick Smith.

Also present at the meeting were the following members of the School’s staff: Debra Stern, Phil Salmon, Jamell Scott, Bruce Tanner, and Lorice Townsend. Sidney Burke presided as Chair of the meeting, and Stephanie Edwards recorded the minutes as Secretary.

Attached as Exhibit A are the materials provided to the Board at or prior to the meeting.

1. Roll call/ Call to order. After noting that a quorum was present, the Chair called the meeting to order.
2. Public Comment. The Chair opened the floor for public comment. No one from the public chose to speak.
3. Mission Moment. Ms. Stern shared a video of Mr. Scott’s announcement of the winner of the iReady challenge and delivery of the Xbox prize.
4. Reopening Plans. Mrs. Stern discussed the School leadership’s plans for beginning a return to in-person learning, with fifth and eighth grades coming in-person for 4-5 days during the course of June, and remote learning otherwise continuing.
5. Finance. Mr. Salmon reported to the Board regarding the School’s financials for the year to date. Members of the Board asked various questions, which were answered. He also reported on recruitment (where numbers are similar to 2019, down from 2020), marketing efforts to sub-groups, and the School’s ongoing process to collect data on what marketing efforts were most effective.
6. HVAC Project. Mr. Tanner provided an update to the Board regarding the potential HVAC upgrade for the School. The next stage would require \$20,000 for design/build work. Members of the Board asked numerous questions, which were answered.
7. Formation of Facilities Committee. The Board discussed the need for a Facilities Committee. After discussion, the Board unanimously (a) approved the formation of a Facilities Committee, initially consisting of Mrs. Edwards, Mr. Johnson, and Mr. Killoran, (b) authorized the Facilities Committee to act, to the fullest extent a Board committee may act permitted by law, with

respect to any matters related to the School's potential HVAC project and any future facilities-related projects.

8. Academics. Mr. Scott reported to the Board regarding various academic matters, including the School's success in winning the Mt. Vernon Black History challenge, high flyers, second quarter honor roll, potential future incentives/competitions to encourage academic effort, an analysis of academic performance, and a report on student absenteeism. He also discussed his goals in terms of academic performance for the year, how performance is trending at this point in the year, and examples of analysis of high performance that is being rolled out to other classes.

9. Approval of Prior Minutes. The minutes of the Board meeting held on February 8, 2021, were reviewed and unanimously approved.

Adjournment. There being no further business to come before the Board, the meeting was adjourned.

Respectfully submitted,

Stephanie E. Edwards
Secretary

APPROVED:

Sidney Burke
Chair



Executive Director Report
June 2021

MISSION MOMENT

Agenda - May
Amani Board Minutes - April

May 10 2021

Restore*Refocus*Reimagine Timeline for Spring	Eagle Academy Summer School Is For Everyone
Executive	Renewal TimeLine Mid Term Visit Report
Operations	HVAC Update Facilities Committee Report
Finance/HR	Enrollment Budget Finance Committee Report
Instructional	Data report Summer School Update
Upcoming Events	Next Board meeting: June 14, 2021 @ 4:30pm In Person PD - Wednesday, May 19th (PTA providing breakfast for staff) In Person Staff Social event - Wednesday, May 26th Tibbets Brook Park Eagle Academy - June 7th - June 25th
Committee Reports and Next Meetings	Educational Accountability - Monday, June 7, 2021 @5pm Facilities Committee - Monday, June 21, 2021 @5 pm Finance Committee - Monday, June 28, 2021 @5pm

MINUTES OF A MEETING OF
THE BOARD OF TRUSTEES OF THE
AMANI PUBLIC CHARTER SCHOOL

May 10, 2021

A meeting of the Board of Trustees (the “**Board**”) of the Amani Public Charter School (the “**School**”), was held via videoconference (in light of the coronavirus (COVID-19) pandemic) on May 10, 2021, beginning at approximately 4:30 pm. local time pursuant to notice duly given.

The following Trustees were present in person at the meeting: Sidney Burke, Stephanie Edwards, Tamara Houston, Gene Johnson, and Jim Killoran. Patrick Smith was not present.

Also present at the meeting were the following members of the School’s staff: Debra Stern, Phil Salmon, Jamell Scott, and Bruce Tanner. Sidney Burke presided as Chair of the meeting, and Stephanie Edwards recorded the minutes as Secretary.

Attached as Exhibit A are the materials provided to the Board at or prior to the meeting.

1. Roll call/ Call to order. After noting that a quorum was present, the Chair called the meeting to order.
2. Mission Moment. Mrs. Stern reported to the Board regarding the School's recent poetry slam.
3. Reopening/Summer Plans. Mrs. Stern updated the Board regarding the School leadership's plans for beginning a return to in-person learning, including limited in-person instruction during June, and remote learning otherwise continuing, as well as planning for summer programming.
4. Charter Renewal. Mrs. Stern discussed with the Board the timeline and process for the School's renewal application.
5. Finance. Mr. Salmon and Mrs. Stern reported to the Board regarding various finance matters.
6. Academics. Mr. Scott reported to the Board regarding various academic matters, including increased use of iReady during the School day, hiring of interventionists, and the plans to use data from the use of these interventionists to apply this teaching model more broadly if it is successful. Members of the Board asked various questions, which were answered.
7. Enrollment/Recruitment. Mr. Salmon provided an update to the Board regarding enrollment from the upcoming School year and related recruitment efforts.
8. Facilities. Mr. Tanner provided an update to the Board regarding facilities matters.
9. Academics / Data Analysis. Mr. Scott provided an analysis of recent ELA test results. He also discussed with the Board plans for Eagle Academy (including June in-person learning, moving-up ceremonies, June regents exams, and related preparation) and summer school for all (which will take different forms for different students: including traditional summer school, use of iReady to prevent summer slide, and enrichment activities).
10. Public Comment. The Chair opened the floor for public comment. No one from the public chose to speak.
11. Approval of Prior Minutes. The minutes of the Board meeting held on April 12, 2021, were reviewed and unanimously approved.
12. Adjournment. There being no further business to come before the Board, the meeting was adjourned.

Respectfully submitted,

Stephanie E. Edwards
Secretary

APPROVED:

Sidney Burke
Chair

EXHIBIT A

[Board materials attached]

EXHIBIT B

Resolutions of the
Board of Trustees (the “**Board**”)
of the
Amani Public Charter School (the “**School**”)

April 12, 2021

A. Engagement of Board on Track

1. RESOLVED, that the officers of the School and the Executive Director, Director of Curriculum and Instruction, Director of Finance, and Director of Operations (in each case, whether acting, interim, or permanent) (collectively, the “**Authorized Representatives**”) are, and each of them hereby is, authorized and directed for and on behalf of the School, to take any and all actions necessary to engage Board on Track (“**Consultant**”) to provide an online governance platform and governance consulting services to the School, on substantially the same terms as those presented to the Board, with such changes to such terms as any such Authorized Representative may determine are necessary or appropriate (with the execution of any written agreement by an Authorized Representative constituting definitive evidence of such determination);

B. Miscellaneous

2. RESOLVED, that the Authorized Representatives be, and each of them hereby is, authorized, empowered and directed to execute and deliver any and all other agreements, instruments, certificates and other documents, to pay such fees and taxes, to give such notices, to make such filings, to obtain such governmental and third-party consents, and to take such actions in the name and on behalf of the School as such Authorized Representatives may deem necessary or advisable to effectuate the purposes and intentions of the foregoing resolutions; and

3. RESOLVED, that the authority and power given under the foregoing resolutions shall be deemed retroactive and any and all acts authorized thereunder performed prior to the passage of the foregoing resolutions be, and they hereby are, ratified and approved.



Executive Director Report
March 2021

MISSION MOMENT

Agenda - April
Amani Board Minutes - March

APRIL 12 2021

Restore*Refocus*Reimagine Timeline for Spring	Eagle Academy Summer School Is For Everyone
Executive	Priorities Board on Track Presentation - Building Board Capacity Preparing for your Renewal Webinar Notes
Operations	HVAC Update Surveillance Testing Updates- waiting for MOU from MV Neighborhood Health Center Facilities Committee
Finance/HR	Enrollment Budget
Instructional	Data report Math Updates
Upcoming Events	Next Board meeting: May 10, 2021 NYSED ½ day Visit
Committee Reports and Next Meetings	Educational Accountability - Monday, May 3, 2021 @5pm

MINUTES OF A MEETING OF
THE BOARD OF TRUSTEES OF THE
AMANI PUBLIC CHARTER SCHOOL

April 12, 2021

A meeting of the Board of Trustees (the “**Board**”) of the Amani Public Charter School (the “**School**”), was held via videoconference (in light of the coronavirus (COVID-19) pandemic) on April 12, 2021, beginning at approximately 4:30 pm. local time pursuant to notice duly given.

The following Trustees were present in person at the meeting: Sidney Burke, Stephanie Edwards, Tamara Houston, Gene Johnson, Jim Killoran, and Patrick Smith.

Also present at the meeting were (a) the following members of the School’s staff: Debra Stern, Phil Salmon, Jamell Scott, and Bruce Tanner and (b) for the portion indicated, Mike Mizzoni and Asion Jackson (representatives from Board on Track). Sidney Burke presided as Chair of the meeting, and Stephanie Edwards recorded the minutes as Secretary.

Attached as Exhibit A are the materials provided to the Board at or prior to the meeting.

1. Roll call/ Call to order. After noting that a quorum was present, the Chair called the meeting to order.
2. Public Comment. The Chair opened the floor for public comment. No one from the public chose to speak.
3. Reopening Plans. Mrs. Stern updated the Board regarding the School leadership's plans for beginning a return to in-person learning, including limited in-person instruction during June, and remote learning otherwise continuing. She noted that professional development is transitioning to in-person.
4. Charter Renewal. Mrs. Stern discussed with the Board the process (to the extent known, in light of uncertainties related to the impact of COVID) and plans for the School's renewal application.
5. Presentation by Board on Track. Mike Mizzoni and Asion Jackson (representatives from Board on Track) joined the meeting to discuss the Board governance platform and consulting services that they provide. Members of the Board asked various questions, which were answered. Mr. Mizzoni and Mr. Jackson then left the meeting.
6. Facilities. Mr. Tanner provided an update to the Board regarding facilities matters.
7. Finance. Mr. Salmon reported to the Board regarding the School's recruitment and marketing efforts.
8. Approval of engagement of Board on Track. Mr. Salmon also reported that he had discussed with the representatives of Board on Track the pricing of their services, and that they were able to extend their services from engagement through the entire 2021-22 school year at the quoted price. Following discussion, upon motion duly made and seconded, the resolutions attached as Exhibit B hereto were unanimously approved.
9. Academics. Mr. Scott reported to the Board regarding various academic matters, including a new academic service the School is using, an update on the status of the School's virtual learning hub, and plans for adjusting the scheduling of the final math examination to increase participation.
10. Approval of Prior Minutes. The minutes of the Board meeting held on March 8, 2021, were reviewed and unanimously approved.
11. Adjournment. There being no further business to come before the Board, the meeting was adjourned.

Respectfully submitted,

Stephanie E. Edwards
Secretary

APPROVED:

Sidney Burke
Chair

EXHIBIT A

[Board materials attached]

EXHIBIT B

Resolutions of the
Board of Trustees (the “**Board**”)
of the
Amani Public Charter School (the “**School**”)

April 12, 2021

A. Engagement of Board on Track

1. RESOLVED, that the officers of the School and the Executive Director, Director of Curriculum and Instruction, Director of Finance, and Director of Operations (in each case, whether acting, interim, or permanent) (collectively, the “**Authorized Representatives**”) are, and each of them hereby is, authorized and directed for and on behalf of the School, to take any and all actions necessary to engage Board on Track (“**Consultant**”) to provide an online governance platform and governance consulting services to the School, on substantially the same terms as those presented to the Board, with such changes to such terms as any such Authorized Representative may determine are necessary or appropriate (with the execution of any written agreement by an Authorized Representative constituting definitive evidence of such determination);

B. Miscellaneous

2. RESOLVED, that the Authorized Representatives be, and each of them hereby is, authorized, empowered and directed to execute and deliver any and all other agreements, instruments, certificates and other documents, to pay such fees and taxes, to give such notices, to make such filings, to obtain such governmental and third-party consents, and to take such actions in the name and on behalf of the School as such Authorized Representatives may deem necessary or advisable to effectuate the purposes and intentions of the foregoing resolutions; and

3. RESOLVED, that the authority and power given under the foregoing resolutions shall be deemed retroactive and any and all acts authorized thereunder performed prior to the passage of the foregoing resolutions be, and they hereby are, ratified and approved.

Amani Public Charter School
Board of Trustees Meeting Agenda 6/28/21

- I. Roll call/Call to order
- II. Public comment
- III. Mission moment
- IV. Matters for approval
 - a. Budget
 - b. Officers for upcoming School year
 - c. Facilities Committee
 - d. HVAC project
- V. Discuss new charter approved in Mt. Vernon
- VI. Committee & Taskforce Reports
 - a. *Executive Committee*
 - b. *Finance Committee*
 - c. *Education and Accountability Committee*
 - d. *Fundraising and Communications Task Force*
- VII. Items for next Board Meeting (Recommendations due July 5th)

Board: Sidney Burke, Stephanie Edwards, Tamara Houston, Gene Johnson, Jim Killoran, Patrick Smith

Officers: Sidney Burke (Chair), [] (Vice Chair), Jim Killoran (Treasurer), Gene Johnson (Secretary)

Executive Committee: Sidney Burke, Stephanie Edwards, Tamara Houston, Gene Johnson, and Jim Killoran

Amani Public Charter School
June 28, 2021, Special Board Meeting

Board Action

Castle Architectural Services has advised us that as part of the HVAC project, New York State will require certain Board actions.

Background

New York's State Environmental Quality Review Act (SEQR) requires all state and local government agencies to consider environmental impacts equally with social and economic factors during discretionary decision-making.

6 NYCRR Part 617

Type II actions are by regulation, those actions which never require further SEQR review. Based on § 617.5 TYPE II ACTIONS (c) (9), the following actions are not subject to review:

- "construction or expansion of a primary or accessory/appurtenant, non-residential structure or facility involving less than 4,000 square feet of gross floor area and not involving a change in zoning or a use variance and consistent with local land use controls, but not radio communication or microwave transmission facilities;"

Amani Public Charter School

June 28, 2021

RESOLUTION REGARDING STATE ENVIRONMENTAL QUALITY REVIEW

WHEREAS, the Board of the Amani Public Charter School (the "Board") is considering a construction project at the 60 S. 3rd Avenue, Mount Vernon, NY 10550 building;

WHEREAS, a lead agency must be designated;

WHEREAS, the Board has considered the effect upon the environment of proposed capital work, including but not limited to the following:

PROJECT SCOPE:

Installation of VRF type HVAC units for 1st and 2nd floor classrooms. Units are self-contained and isolated from room to room. Installation of air handler units on 1st floor roof to service units in each room. Installation of air louvers in each classroom to supply fresh air as specified by state regulations. There is no expansion to the existing facility.

WHEREAS, the Board has reviewed the scope of the project and has further received and considered the advice of its architects with respect to the potential for environmental impacts resulting from the proposed action; and

WHEREAS, the Board has reviewed the Proposed Action with respect to the criteria set forth in 6 NYCRR Part 617.S(c), now therefore;

BE IT RESOLVED, by the Board as follows:

1. Amani Public Charter School declares itself the lead agency.
2. The Proposed Action does not exceed thresholds established under 6 NYCRR.
3. The Board hereby determines the Proposed Action as a Type II action in accordance with the SEQRA regulations.
4. No further review of the Proposed Action is required under SEQRA.
5. This resolution shall be effective immediately.

MINUTES OF A MEETING OF
THE BOARD OF TRUSTEES OF THE
AMANI PUBLIC CHARTER SCHOOL

June 28, 2021

A special meeting of the Board of Trustees (the “**Board**”) of the Amani Public Charter School (the “**School**”), was held via videoconference (in light of the New York State PAUSE in response to the coronavirus (COVID-19) pandemic) and in person at the School on June 28, 2021, beginning at approximately 4:30 pm. local time pursuant to notice duly given.

The following Trustees were present in person at the meeting: Sidney Burke, Stephanie Edwards, Tamara Houston, Gene Johnson, and Jim Killoran. The following Trustees were not present: Patrick Smith.

Also present at the meeting were the following School employees: Debra Stern, Phil Salmon, and Bruce Tanner. Mr. Burke presided as Chair of the meeting and Gene Johnson recorded the minutes as Secretary.

Attached as Exhibit A are the materials provided to the Board at or prior to the meeting.

After noting that a quorum was present, the Chair called the meeting to order.

1. Public Comment. The Chair opened the floor for public comment. No one from the public chose to speak.
2. Approval of School Budget. Mr. Salmon presented the School’s proposed budget for the 2021-22 school year, describing the drivers of material changes from the prior year’s budget and projected actual results. He also provided an update regarding enrollment and recruitment for the upcoming School year. Members of the Board asked various questions, which were answered. Following discussion, upon motion duly made and seconded, the resolutions attached as Exhibit B hereto were unanimously approved.
3. HVAC Project. Mr. Tanner updated the Board regarding the proposed HVAC project and the proposed SEQRA resolutions (which were circulated in advance of the Board meeting). Following discussion, upon motion duly made and seconded, the resolutions attached as Exhibit C hereto were unanimously approved.
4. Officers. Mr. Burke then discussed the proposed officers of the School for the upcoming school year. Following discussion, upon motion duly made and seconded, the resolutions attached as Exhibit B hereto were unanimously approved.
5. Facilities Committee. Mr. Burke then discussed the proposed Facilities Committee for the upcoming school year. Following discussion, upon motion duly made and seconded, the resolutions attached as Exhibit B hereto were unanimously approved.

6. Schedule for Board Meetings. The Board discussed the calendar for the upcoming school year. Following discussion, upon motion duly made and seconded, the resolutions attached as Exhibit B hereto were unanimously approved.

7. Adjournment. There being no further business to come before the Board, the meeting was adjourned.

Respectfully submitted,

Gene Johnson
Secretary

APPROVED:

Sidney Burke
Chair

EXHIBIT A

[Board materials attached]

EXHIBIT B

Resolutions of the
Board of Trustees (the “**Board**”)
of the
Amani Public Charter School (the “**School**”)

June 28, 2021

A. Election of Officers

1. RESOLVED, that each of the following persons be appointed as officers of the School in the position set forth opposite such person’s name, each to serve until his or her successor has been duly chosen and qualified, or until such officer’s earlier incapacity, death, resignation or removal:

<u>Name</u>	<u>Position</u>
Sidney Burke	Chair
Tamara Houston	Vice Chair
Jim Killoran	Treasurer
Gene Johnston	Secretary

B. Appointment of Facilities Committee

2. RESOLVED, that the following individuals shall be appointed to serve on the **Facilities Committee**, each to serve until his or her successor has been duly chosen and qualified, or until such individual’s earlier incapacity, death, resignation or removal:

<u>Name</u>	<u>Position</u>
Gene Johnson	Chair
Stephanie Edwards	Committee Member
Jim Killoran	Committee Member

C. Approval of Board Meeting Schedule for 2021-22

3. RESOLVED, that regular meetings of the Board for the 2021-22 school year be scheduled for the following dates at 4:30pm local time (subject to change to 6:30pm local time to accommodate in-person meetings):

- July 12
- August 9
- September 13
- October 18 (because of Columbus Day on October 11)
- November 8
- December 13

- January 10
- February 14
- March 14
- April 11
- May 9
- June 13

D. 2021-22 School Budget

4. RESOLVED, that the School's 2021-22 budget, in substantially the form presented to the Board, be and hereby is, authorized and approved, with such changes as the Authorized Representatives (as defined below), or any of them, may determine are necessary or appropriate;

E. HVAC Project

5. RESOLVED, that the resolutions attached as Exhibit C to the minutes of this meeting are hereby approved in all respects;

F. Miscellaneous

6. RESOLVED, that the officers of the School and the Executive Director, Director of Curriculum and Instruction, Director of Finance, and Director of Operations (in each case, whether acting, interim, or permanent) (collectively, the "**Authorized Representatives**"), be, and each of them hereby is, authorized, empowered and directed to execute and deliver any and all other agreements, instruments, certificates and other documents, to pay such fees and taxes, to give such notices, to make such filings, to obtain such governmental and third-party consents, and to take such actions in the name and on behalf of the School as such Authorized Representatives may deem necessary or advisable to effectuate the purposes and intentions of the foregoing resolutions; and

7. RESOLVED, that the authority and power given under the foregoing resolutions shall be deemed retroactive and any and all acts authorized thereunder performed prior to the passage of the foregoing resolutions be, and they hereby are, ratified and approved.

EXHIBIT C

Resolutions of the
Board of Trustees (the “**Board**”)
of the
Amani Public Charter School (the “**School**”)

June 28, 2021

Amani Public Charter School June 28, 2021, Special Board Meeting

Board Action

Castle Architectural Services has advised us that as part of the HVAC project, New York State will require certain Board actions.

Background

New York's State Environmental Quality Review Act (SEQR) requires all state and local government agencies to consider environmental impacts equally with social and economic factors during discretionary decision-making.

6 NYCRR Part 617

Type II actions are by regulation, those actions which never require further SEQR review. Based on § 617.5 TYPE II ACTIONS (c) (9), the following actions are not subject to review:

- “construction or expansion of a primary or accessory/appurtenant, non-residential structure or facility involving less than 4,000 square feet of gross floor area and not involving a change in zoning or a use variance and consistent with local land use controls, but not radio communication or microwave transmission facilities;”

Amani Public Charter School

June 28, 2021

RESOLUTION REGARDING STATE ENVIRONMENTAL QUALITY REVIEW

WHEREAS, the Board of the Amani Public Charter School (the "Board") is considering a construction project at the 60 S. 3rd Avenue, Mount Vernon, NY 10550 building;

WHEREAS, a lead agency must be designated;

WHEREAS, the Board has considered the effect upon the environment of proposed capital work, including but not limited to the following:

PROJECT SCOPE:

Installation of VRF type HVAC units for 1st and 2nd floor classrooms. Units are self-contained and isolated from room to room. Installation of air handler units on 1st floor roof to service units in each room. Installation of air louvers in each classroom to supply fresh air as specified by state regulations. There is no expansion to the existing facility.

WHEREAS, the Board has reviewed the scope of the project and has further received and considered the advice of its architects with respect to the potential for environmental impacts resulting from the proposed action; and

WHEREAS, the Board has reviewed the Proposed Action with respect to the criteria set forth in 6 NYCRR Part 617.S(c), now therefore;

BE IT RESOLVED, by the Board as follows:

1. Amani Public Charter School declares itself the lead agency.
2. The Proposed Action does not exceed thresholds established under 6 NYCRR.
3. The Board hereby determines the Proposed Action as a Type II action in accordance with the SEQRA regulations.
4. No further review of the Proposed Action is required under SEQRA.
5. This resolution shall be effective immediately.

Amani Public Charter School
Board of Trustees Meeting Agenda 6/14/21

- I. Roll Call/Call to Order
- II. Public Comment
- III. Matters for approval
 - a. Budget for upcoming school year
 - b. board minutes for May 2021
- IV. School Snapshot
- V. Annual Meeting Business
 - a. Approval of 2021-22 budget and related items
 - b. Election of trustees (terms for Sid and Patrick are expiring)
 - c. Election of Officers (based on current):
 - Chair: Sidney Burke
 - Vice Chair: Tamara Houston
 - Treasurer: Jim Killoran
 - Secretary: Gene Johnson
 - d. Appointment of Committees/Task Forces – some suggestions to consider, based on current committees/task forces:
 - *Executive Committee*: Sidney Burke (chair), Stephanie Edwards, Tamara Houston, Gene Johnson, and Jim Killoran
 - *Finance Committee*: Jim Killoran (chair), Sidney Burke, and Patrick Smith
 - *Education and Accountability Committee*: Gene Johnson (chair), Stephanie Edwards, and Tamara Houston.
 - *Amani 10 Fundraising Task Force*: Charlie Stern (chair, non-Board member), Jim Killoran, Tamara Houston, Debra Stern (Executive Director, non-Board member)
 - e. Board calendar for next year (continuing with second Monday of each month, at 4:30pm)
 - July 12
 - August 9
 - September 13
 - October 18 (because of Columbus Day on October 11)
 - November 8
 - December 13
 - January 10
 - February 14
 - March 14
 - April 11
 - May 9
 - June 13
 - f. Board retreat – determine date
- VI. Committee & Taskforce Reports
 - a. *Executive Committee*
 - b. *Finance Committee*
 - c. *Education and Accountability Committee*
 - d. *Fundraising and Communications Task Force*
- VII. Items for next Board Meeting (Recommendations due July 5th)

MINUTES OF A MEETING OF
THE BOARD OF TRUSTEES OF THE
AMANI PUBLIC CHARTER SCHOOL

June 14, 2021

A regular meeting of the Board of Trustees (the “**Board**”) of the Amani Public Charter School (the “**School**”), was held via videoconference (in light of the New York State PAUSE in response to the coronavirus (COVID-19) pandemic) on June 14, 2021, beginning at approximately 4:30 pm. local time pursuant to notice duly given.

The following Trustees were present in person at the meeting: Sidney Burke, Stephanie Edwards, Gene Johnson, Jim Killoran, and Patrick Smith. The following Trustees were not present: Tamara Houston.

Also present at the meeting were the following School employees: Debra Stern, Phil Salmon, Jamell Scott, and Bruce Tanner. Mr. Burke presided as Chair of the meeting and Stephanie Edwards recorded the minutes as Secretary.

Attached as Exhibit A are the materials provided to the Board at or prior to the meeting.

After noting that a quorum was present, the Chair called the meeting to order.

1. Public Comment. The Chair opened the floor for public comment. No one from the public chose to speak.
2. Mission Moment. Mrs. Stern noted that, after months of dealing with COVID-19, the School held its first live community outreach in a while.
3. Strategic Planning. The Board and School leadership looked back at the goals previously identified by the Board for the past three months, discussed performance against those goals, and discussed goals for the upcoming three months.
4. Renewal Timeline. Mrs. Stern discussed with the Board the process and timeline for the School’s charter renewal. Members of the Board asked various questions, which were answered.
5. Finance Update. Mr. Salmon presented to the Board the School’s budget priorities for the upcoming year, reported on enrollment and its impact on budgeting, and noted that the Board would schedule a special meeting to approve the budget for the upcoming fiscal year. Members of the Board asked various questions, which were answered.
6. Operations Update. Mr. Tanner updated the Board regarding various operational matters, including the planned calendar for the upcoming School year (which included 195 academic days), planned resolutions regarding the proposed HVAC project (which will be

circulated in advance of the planned special Board meeting), and discussions regarding the possibility of converting the street to a one-way in order to facilitate dismissal.

7. Academic Update. Mr. Scott updated the Board regarding various academic matters, including Eagle Academy attendance, the decision not to require completion of a regents exam to get regents credit so long as the student has passed the class, planning for Varsity Tutors' assistance in benchmarking for regents algebra, the expectation that all scholars will take the regents for living environment, plans for a two-week bootcamp in August supported by Varsity Tutors, how School leadership is using data on past attendance to help plan enrollment for extended day programs, plans for the summer program and enrichment offerings, analysis of math and ELA interim data, and updates regarding staffing.

8. Upcoming Events. Mrs. Stern noted various upcoming events to the Board.

9. Approval of Prior Minutes. The minutes of the Board meetings held on May 10, 2021, were reviewed and unanimously approved.

10. Re-Election of Trustees. At this point, Mr. Burke noted that the following members' term as Board members would expire following this meeting: Mr. Burke and Mr. Smith. Following discussion, upon motion duly made and seconded, Mr. Burke and Mr. Smith were unanimously re-elected for a term expiring after the June 2024 Annual Meeting, as reflected in the resolutions attached as Exhibit B hereto.

11. Election of Officers. Mr. Burke then discussed the proposed Officers for the upcoming school year. Following discussion, upon motion duly made and seconded, the resolutions attached as Exhibit B hereto were unanimously approved.

12. Committees/Task Forces. Mr. Burke then discussed the proposed Committees and Task Forces for the upcoming school year. Following discussion, upon motion duly made and seconded, the resolutions attached as Exhibit B hereto were unanimously approved.

13. Schedule for Board Meetings. The Board discussed the calendar for the upcoming school year. The Board determined to postpone action on this matter until the upcoming special Board meeting later this month.

14. Adjournment. There being no further business to come before the Board, the meeting was adjourned.

Respectfully submitted,

Stephanie Edwards
Secretary

APPROVED:

Sidney Burke
Chair

EXHIBIT A

[Board materials attached]

EXHIBIT B

Resolutions of the
Board of Trustees (the “**Board**”)
of the
Amani Public Charter School (the “**School**”)

June 8, 2020

A. Re-Election of Directors and Officers

1. RESOLVED, that each of the following persons be appointed as a trustee of the School for the term set forth above such persons’ name, to serve until such trustee has been duly chosen and qualified, or until such trustee’s earlier incapacity, death, resignation or removal:

Term expiring following the June 2024 Annual Meeting:

Sidney Burke
Patrick Smith

2. RESOLVED, that each of the following persons be appointed as officers of the School in the position set forth opposite such person’s name, each to serve until his or her successor has been duly chosen and qualified, or until such officer’s earlier incapacity, death, resignation or removal:

<u>Name</u>	<u>Position</u>
Sidney Burke	Chair
<i>Vacant</i>	Vice Chair
Jim Killoran	Treasurer
Gene Johnston	Secretary

B. Appointment of Committees

3. RESOLVED, that the following individuals shall be appointed to serve on the **Executive Committee**, each to serve until his or her successor has been duly chosen and qualified, or until such individual’s earlier incapacity, death, resignation or removal:

<u>Name</u>	<u>Position</u>
Sidney Burke	Chair
Stephanie Edwards	Committee Member
Tamara Houston	Committee Member
Gene Johnson	Committee Member
Jim Killoran	Committee Member

4. RESOLVED, that the following individuals shall be appointed to serve on the **Finance Committee**, each to serve until his or her successor has been duly chosen and qualified, or until such individual's earlier incapacity, death, resignation or removal:

<u>Name</u>	<u>Position</u>
Jim Killoran	Chair
Sidney Burke	Committee Member
Patrick Smith	Committee Member

5. RESOLVED, that the following individuals shall be appointed to serve on the **Education and Accountability Committee**, each to serve until his or her successor has been duly chosen and qualified, or until such individual's earlier incapacity, death, resignation or removal:

<u>Name</u>	<u>Position</u>
Gene Johnson	Chair
Stephanie Edwards	Committee Member
Tamara Houston	Committee Member

C. Formation of Task Forces

6. RESOLVED, that the following individuals shall be appointed to serve on the **Amani 10 Fundraising Task Force**, each to serve until his or her successor has been duly chosen and qualified, or until such individual's earlier incapacity, death, resignation or removal:

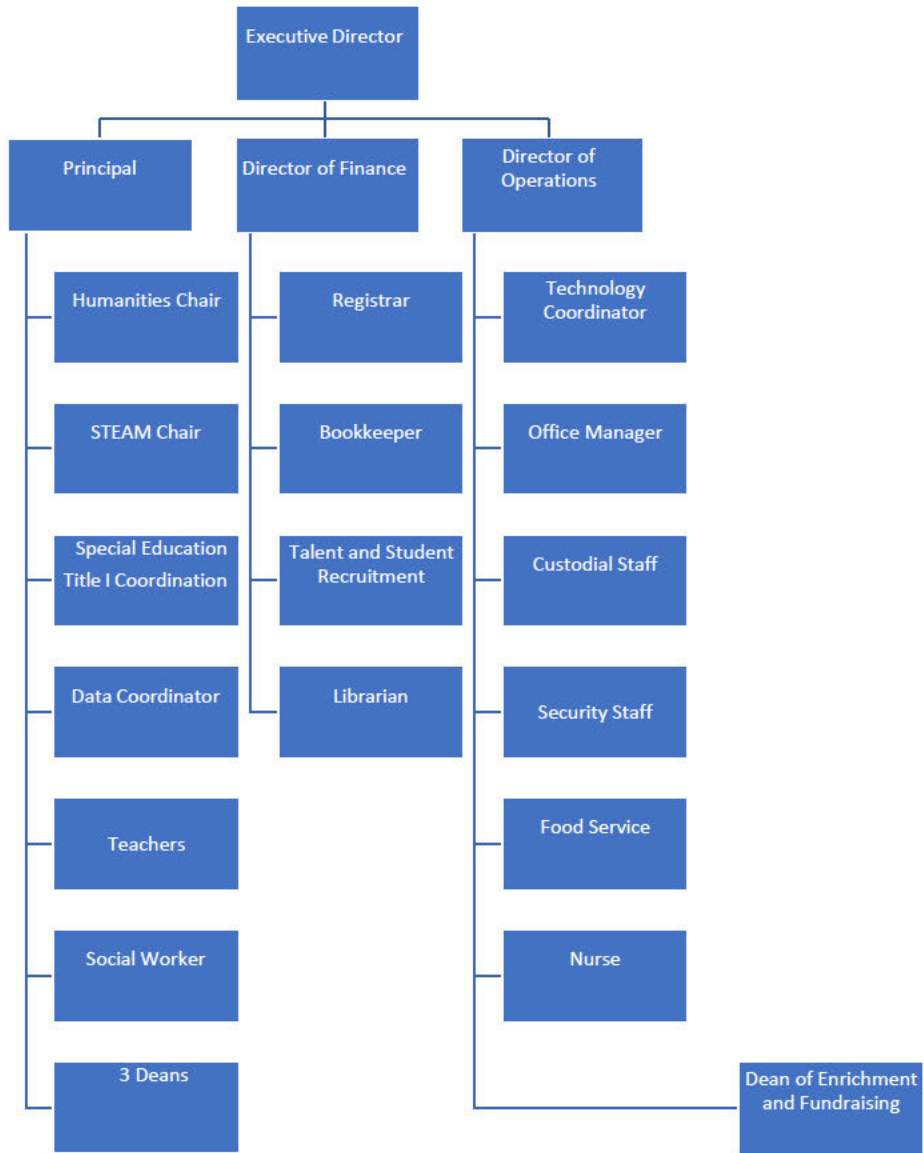
Charlie Stern (chair, non-Board member)
Jim Killoran
Tamara Houston
Debra Stern (non-Board member)

D. Miscellaneous

7. RESOLVED, that the officers of the School and the Executive Director, Director of Curriculum and Instruction, Director of Finance, and Director of Operations (in each case, whether acting, interim, or permanent) (collectively, the "**Authorized Representatives**"), be, and each of them hereby is, authorized, empowered and directed to execute and deliver any and all other agreements, instruments, certificates and other documents, to pay such fees and taxes, to give such notices, to make such filings, to obtain such governmental and third-party consents, and to take such actions in the name and on behalf of the School as such Authorized Representatives may deem necessary or advisable to effectuate the purposes and intentions of the foregoing resolutions; and

8. RESOLVED, that the authority and power given under the foregoing resolutions shall be deemed retroactive and any and all acts authorized thereunder performed prior to the passage of the foregoing resolutions be, and they hereby are, ratified and approved.

**Amani Public Charter School
Organizational Chart**



06.01.21

AMANI | 2021-2022 CALENDAR

23- First day of school

7

AUGUST '21						
S	M	T	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 '22						
S	M	T	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					

21-25 Winter Break

15

6 Labor Day
7 Rosh Hashanah

20

SEPTEMBER '21						
S	M	T	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		

MARCH '22						
S	M	T	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		

23

11 Columbus Day

20

OCTOBER '21						
S	M	T	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 '22						
S	M	T	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

13-15 Spring Break
17 Easter Sunday

18

11 Veterans Day
25-26 Thanksgiving Day

19

NOVEMBER '21						
S	M	T	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 '22						
S	M	T	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			

08 Mother's Day
30 Memorial's Day

21

24-31 Christmas Break

17

DECEMBER '21						
S	M	T	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 '22						
S	M	T	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		

19 Father's Day
24- Last day of school

18

01 New Year's Day
17 M.L. King Day

20

JANUARY '22						
S	M	T	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					

JULY '22						
S	M	T	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

4 Independence Day

Part I: General Information and Fire/Life Safety History

Inspection Date

2/5/21

Note : Please insert the date the actual inspection took place.

The Inspection Date cannot be earlier than 45 days before the Due Date.

1. Please indicate the primary use of this facility:

- INSTRUCTIONAL
- ADMINISTRATIVE
- BUS MAINTENANCE
- BUS STORAGE ONLY
- LEASED FACILITY OFF SCHOOL GROUNDS
- MAINTENANCE
- OTHER

Please Specify:

- PUBLIC LIBRARY
- STORAGE
- VACANT

2. Is there a fire sprinkler system in this facility?

- YES NO

If 'yes', is the sprinkler alarm connected with the building alarm?

- YES NO

3. Is there a fire hydrant system for facility protection?

- YES NO

If 'yes', indicate ownership of system (select one):

- Public owned
- School owned
- Other

Please Specify:

[]

4. Indicate the ownership of this facility

- Leased
- Owned

a. If the building is not District Owned, provide the name and address of Landlord or Building Owner:

Name *

T&Z Partners

Address *

33 Hubbells Dr

Mount Kisco NY

Telephone # *

914-244-9300

5. Does the District lease the building or spaces within the building to others? YES NO

a. If yes, indicate the tenant(s):

Name *

Address *

Telephone # *

6. What is the current gross square footage of this facility?

nearest whole ten feet:

7. If this Facility is vacant, skip the remaining questions and go to Section #2 Non-Conformance and report any non-conformances for Items #25A-1 through #26A-3

8. FIRE AND EMERGENCY DRILLS

If this facility is used for instruction, complete (a) - (g); otherwise go to question 9.

- a. Per Section 807, paragraph 2 of the State Education Law entitled Fire and Emergency Drills, a copy of Section 807 has been printed and distributed as guidance to teaching staff? YES NO
- b. Provide dates of twelve fire and emergency drills required by Section 807 of Education Law held between September 1 and June 30 of the previous school year: YES NO

FIRE & EMERGENCY DRILLS

NOTE Eight (8) are required between September 1, and December 31
 Eight (8) drills are required to be evacuation drills Four (4) drills are required to be lockdown drills

	Date	Evacuation	Lockdown
1	2/4/21	✓	<input type="radio"/>
2	2/25/21	✓	<input type="radio"/>
3	12/20/20	✓	<input type="radio"/>
4	4/20/21	✓	<input type="radio"/>
5	5/27/21	✓	<input type="radio"/>
6	6/11/21	✓	<input type="radio"/>
7	3/15/21	<input type="radio"/>	✓
8	5/16/21	<input type="radio"/>	✓
9		<input type="radio"/>	<input type="radio"/>
10		<input type="radio"/>	<input type="radio"/>
11		<input type="radio"/>	<input type="radio"/>
12		<input type="radio"/>	<input type="radio"/>

Note: Due to Covid no school was in session until Dec, 2020

c. If the required number of fire and emergency drills were not held during this reporting cycle, please describe the reason:

School was not in session for in person learning until Dec, 2020. Due to Covid.

8d. Average time to evacuate facility was:

2 minutes

30 seconds

8e. Arson and fire prevention instruction was provided in accordance with section 808 of the Education Law (revised 9/1/05) which requires every school in New York State to provide a minimum of 45 minutes of instruction in arson, fire prevention, injury prevention, and life safety for each month school is in session. YES NO

8f. Employee fire prevention, evacuation, and fire safety training was provided, and records maintained, in accordance with Section F406 of the NYS Fire Code YES NO

9. If the fire alarm system was activated, was the fire department immediately notified? YES NO

10. Have there been any fires in this facility since the last annual fire inspection report? YES NO

a. If 'yes', indicate: Number of fires

Number of injuries

Total cost of property damage

Part II: Public School Fire and Building Safety Non-Conformance Report Sheet

School District _____
 Facility # _____

Building Name _____

Part II-A (to be completed for public schools only - except "Big 4")				Part II-B				Part II-B				Part II-B					
Item #	Non-Conformance	Date Corrected	Date Reinspected	Item #	Non-Conformance	Date Corrected	Date Reinspected	Item #	Non-Conformance	Date Corrected	Date Reinspected	Item #	Non-Conformance	Date Corrected	Date Reinspected		
01A-2				08A-2				13A-2				19E-1					
01B-1				08B-2				13B-2				19F-1					
01C-1				08C-2								19G-1					
01D-1				08D-2				14A-2				19H-2					
01E-1				08E-2				14B-2									
				09A-2				14C-2				20A-1					
02A-2				09B-2				14D-1				20B-1					
02B-1				09C-1				14E-1				20C-1					
02C-3				09D-1				15A-2				21A-3					
02D-1				09F-2				15B-1				22A-3					
02E-2				09G-2				15C-2				22B-3					
02F-3				10A-2				15D-2				22C-3					
02G-2				10B-2				15E-1				23A-1					
				10C-1				16A-2				23B-1					
03A-3				10D-1				16B-2				23C-1					
03B-1								16C-2				23D-2					
				11A-2				16D-2				24A-3					
04A-2				11B-1				17A-3				25A-1					
04B-2				11C-2				17B-2				25B-1					
04C-1				11D-2				17C-2				25C-1					
				11E-1				17D-2									
05A-3								17E-1				26A-3					
05B-2				12A-1				17F-3				If any additional non-conformances are observed, check item 26A-3 and list the Code section below. _____ _____ _____ Inspector The inspector has been provided with a copy of the previous year's school fire safety report: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>					
05C-2				12B-3				17G-1									
				12C-2				17H-2									
06A-1				12D-2				17I-2									
06B-1				12E-1				17J-1									
06C-1				12F-1				17K-1									
06D-2				12G-1				17L-1									
06E-3				12H-1				18A-2									
06F-1				12I-1				18B-2									
06G-1				12J-1				18C-2									
06H-2				12K-1				18D-2									
				12L-1				19A-3									
07A-3				12M-1				19B-2									
07B-2				12N-1				19C-1									
07C-2				12O-2				19D-1									

All schools complete Section 8 only if the building has electrically-operated folding partitions.

Initial Inspection:

Fire Safety Inspector: Name BRUCE J. BINGHAM
 Date 2/5/2021

Regis  (26E-4)

Final Inspection (if required):

Fire Safety Inspector: Name _____
 Date _____

Registry # _____ (26F-4)

Part III: Public School Certifications

Section III-A. Fire Inspector

The individual noted below inspected this building and the information in this Fire Safety Report represents, to the best of their knowledge and belief, an accurate description of the building and conditions they observed. The individual that performed this inspection has maintained their certification requirements pursuant to Title 19 Part 1208

Name: BRUCE J. BINGHAM

Telephone #: [REDACTED]

Title: INSPECTOR, INSTRUCTOR, CONSULTANT Certification # [REDACTED]

(as designated by the NYS Department of State)

Email: [REDACTED]

Section III-B. Building Administrator or Designee

Please provide the name and contact information of the person responsible for monitoring this inspection (whomever accompanied the inspector; provided access to all spaces; and made available any records and/or required documentation requested by the inspector)

The individual identified below certifies that this building inspection was conducted on this date 2/5/21 and can confirm the specific locations of any non-conformances (provide inspection date) identified within this report.

Name: BRUCE TANNER

Telephone: [REDACTED]

Title: DIRECTOR OF OPERATIONS

Email: [REDACTED]

Signature: [Signature]

Section III-C. School Superintendent

I hereby submit this fire inspection report on behalf of the Board of Education and certify that:

1. Public notice of report availability has been published, and that
2. Any nonconformances noted as corrected on the *Public School Fire Safety Non-Conformance Report Sheet* portion of this report were corrected on the date indicated, and that
3. Violations which are not corrected immediately shall be corrected within a period of time approved by the Commissioner.

Name: Debra Stan

Telephone #: [REDACTED]

Title: ED

Email: [REDACTED]

Signature: [Signature]

University of the
Education  State of New York
Department

CERTIFICATE OF OCCUPANCY

VALID FOR FACILITY:

AMANI PUBLIC CHARTER SCHOOL
60 S THIRD AVE
MOUNT VERNON, NEW YORK 10550

DISTRICT:

AMANI PUBLIC CHARTER SCHOOL
DEBRA STERN
60 S 3RD AVE
MOUNT VERNON, NEW YORK 10550

Building ID: [REDACTED]

Issuance Date: March 01, 2021

Effective Date: March 01, 2021

Expiration Date: March 01, 2022

OBTAIN FIRE SAFETY REPORT FROM DISTRICT OFFICE


Interim Commissioner of Education

THIS CERTIFICATE VOIDS ANY PREVIOUSLY ISSUED