

# Application: Ember Charter School for Mindful Education, Innovation & Transformation

Nilda Arias - nilda@embercs.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)

EMBER CHARTER SCHOOL FOR MINDFUL EDUCATION, INNOVATION AND TRANSFORMATION  
331600860975

**a1. Popular School Name**

Ember Charter School for Mindful Education, Innovation & Transformation

**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.

NEW YORK CITY CHANCELLOR OF EDUCATION

**c. DISTRICT / CSD OF LOCATION**

CSD #16 - BROOKLYN

**d. DATE OF INITIAL CHARTER**

3/2010

**e. DATE FIRST OPENED FOR INSTRUCTION**

8/2011

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

MISSION STATEMENT

Mission

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

Vision

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

**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

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

1. Nurturing and enabling students to become holistic social entrepreneurs, engineers and global leaders through the development of: agency and self-efficacy; critical thinking skills; social, emotional, and physical well-being; mindful leadership; global citizenship; and substantive international exposure and experiences;
2. Developing and providing thought leadership

within the education space, training and developing staff and other organizations committed to the same values and principles Ember employs; and

Variable 1 Our Objectives: Ember seeks to provide our target population with expanded progressive, holistic and global education opportunities that have previously been unavailable to them. Ember strives to accomplish this objective by engaging in three primary efforts:

1. Nurturing and enabling students to become holistic social entrepreneurs, engineers and global leaders through the development of: agency and self-efficacy; critical thinking skills; social, emotional, and physical well-being; mindful leadership; global citizenship; and substantive international exposure and experiences;

2. Developing and providing thought leadership within the education space, training and developing staff and other organizations committed to the same values and principles Ember employs; and

3. Contributing to the positive and healthy economic, social and cultural development of the communities we serve.

perhaps most notably through:

- Elementary School students successful development of service-learning projects that contribute positively to their community (e.g. launching a successful initiative that seeks to reduce gun violence and create more safe community spaces for play);

- Middle School students successful launch of a social enterprises that connects their local community to at least one developing economy (e.g. developing and launching a peer-to-peer social investment, micro-lending network and app/portal for youth in Brooklyn to fund youth-led

social enterprises that help solve community problems in Greater Accra, Ghana);

- High School students successfully organize other teens, adults and/or organizations to advocate for important social change (e.g. develop and launch a youth-led ballot initiative to create an official City Council seat (one from each borough) for a youth age 16-21, who has full voting rights and responsibilities)· Ember successfully develops an Ember Teaching Firm Fellowship program where groups of experienced teacherleaders can work at Ember in residence and learn how to open and operate their own Teaching Firm;

Ember successfully works with local community partners and leaders (Bedford Stuyvesant Restoration Corporation, BridgeStreet Development Corp, Councilman Cornegy, Assemblyman Mosley, Assemblywoman Robinson, Congressman Jeffries, etc.), to build a community campus facility that will provide much needed development for the Bedford Stuyvesant-Central Brooklyn community: economic (thousands of jobs), social (aquatic and green indoor activities space), and cultural (various open, modular performance art spaces).

KDE 2

Improve student learning and achievement: Ember students will be offered instruction that research has shown will significantly improve learning and achievement outcomes for students from high poverty households, the same demographic Ember will serve. To this end, Ember will provide instructional environments that focus intently on:

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

Similarly, research has also shown that the kind of single-sex cohorts, substantive international travel, and community- based boarding school opportunities that Ember will engender significant improvements in learning and achievement for

students.

KDE 3

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

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

KDE 4

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

- Unique and Transformative Career Path: Ember’s adoption and use of TFOA’s Teaching Firm model provides unprecedented career opportunities for teachers as it provides a pathway to school leadership that does NOT require teachers to give up their teaching practice.
- Performance-based Compensation: Ember’s Teaching Firm model provides for a performance-based compensation structure that significantly increases teacher compensation and incentivizes

	<p>high performance and teacher retention.</p> <ul style="list-style-type: none"> <li>· Opportunities for Thought Leadership: Ember's University framework encourages teachers to engage in research, writing and publishing to affect the public discourse on the range of issue areas most readily connected and adjacent to public education matters. Ember teachers will be provided with professional development resources and financial incentives to research, write and publish articles and materials that advance Ember's standing as a thought leading education institution.</li> </ul>
KDE 5	<p>Provide parents/students with expanded choices in educational opportunities that are available within the public school system: Ember provides parents and students with expanded choices in the types of educational opportunities</p> <p>available within the public school system through its unique program components:</p> <ul style="list-style-type: none"> <li>• Looping</li> <li>• Single-sex cohorts (upper middle school and high school)</li> <li>• Residential, community-based boarding opportunity in High School</li> </ul>
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)**

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

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

792

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

524

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

Check all that apply

Grades Served

K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

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

No

**FACILITIES INFORMATION**



**m. FACILITIES**

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

	Yes, 3 sites
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**School Site 1 (Primary)**

**m1. SCHOOL SITES**

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	616 Quincy Street 3 FL	718-285-3787	NYC CSD 16	k-5	no

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Rafiq Kalam Id-Din	917-536-2493		<a href="mailto:rafiq@embercs.org">rafiq@embercs.org</a>
Operational Leader	Nilda Arias	718-285-3787		<a href="mailto:nilda@embercs.org">nilda@embercs.org</a>
Compliance Contact	Nilda Arias	718-285-3787		<a href="mailto:nilda@embercs.org">nilda@embercs.org</a>
Complaint Contact	Nilda Arias	718-285-3787		<a href="mailto:nilda@embercs.org">nilda@embercs.org</a>
DASA Coordinator	Tighisti Amahazion	718-285-3787		<a href="mailto:tighisti@embercs.org">tighisti@embercs.org</a>
Phone Contact for After Hours Emergencies				

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

Co-located Space

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

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

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

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

**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)**

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**Site 1 Fire Inspection Report**

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**School Site 2**

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**m2. SCHOOL SITES**

Please provide information on Site 2 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	500 Macon Street 3 Fl	718-285-3787	NYC CSD 16	6-8	No

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Rafiq Kalam Id Din	917-536-2493		<a href="mailto:rafiq@embercs.org">rafiq@embercs.org</a>
Operational Leader	Nilda Arias	718-285-3787		<a href="mailto:nilda@embercs.org">nilda@embercs.org</a>
Compliance Contact	Nilda Arias	718-285-3787		<a href="mailto:nilda@embercs.org">nilda@embercs.org</a>
Complaint Contact	Nilda Arias	718-285-3787		<a href="mailto:nilda@embercs.org">nilda@embercs.org</a>
DASA Coordinator	Tighisti Amahazion	718-285-3787		<a href="mailto:tighisti@embercs.org">tighisti@embercs.org</a>
Phone Contact for After Hours Emergencies				

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

Co-located Space

**m2c. Please list the terms of your current co-location.**

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

**School Site 3**

**m3. SCHOOL SITES**

Please provide information on site 3 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 3	20 new York Avenue	718-285-3787	NYC CSD 16	9-11	9-11

**m3a. Please provide the contact information for Site 3.**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Rafiq Kalam Id-Din	917-539-2493		<a href="mailto:rafiq@embercs.org">rafiq@embercs.org</a>
Operational Leader	Nilda Arias	718-285-3787		<a href="mailto:nilda@embercs.org">nilda@embercs.org</a>
Compliance Contact	Nilda Arias	718-285-3787		<a href="mailto:nilda@embercs.org">nilda@embercs.org</a>
Complaint Contact	Nilda Arias	718-285-3787		<a href="mailto:nilda@embercs.org">nilda@embercs.org</a>
DASA Coordinator	Tighisti Amahazion	718-285-3787		<a href="mailto:tighisti@embercs.org">tighisti@embercs.org</a>
Phone Contact for After Hours Emergencies				

**m3b. Is site 3 in public (co-located) space or in private space?**

Private Space

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

**m3d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 3 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 3 Certificate of Occupancy (COO)**

[2105 20 New York Ave DOB CofDocumentContentServlet63.pdf](#)

**Filename:** 2105 20 New York Ave DOB CofDocumentContentServlet63.pdf **Size:** 32.0 kB

**Site 3 Fire Inspection Report**

**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	Rafiq Kalam Id-Din
Position	Managing Partner
Phone/Extension	917-536-2493
Email	<a href="mailto:nilda@embercs.org">nilda@embercs.org</a>

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

**Responses Selected:**

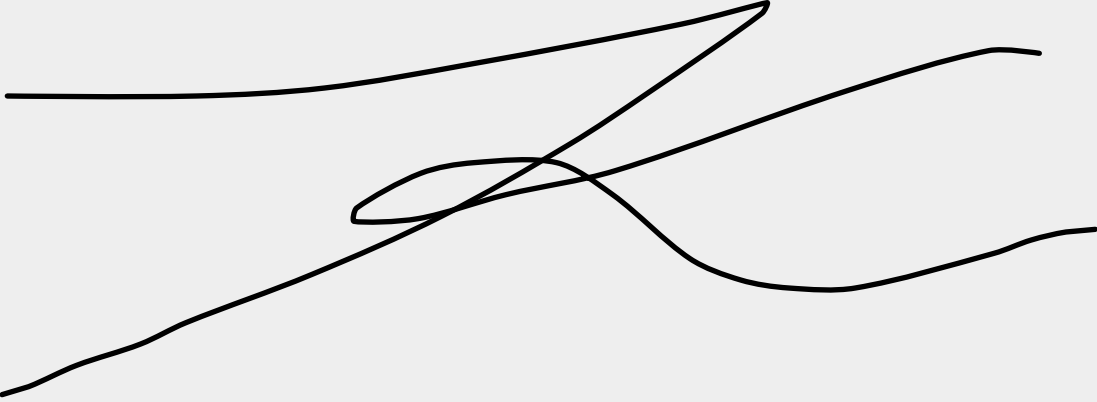
Yes

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

**Responses Selected:**

Yes

**Signature, Head of Charter School**

A handwritten signature in black ink on a light gray background. The signature is stylized and appears to be a name with a long horizontal stroke at the end.

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

A handwritten signature in black ink on a light gray background. The signature is more legible than the one above, appearing to be "Linda H." followed by a long horizontal stroke.

**Date**

Aug 2 2021

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 of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for
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				Not Applicable
Academic Goal 1	For each year of the school's renewal charter term, the percentage of the school's Black students who score at or above Level 3 on the New York State ELA examination must meet or exceed such percentage for the Community School District (CSD) in which the school is located.	NYS ELA Test	Unable to Assess	Due to Covid 19 and the guidelines from the CDC and NYDOH which resulted in changes in testing, surveying and other usual practices during NYS exams, Ember CS was unable to administer exam and assess this goal.
Academic Goal 2	For each year of the school's renewal charter term, the percentage of the school's Hispanic students who score at or above Level 3 on the New York State ELA examination must meet or exceed such percentage for the Community School District (CSD) in which the school is located.	NYS ELA Test	Unable to Assess	Due to Covid 19 and the guidelines from the CDC and NYDOH which resulted in changes in testing, surveying and other usual practices during NYS exams, Ember CS was unable to administer exam and assess this goal.
	For each year of the			

Academic Goal 3	<p>school's renewal charter term, the percentage of the school's FRPL students who score at or above Level 3 on the New York State ELA examination must meet or exceed such percentage for the Community School District (CSD) in which the school is located.</p>	NYS ELA Test	Unable to Assess	<p>Due to Covid 19 and the guidelines from the CDC and NYDOH which resulted in changes in testing, surveying and other usual practices during NYS exams, Ember CS was unable to administer exam and assess this goal.</p>
Academic Goal 4	<p>For each year of the school's renewal charter term, the percentage of the school's Black students who score at or above Level 3 on the New York State Math examination must meet or exceed such percentage for the Community School District (CSD) in which the school is located</p>	NYS Math Test	Unable to Assess	<p>Due to Covid 19 and the guidelines from the CDC and NYDOH which resulted in changes in testing, surveying and other usual practices during NYS exams, Ember CS was unable to administer exam and assess this goal.</p>
	<p>For each year of the school's renewal charter term, the percentage of the school's Hispanic students who</p>			<p>Due to Covid 19 and the guidelines from the CDC and NYDOH which resulted in</p>

Academic Goal 5	score at or above Level 3 on the New York State Math examination must meet or exceed such percentage for the Community School District (CSD) in which the school is located	NYS Math Test	Unable to Assess	changes in testing, surveying and other usual practices during NYS exams, Ember CS was unable to administer exam and assess this goal.
Academic Goal 6	For each year of the school's renewal charter term, the percentage of the school's FRPL students who score at or above Level 3 on the New York State Math examination must meet or exceed such percentage for the Community School District (CSD) in which the school is located.	NYS Math Test	Unable to Assess	Due to Covid 19 and the guidelines from the CDC and NYDOH which resulted in changes in testing, surveying and other usual practices during NYS exams, Ember CS was unable to administer exam and assess this goal.
Academic Goal 7	For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State Science examination	NYS Science Test (Grade 4) NYS Living Environment	Unable to Assess	Due to Covid 19 and the guidelines from the CDC and NYDOH which resulted in changes in testing, surveying and other usual

	<p>must meet or exceed such percentage for the Community School District (CSD) in which the school is located.</p>	<p>Regents (Grade 8)</p>		<p>practices during NYS exams, Ember CS was unable to administer exam and assess this goal.</p>
<p>Academic Goal 8</p>	<p>For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State Science examination must meet or exceed such percentage for the Community School District (CSD) in which the school is located.</p>	<p>NYS Science Test (Grade 4) NYS Living Environment Regents (Grade 8)</p>	<p>Unable to Assess</p>	<p>Due to Covid 19 and the guidelines from the CDC and NYDOH which resulted in changes in testing, surveying and other usual practices during NYS exams, Ember CS was unable to administer exam and assess this goal.</p>
<p>Academic Goal 9</p>	<p>For each year of the school's renewal charter term, the percentage of the school's Black students who score at or above Level 3 on the New York State Science examination must</p>	<p>NYS Science Test (Grade 4) NYS Living Environment Regents</p>	<p>Unable to Assess</p>	<p>Due to Covid 19 and the guidelines from the CDC and NYDOH which resulted in changes in testing, surveying and other usual practices during</p>

	meet or exceed such percentage for the Community School District (CSD) in which the school is located.	(Grade 8)		NYS exams, Ember CS was unable to administer exam and assess this goal.
Academic Goal 10	For each year of the school's renewal charter term, the percentage of the school's Hispanic students who score at or above Level 3 on the New York State Science examination must meet or exceed such percentage for the Community School District (CSD) in which the school is located.	NYS Science Test (Grade 4) NYS Living Environment Regents (Grade 8)	Unable to Assess	Due to Covid 19 and the guidelines from the CDC and NYDOH which resulted in changes in testing, surveying and other usual practices during NYS exams, Ember CS was unable to administer exam and assess this goal.

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

Yes

**2020-2021 Progress Toward Attainment of Academic Goals**

Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	2019-2020 progress toward attainment of goal Met/Not

				Met/Unable to Assess During Due to Closure
Academic Goal 11	<p>For each year of the school's renewal charter term, the percentage of the school's FRPL students who score at or above Level 3 on the New York State Science examination must meet or exceed such percentage for the Community School District (CSD) in which the school is located.</p>	<p>NYS Science Test (Grade 4) NYS Living Environment Regents (Grade 8)</p>	<p>Unable to Assess</p>	<p>Due to Covid 19 and the guidelines from the CDC and NYDOH which resulted in changes in testing, surveying and other usual practices during NYS exams, Ember CS was unable to administer exam and assess this goal.</p>
Academic Goal 12	<p>For each year of the school's renewal charter term, at least 60% of the school's students will achieve no less than "Awakened" (proficiency) on the school's Leadership Index scale for the following attributes:</p>	<p>Ember Leadership Index Scoring Rubric</p>	<p>Met</p>	

	Reflection, Focus, Self-Esteem, Empathy, Inquiry and Integrity.			
Academic Goal 13	For each year of the school's renewal charter term, at least 65% of the school's students will score at or above grade level on the Developmental Reading Assessment (DRA).	Developmental Reading Assessment (DRA)	Met	
Academic Goal 14				
Academic Goal 15				
Academic Goal 16				
Academic Goal 17				
Academic Goal 18				
Academic Goal 19				
Academic Goal 20				

**3. 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
	For each year of the school’s renewal charter term, the school’s teaching staff shall reflect the demographics of the school’s population of Black and Latinx FRPL students coming from the Community School District (CSD) in which the school is located. This goal shall be met if (a) the percent of teaching staff who are Black is at least 60% of the percent of all the			

<p>Org Goal 1</p>	<p>school's FRPL students coming from the CSD of location who are Black, and (b) if the percent of all the school's teaching staff who is Latinx is at least 60% of the percent of all FRPL Ember Staff Demographic Survey Met 7 / 10 students coming from the CSD of location who are Latinx. For example, if the demographic of the school's population of 100 FRPL students is 60% Black and 30% Latinx, respectively, then for this goal to be met, at least 36% of teaching staff must be Black (60% of 60%) and 18% of teaching staff must be Latinx (60% of 30%).</p>	<p>Ember Demographic Survey</p>	<p>Met</p>	
<p>Org Goal 2</p>	<p>For each year of the school's renewal charter term, the at least 60% of the school's staff shall reside in the Central Brooklyn communities where</p>	<p>Ember Demographic Survey</p>	<p>Met</p>	

	the school's students reside.			
Org Goal 3	For each year of the school's renewal charter term, the school will have a daily attendance rate at least 90%	Ember Attendance Records	Met	
Org Goal 4	For each year of the school's renewal charter term, at least 90% of students enrolled during the course of the year will return for the following year.	Ember Enrolment Records	Met	
Org Goal 5	Each year, parents will express satisfaction with the school's program, based on 8 / 10 Org Goal 5 the NYCDOE Learning Environment Survey in which the school will receive an average score of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication,	NYC DOE Learning and Environment Survey	Unable to Assess	Due to Covid-19, scores for 2019-20 were unavailable and the scores for 2020-21 have not been made available to schools.

	Engagement, and Safety and Respect, with a survey participation rate of at least 65%.			
Org Goal 6	Each year, teachers will express satisfaction with school leadership and professional development opportunities as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive an average score of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect, with a survey participation rate of at least 65%.	NYC DOE Learning and Environment Survey	Unable to Assess	Due to Covid-19, scores for 2019-20 were unavailable and the scores for 2020-21 have not been made available to schools.
Org Goal 7				
Org Goal 8				
Org Goal 9				
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Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

**5. Do have more organizational goals to add?**

No

**6. FINANCIAL GOALS**

## 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	Each year, student enrollment will be within 15% of full enrollment	Enber Enrollment	Partially Met	School will continue to increase outreach efforts to surrounding communities in CSD 16 and 13.
Financial Goal 2	Upon completion of the school's first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings	Third- Party Audit	Met	
Financial Goal 3	Each year, the school will operate on a balanced budget and maintain a stable cash flow.	Third-Party Audit	Met	
Financial Goal 4				
Financial Goal 5				

## 7. Do have more financial goals to add?

No

Thank you.

## Entry 4 - Audited Financial Statements

Completed Nov 1 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.**

### **Ember CS Financial Audit 06**

Filename: Ember CS Financial Audit 06.30.21.pdf Size: 714.6 kB

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

Completed Nov 1 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.**

### **EMBER Audited Annual Financial Report FY '21**

Filename: EMBER Audited Annual Financial Rep Sr3fIIz.xlsx Size: 76.5 kB

## Entry 4c - Additional Financial Documents

Incomplete

**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<sup>[1]</sup>
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

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

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

## Entry 4d - Financial Services Contact Information

Completed Aug 2 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
	Nilda Arias	[REDACTED]	[REDACTED]

### 2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Miaoling Chin	[REDACTED]	[REDACTED]	4



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

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

## Entry 5 - Fiscal Year 2021-2022 Budget

**Completed** Oct 29 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.**

### [2021-22 Budget Template](#)

**Filename:** 2021 22 Budget Template.xlsx **Size:** 40.1 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.

## [Ember Board of Trustees Disclosure](#)

**Filename:** Ember Board of Trustees Disclosure.pdf **Size:** 7.8 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 Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
1	Lovell Harmon		Chair	Executive Committee; Finance;	Yes	1	12/09/2020	06/30/2020	7

				Academ ic Advisory					
2	Harry Simmons		Secretar y	Compen sation & Evaluati on; Expansi on	Yes	8	08/27/2 013	06/30/2 021	12
3	Tadashi Dumas		Treasure r	Executiv e Commit tee; Finance; Compen sation & Evaluati on	Yes	9	02/01/2 009	06/30/2 021	12
4	Shahida h Kalam Id-Din		Chair	Executiv e Commit tee; Finance; Academ ic Advisory	Yes	8	10/01/2 018	12/09/2 021	6
5	n/a	n/a	Other	n/a	No	1	07/01/2 020	06/30/2 021	5 or less
6									
7									
8									
9									

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

No

**2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES**

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

a. Total Number of BOT Members on June 30, 2021	3
b.Total Number of Members Added During 2020-2021	1
c. Total Number of Members who Departed during 2020-2021	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	3

**3. Number of Board meetings held during 2020-2021**

12

**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.

**[EmberCS Board Meeting 2020-21](#)**

**Filename:** EmberCS Board Meeting 2020 21.pdf **Size:** 298.1 kB

**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
		In order to achieve success in our recruitment and retention for

<p>Economically Disadvantaged</p>	<p>As we were highly successful in our recruitment and retention in 2019-20, we implemented the same strategies and approach for the 2020-21 school year.</p>	<p>2021-22, will implement the same strategies and approach used in 2020-21. Our recruitment is focused in surrounding communities in Bedford-Stuyvesant, Bushwick, Crown Heights, Brownsville and East New York. As part of our lottery, students from these neighborhood who qualify for Free/Reduced Meal and/or SNAP Benefits are given priority over students who do not</p>
<p>English Language Learners</p>	<p>We also ensured that our outreach teams were Bilingual, with a particular emphasis on Spanish speakers as they represent the largest ESL population in the district. In all of our outreach we touted our unique school model and approach to serving all students, particularly the elements of our model that we think would be attractive to families with English Language Learners and children with disabilities (e.g. looping, two highly qualified teachers in every classroom, ongoing professional development for teachers to support serving the wide spectrum of students in the inclusion setting, a team of special education specialists and social workers to support students and teaching staff, integrated instruction, leadership development, inclusion, differentiation and technology infused-instruction), the same tools we employ to retain our students with disabilities</p>	<p>We also ensured that our outreach teams were Bilingual, with a particular emphasis on Spanish speakers as they represent the largest ESL population in the district. In all of our outreach we touted our unique school model and approach to serving all students, particularly the elements of our model that we think would be attractive to families with English Language Learners and children with disabilities (e.g. looping, two highly qualified teachers in every classroom, ongoing professional development for teachers to support serving the wide spectrum of students in the inclusion setting, a team of special education specialists and social workers to support students and teaching staff, integrated instruction, leadership development, inclusion, differentiation and technology infused-instruction), the same tools we employ to retain our students with disabilities</p>

Students with Disabilities	<p>To that end, in order to ensure that our school attracts students with disabilities in comparable numbers to our fellow schools in CSD 16, we engage in extensive outreach across the district, with particular emphasis on targeting early childcare centers, shelters and CBOs that cater to students with disabilities. We take the following steps to realize this strategy: We circulated application-and info sheets via direct mail, tabling and dropoffs across five zip codes most connected to CSD 16. We also conducted direct outreach to over 50 early childcare centers, shelters and CBOs, with a special focus on engaging any staff or coordinators most directly responsible for services to students with disabilities.</p>	<p>To that end, in order to ensure that our school attracts students with disabilities in comparable numbers to our fellow schools in CSD 16, we engage in extensive outreach across the district, with particular emphasis on targeting early childcare centers, shelters and CBOs that cater to students with disabilities. We take the following steps to realize this strategy: We circulated application-and info sheets via direct mail, tabling and dropoffs across five zip codes most connected to CSD 16. We also conducted direct outreach to over 50 early childcare centers, shelters and CBOs, with a special focus on engaging any staff or coordinators most directly responsible for services to students with disabilities.</p>
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**Retention Efforts Toward Meeting Targets**

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
Economically Disadvantaged	<p>Our recruitment and retention efforts are intensive, community based, and we believe highly successful, yielding the following demographics for the 2020-21 school year: 17.37% students with IEPs;</p>	<p>Our recruitment and retention efforts are intensive, community based, and we believe highly successful, yielding the following demographics for the 2020-21 school year:  17.37% students with IEPs; 5.73% English Language Learners; and 82.82% FRPL. We anticipate that these percentages will grow next school year for 2021-22's retention of these students in</p>

	<p>5.73% English Language Learners; and 82.82% FRPL.</p>	<p>each of these categories was greater than 90%. We will continue with our outreach efforts to inform and improve our recruitment and retention efforts in these areas</p>
<p>English Language Learners</p>	<p>Our unique school model and approach is designed to produce high retention rates with all students, including English Language Learners. As we mentioned above, we take a multifaceted, holistic approach to serving the needs of all learners. Some of these tools and methods include: looping, integrated instruction, low student-adult ratios (with two highly qualified teacher in every classroom), ongoing professional development for teachers to support serving the wide spectrum of students in the inclusion setting, a team of special education specialists and social workers to support students and teaching staff, constant parent contact and communication; emphasis on leadership development, inclusion, differentiation, and technology infused instruction.</p>	<p>Our unique school model and approach is designed to produce high retention rates with all students, including English Language Learners. As we mentioned above, we take a multifaceted, holistic approach to serving the needs of all learners. Some of these tools and methods include: looping, integrated instruction, low student-adult ratios (with two highly qualified teacher in every classroom), ongoing professional development for teachers to support serving the wide spectrum of students in the inclusion setting, a team of special education specialists and social workers to support students and teaching staff, constant parent contact and communication; emphasis on leadership development, inclusion, differentiation, and technology infused instruction.</p>
	<p>Our unique school model and approach is designed to produce high retention rates with all students, especially students with disabilities. As we mentioned above, we take a multifaceted, holistic approach to serving the needs of all learners. Some of these tools and methods</p>	<p>Our unique school model and approach is designed to produce high retention rates with all students, especially students with disabilities. As we mentioned above, we take a multifaceted, holistic approach to serving the needs of all learners. Some of these tools and methods</p>



Students with Disabilities

include: looping, integrated instruction, low student-adult ratios (with two highly qualified teacher in every classroom), ongoing professional development for teachers to support serving the wide spectrum of students in the inclusion setting, a team of special education specialists and social workers to support students and teaching staff, constant parent contact and communication; emphasis on leadership development, inclusion, differentiation, and technology infused instruction. We make every effort to ensure that our students are receiving the services outlined in any IEPs, and where there is not a match between what we provide and what their IEP recommends, we work with all stakeholders (CSE, families, teachers, students, etc.), to tailor the components of our unique model in such a way as to figure out how to serve the student within the context of our model. We also employ a modified Response to Intervention (RTI) process, that positions us to differentiate to students' needs and proactively anticipate learning and behavioral needs for students and develop action plans to help support and enable them to excel. In addition to the efforts of our classroom teachers,

include: looping, integrated instruction, low student-adult ratios (with two highly qualified teacher in every classroom), ongoing professional development for teachers to support serving the wide spectrum of students in the inclusion setting, a team of special education specialists and social workers to support students and teaching staff, constant parent contact and communication; emphasis on leadership development, inclusion, differentiation, and technology infused instruction. We make every effort to ensure that our students are receiving the services outlined in any IEPs, and where there is not a match between what we provide and what their IEP recommends, we work with all stakeholders (CSE, families, teachers, students, etc.), to tailor the components of our unique model in such a way as to figure out how to serve the student within the context of our model. We also employ a modified Response to Intervention (RTI) process, that positions us to differentiate to students' needs and proactively anticipate learning and behavioral needs for students and develop action plans to help support and enable them to excel. In addition to the efforts of our classroom teachers,

our Learning Specialist and Dean of Students provide and ensure that students receive the additional services they need and are entitled to, including Speech and Language support, Occupational Therapy, Physical Therapy, and Counseling services. Our learning specialist team is also tasked with consulting directly with classroom teachers on their instructional practices, and provides targeted feedback and direct service to individual students who require additional help and support.

our Learning Specialist and Dean of Students provide and ensure that students receive the additional services they need and are entitled to, including Speech and Language support, Occupational Therapy, Physical Therapy, and Counseling services. Our learning specialist team is also tasked with consulting directly with classroom teachers on their instructional practices, and provides targeted feedback and direct service to individual students who require additional help and support.

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

<sup>[1]</sup> 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.

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## **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>.

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### **Attestation**

#### **Responses Selected:**

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

## **Entry 11 Percent of Uncertified Teachers**

**Completed** 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)	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 A: 5 or 30% whichever is less	5.0

**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)	2
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)	3
<b>Total Category B: not to exceed 5</b>	<b>5.0</b>

**CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS**

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 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)	5
Total Category C: not to exceed 5	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	2

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

	FTE Count
Total Category E	32

## CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	49



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

### [Ember Org Chart](#)

Filename: Ember Org Chart.pdf Size: 227.0 kB

## Entry 13 School Calendar

Completed Aug 2 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 2<sup>nd</sup> 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.**



## **2021-22 Ember Charter School Calendar**

**Filename:** 2021 22 Ember Charter School Calendar.pdf **Size:** 104.2 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:** Ember Charter School for Mindful Education, Innovation & Transformation

**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)	<a href="https://www.embercs.org/results-and-accountability">https://www.embercs.org/results-and-accountability</a>
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	<a href="https://www.embercs.org/the-board-of-trustees">https://www.embercs.org/the-board-of-trustees</a>
2a. Webcast of Board Meetings (per Governor's Executive Order)	<a href="https://zoom.us/j/99455886278?pwd=aWxRZ0NIOEVINK1W0Vdod3ZnQ2ITUT09">https://zoom.us/j/99455886278?pwd=aWxRZ0NIOEVINK1W0Vdod3ZnQ2ITUT09</a>
3. Link to NYS School Report Card	<a href="https://data.nysed.gov/profile.php?instid=800000067236">https://data.nysed.gov/profile.php?instid=800000067236</a>
4. Lottery Notice announcing date of lottery	<a href="https://www.embercs.org/apply-now">https://www.embercs.org/apply-now</a>
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	<a href="https://www.embercs.org/our-program-1">https://www.embercs.org/our-program-1</a>
6. District-wide Safety Plan	<a href="https://www.embercs.org/">https://www.embercs.org/</a>
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	<a href="https://www.embercs.org/our-program-1">https://www.embercs.org/our-program-1</a>
7. Authorizer-Approved FOIL Policy	<a href="https://www.embercs.org/results-and-accountability">https://www.embercs.org/results-and-accountability</a>
8. Subject matter list of FOIL records	<a href="https://www.embercs.org/results-and-accountability">https://www.embercs.org/results-and-accountability</a>

**Thank you.**



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

**Financial Statements with Supplemental Information**

For the years ended June 30, 2021 and 2020

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

**Financial Statements**

June 30, 2021 and 2020

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## **Independent Auditors' Report**

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

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

We have audited the accompanying financial statements of Ember Charter School for Mindful Education, Innovation & Transformation, which comprise the statements of financial position as of June 30, 2021 and 2020, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the financial statements.

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

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

### **Auditors' responsibility**

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

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

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

### **Opinion**

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Ember Charter School for Mindful Education, Innovation & Transformation as of June 30, 2021 and 2020, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

### **Other matters**

### **Supplemental information**

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

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

In accordance with Government Auditing Standards, we have also issued our report dated October 29, 2021, on our consideration of Ember Charter School for Mindful Education, Innovation & Transformation's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering Ember Charter School for Mindful Education, Innovation & Transformation's internal control over financial reporting and compliance.



New York, New York  
October 29, 2021

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

**Statements of Financial Position**

As of June 30,

	<u>2021</u>	<u>2020</u>
<b><u>Assets</u></b>		
<b>Current assets</b>		
Cash	\$ 3,179,106	\$ 2,891,859
Grants receivable	902,607	131,655
Prepaid expenses	187,793	71,711
Employee advances	23,377	15,844
Total current assets	<u>4,292,883</u>	<u>3,111,069</u>
<b>Property and equipment, net - Note 4</b>	621,715	395,375
<b>Other assets</b>		
Reserve contingency	75,214	75,199
Total assets	<u>\$ 4,989,812</u>	<u>\$ 3,581,643</u>
<b><u>Liabilities and Net Assets</u></b>		
<b>Current liabilities</b>		
Accounts payable	\$ 130,653	\$ 93,135
Accrued salaries and other payroll related expenses	781,048	883,961
Refundable advances	80,943	77,165
Interest payable	-	1,453
Total current liabilities	<u>992,644</u>	<u>1,055,714</u>
<b>Long-term liabilities</b>		
SBA loans payable	150,000	1,893,477
Total liabilities	<u>1,142,644</u>	<u>2,949,191</u>
<b>Net assets without donor restrictions</b>		
Undesignated	3,771,954	557,253
Reserve - contingency	75,214	75,199
Total net assets without donor restrictions	<u>3,847,168</u>	<u>632,452</u>
Total liabilities and net assets without donor restrictions	<u>\$ 4,989,812</u>	<u>\$ 3,581,643</u>

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

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

**Statements of Activities**

For the years ended June 30,

	<u>2021</u>	<u>2020</u>
<b><u>Operating revenue and other support</u></b>		
<b>State and local per pupil operating revenue</b>		
General education	\$ 8,671,062	\$ 8,455,670
Special education	<u>1,237,400</u>	<u>1,183,263</u>
Total state and local per pupil operating revenue	<u>9,908,462</u>	<u>9,638,933</u>
<b>Grants, contracts and other support</b>		
Federal grants	1,367,216	735,891
State and local grants	48,806	89,343
Cancellation of debt	1,754,390	-
Contributions	90,242	76,439
Interest and other income	<u>1,075</u>	<u>16,569</u>
Total grants, contracts and other support	<u>3,261,729</u>	<u>918,242</u>
Total operating revenue and other support	<u>13,170,191</u>	<u>10,557,175</u>
<b><u>Expenses</u></b>		
<b>Program expenses</b>		
Regular education	7,152,549	7,479,011
Special education	<u>1,828,705</u>	<u>1,719,189</u>
Total program expenses	<u>8,981,254</u>	<u>9,198,200</u>
<b>Supporting services</b>		
Management and general	893,144	794,250
Fundraising	<u>81,077</u>	<u>88,649</u>
Total supporting services	<u>974,221</u>	<u>882,899</u>
Total program and supporting services expenses	<u>9,955,475</u>	<u>10,081,099</u>
Change in net assets	3,214,716	476,076
Net assets without donor restrictions - beginning of year	<u>632,452</u>	<u>156,376</u>
Net assets without donor restrictions - end of year	<u>\$ 3,847,168</u>	<u>\$ 632,452</u>

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



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

**Statement of Functional Expenses**

For the year ended June 30, 2021

	Program services			Supporting services		Total Program and Supporting services
	Regular education	Special education	Total programs	Management & general	Fund- raising	
<b>Salaries</b>						
Instructional	\$ 4,110,332	\$ 1,072,756	\$ 5,183,088	\$ 108,880	\$ 31,583	\$ 5,323,551
Administrative	352,663	99,449	452,112	423,668	4,500	880,280
Total salaries	<u>4,462,995</u>	<u>1,172,205</u>	<u>5,635,200</u>	<u>532,548</u>	<u>36,083</u>	<u>6,203,831</u>
<b>Operating expenses</b>						
Payroll taxes and fringe benefits	1,014,112	266,356	1,280,468	121,009	8,200	1,409,677
Professional fees	-	-	-	112,252	-	112,252
Outside services - consultants	387,866	85,404	473,270	35,832	30,303	539,405
Professional development	99,016	26,007	125,023	11,815	801	137,639
Office expenses and supplies	77,122	20,256	97,378	9,203	922	107,503
Food services	240,490	47,720	288,210	-	-	288,210
Information and technology	182,722	47,992	230,714	21,803	1,477	253,994
Telephone and internet	116,257	30,535	146,792	13,872	940	161,604
Insurance	64,043	16,821	80,864	7,642	518	89,024
Instructional material	77,949	15,467	93,416	-	-	93,416
Furniture and equipment	48,175	10,062	58,237	934	63	59,234
Classroom supplies	24,182	4,799	28,981	-	-	28,981
Conferences	5,813	1,527	7,340	694	47	8,081
Postage and shipping	832	219	1,051	99	7	1,157
Repairs and maintenance	28,464	7,476	35,940	3,397	224	39,561
Advertising and recruiting	152,751	31,272	184,023	1,787	121	185,931
Bad debt	3,502	920	4,422	418	28	4,868
Depreciation and amortization	166,258	43,667	209,925	19,839	1,343	231,107
Total operating expenses	<u>2,689,554</u>	<u>656,500</u>	<u>3,346,054</u>	<u>360,596</u>	<u>44,994</u>	<u>3,751,644</u>
Total expenses	<u>\$ 7,152,549</u>	<u>\$ 1,828,705</u>	<u>\$ 8,981,254</u>	<u>\$ 893,144</u>	<u>\$ 81,077</u>	<u>\$9,955,475</u>

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

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

**Statement of Functional Expenses**

For the year ended June 30, 2020

	Program services			Supporting services		Total Program and Supporting services
	Regular education	Special education	Total programs	Management & general	Fund-raising	
<b>Salaries</b>						
Instructional	\$ 4,564,396	\$ 1,064,547	\$ 5,628,943	\$ 50,000	\$ 25,000	\$ 5,703,943
Administrative	231,238	78,579	309,817	444,667	39,710	794,194
Total salaries	<u>4,795,634</u>	<u>1,143,126</u>	<u>5,938,760</u>	<u>494,667</u>	<u>64,710</u>	<u>6,498,137</u>
<b>Operating expenses</b>						
Payroll taxes and fringe benefits	1,142,051	272,228	1,414,279	117,802	15,410	1,547,491
Professional fees	3,240	772	4,012	93,985	44	98,041
Outside services - consultants	217,774	41,004	258,778	27,816	833	287,427
Professional development	131,995	22,238	154,233	180	-	154,413
Student field trips	68,953	11,617	80,570	-	-	80,570
Office expenses and supplies	119,162	28,404	147,566	12,291	1,608	161,465
Food services	333,007	56,104	389,111	-	-	389,111
Information and technology	42,115	10,039	52,154	4,344	569	57,067
Telephone and internet	70,882	16,896	87,778	7,311	956	96,045
Insurance	56,282	13,416	69,698	5,805	759	76,262
Instructional material	144,119	24,281	168,400	-	-	168,400
Furniture and equipment	25,421	4,687	30,108	597	78	30,783
Classroom supplies	34,698	5,950	40,648	154	20	40,822
Conferences	22,555	3,800	26,355	-	-	26,355
Postage and shipping	1,464	349	1,813	151	20	1,984
Repairs and maintenance	73,206	17,450	90,656	7,551	991	99,198
Advertising and recruiting	60,849	14,504	75,353	6,277	821	82,451
Bad debt	-	-	-	1,332	-	1,332
Depreciation and amortization	135,604	32,324	167,928	13,987	1,830	183,745
Total operating expenses	<u>2,683,377</u>	<u>576,063</u>	<u>3,259,440</u>	<u>299,583</u>	<u>23,939</u>	<u>3,582,962</u>
Total expenses	<u>\$ 7,479,011</u>	<u>\$ 1,719,189</u>	<u>\$ 9,198,200</u>	<u>\$ 794,250</u>	<u>\$ 88,649</u>	<u>\$ 10,081,099</u>

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

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

**Statements of Cash Flows**

For the years ended June 30,

	<u>2021</u>	<u>2020</u>
<b>Cash flows from operating activities</b>		
Change in net assets	\$ 3,214,716	\$ 476,076
Adjustment to reconcile change in net assets to net cash provided by operating activities		
Depreciation and amortization	231,107	183,745
Bad debt	4,868	1,332
Cancellation of debt	(1,743,477)	-
Changes in operating assets and liabilities		
Grants receivable	(775,820)	(111,149)
Prepaid expenses	(116,082)	(51,616)
Employee advances	(7,533)	6,901
Accounts payable	37,518	(24,725)
Accrued salaries and other payroll-related benefits	(102,913)	94,053
Refundable advances	3,778	32,853
Interest payable	(1,453)	1,453
Net cash provided by operating activities	<u>744,709</u>	<u>608,923</u>
<b>Cash flows from investing activities</b>		
Reserve contingency	(15)	(31)
Acquisition of property and equipment	(457,447)	(233,828)
Net cash used in investing activities	<u>(457,462)</u>	<u>(233,859)</u>
<b>Cash flows from financing activities</b>		
Proceeds from SBA loans	-	1,893,477
Net cash provided by financing activities	<u>-</u>	<u>1,893,477</u>
Net increase in cash	287,247	2,268,541
Cash - beginning of year	<u>2,891,859</u>	<u>623,318</u>
Cash - end of year	<u><u>\$ 3,179,106</u></u>	<u><u>\$ 2,891,859</u></u>

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

# EMBER CHARTER SCHOOL FOR MINDFUL EDUCATION, INNOVATION & TRANSFORMATION

## Notes to the Financial Statements

June 30, 2021 and 2020

### Note 1 Organization

Ember Charter School for Mindful Education, Innovation & Transformation (the “School”), formerly known as Teaching Firms of America Professional Preparatory Charter School, is a public charter school located in Brooklyn, New York. The School opened in 2010 and currently operates classes from kindergarten to eighth grade. On March 13, 2017, a charter renewal was granted for another 5 years through June 30, 2022. The School’s mission is to prepare students to become the future professionals (lawyers, doctors, scientists, entrepreneurs, etc.) who will lead our global society in the 21st century. The School’s vision is to provide a fun, “college-successful”, community-centered, culturally rich and relevant preparatory school experience to its students, where they will be nurtured, challenged and cultivated into highly intelligent, creative and critically thinking young leaders.

### Note 2 Summary of significant accounting policies

**Basis of presentation and use of estimates.** The financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America (“U.S. GAAP”), which requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

**Financial statements presentation.** The financial statements of the School have been prepared in accordance with US GAAP, which require the School to report information regarding its financial position and activities according to the following net asset classifications:

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

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

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

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

**Notes to the Financial Statements**

June 30, 2021 and 2020

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

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

**Grants receivable.** Grants receivable are recorded at net realizable value. The allowance for doubtful accounts is the School's best estimate of the amount of probable credit losses in existing receivables. Management determines the allowance based on historical write-off experience and reviews its allowance for doubtful accounts periodically. Past due balances are reviewed individually for collectability. Grants receivable amounted to \$902,607 and \$131,655 as of June 30, 2021 and 2020, respectively. There are no allowances recorded at June 30, 2021 and 2020, as management believes all amounts are collectability.

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

**Reserve contingency.** Under the provisions of its charter, the School established an escrow account to pay for legal and audit expenses that would be associated with dissolution, should such event occur.

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

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

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

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

**Notes to the Financial Statements**

June 30, 2021 and 2020

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

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

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

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

Accounting principles generally accepted in the United States of America require management to evaluate tax positions taken and recognize a tax liability (or asset) if the School has taken an uncertain position that more likely than not would not be sustained upon examination by taxing authorities. Management has analyzed the tax positions taken and has concluded that, as of June 30, 2021 and 2020, there are no uncertain positions taken or expected to be taken that would require recognition or disclosure in the financial statement.

The School is no longer subject to income tax examination by federal, state, or local tax authorities for years before June 30, 2018.

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

The expenses that are allocated include the following:

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

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

**Notes to the Financial Statements**

June 30, 2021 and 2020

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

**Operating risk.** The coronavirus outbreak may have an adverse effect on the results of operations. Given the uncertainty around the extent and timing of the potential future spread or mitigation of the coronavirus and around the imposition or relaxation of protective measure, the Organization cannot reasonably estimate the impact to future results of operations.

**Note 3 Liquidity and availability**

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

Financial assets:	<u>2021</u>	<u>2020</u>
Cash	\$ 3,179,106	\$ 2,891,859
Grants and other receivables	902,607	131,655
Amount available for general expenditures within one year	<u>\$ 4,081,713</u>	<u>\$ 3,023,514</u>

**Note 4 Property, plant and equipment**

Property and equipment consist of the following at June 30,

	<u>2021</u>	<u>2020</u>
Leasehold improvements	\$ 139,761	\$ 530,085
Furniture and fixtures	108,964	135,262
Computer equipment	657,703	520,915
Office and telephone equipment	314,226	365,015
Software	75,179	147,346
Total property and equipment	1,295,833	1,698,623
Less: accumulated depreciation	<u>(674,118)</u>	<u>(1,303,248)</u>
Property and equipment, net	<u>\$ 621,715</u>	<u>\$ 395,375</u>

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

Accrued payroll and benefits consist of amounts due to staff for payroll earned during the school year but paid over the summer months. As of June 30, 2021 and 2020, total accrued salaries and other payroll-related expenses amounted to \$781,048 and \$883,961, respectively.

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

## **Notes to the Financial Statements**

June 30, 2021 and 2020

### **Note 6 Retirement plan**

The School offers a 401(k) plan for all qualifying employees who are age 21 or older. Employees are eligible for the plan immediately upon employment. Participation in the plan is voluntary. Employees can make pretax contributions up to a maximum of 95% of their annual compensation, up to IRS limits for each calendar year. For employees that have completed one year of eligibility service, the School matches 100% an employee's contribution up to 3% of the employee's annual compensation plus 50% of an employee's contribution that are between 3% and 5% of an employee's annual compensation. For the years ended June 30, 2021 and 2020, the School's matching contribution was \$84,101 and \$140,788, respectively. Such plan assets are held in a separate trust and are not included in the accompanying financial statements. All plan assets are held for the exclusive benefit of the plan's participants and beneficiaries.

### **Note 7 Concentrations of risk**

The School maintains its cash in bank deposit accounts, which, at times, may exceed federally insured limits. The School has not experienced any losses in such accounts. The School believes it is not exposed to significant credit risk on cash and cash equivalents. The School received approximately 87% and 92% of its operating revenue, which is subject to specific requirements, from per pupil funding from the New York State Department of Education during the years ended June 30, 2021 and 2020. Additionally, the School's grants receivable consists of approximately 99% from the New York Department of Education.

### **Note 8 SBA loans payable**

On May 1, 2020, the School obtained a loan of \$1,743,477 ("PPP loan") from Chase pursuant to the Paycheck Protection Program ("PPP") administered by the Small Business Administration (the "SBA") pursuant to the Coronavirus Aid, Relief, and Economic Security Act ("CARES Act"). The PPP Loan and accrued interest will be forgivable after twenty-four weeks as long as the School uses the loan proceeds for eligible purposes, including payroll, benefits, rent and utilities, and maintains its payroll levels. The PPP loan matures on May 1, 2022 and bears an interest rate of 1% per annum, with interest accruing on the unpaid principal balance. No payments of principal or interest were due during the six-month period beginning on the date of the PPP loan (the "Deferral Period"). The PPP loan balance as of June 30, 2020 was \$1,743,477. During fiscal year 2021, the School received notification that the PPP loan had been forgiven. The School recorded as cancellation of debt in the amount of \$1,754,390, including the accrued interest of \$10,913.

On May 24, 2020, the School obtained a loan of \$150,000 from the SBA under its Economic Injury Disaster Loan ("EIDL") assistance program in light of the impact of the COVID-19 pandemic on the School. The proceeds to be used for working capital purposes and is collateralized by all the School's assets. Interest accrues at the rate of 2.75% per annum with interest accruing on the unpaid principal balance. Installment payments, including principal and



**EMBER CHARTER SCHOOL FOR MINDFUL EDUCATION, INNOVATION  
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**Notes to the Financial Statements**

June 30, 2021 and 2020

**Note 8 SBA loans payable - (continued)**

interest, are due monthly beginning November 24, 2021 (eighteen months from the date of the EIDL) in the amount of \$641. The balance of principal and interest is payable over the next thirty years from the date of the EIDL. There are no penalties for prepayment. The EIDL balance as of June 30, 2021 and 2020 was \$150,000.

**Note 9 Commitments and contingencies**

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

The School has employment agreements with four key members of management which generally provide for minimum annual base compensation, bonus of up to 150% of base compensation, and other benefits. The School will continue to maintain surplus working capital and positive cash flow even when awarding key employee bonuses as contemplated under these employment agreements.

**Note 10 Support services**

Subject to annual renewal, the School entered into an agreement (the "Agreement") with third party to provide assistance with accounting and bookkeeping, financial reporting and budgeting, and grant financial management. As of June 30, 2021 and 2020, fees under the agreement amounted to \$57,960 and \$40,451, respectively.

**Note 11 Subsequent events**

Management has evaluated subsequent events through October 29, 2021, the date that the financial statements were available to be issued. Based on this evaluation, management has determined that no subsequent events have occurred which require disclosure in the financial statements.

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

**Schedule of Expenditures of Federal Awards**

For the year ended June 30, 2021

Federal Grantor/Program or Cluster Title	Federal CFDA #	Pass-through grantor and number	Federal expenditures
<b>United States Department of Education</b>			
Office of Elementary and Secondary Education			
Title I Grants to Local Educational Agencies	84.010A	NYS Education Department, 0021-21-4740	\$ 270,014
Supporting Effective Instruction State Grants (formerly Improving Teacher Quality State Grants)	84.367A	NYS Education Department, 0147-21-4740	34,904
Student Support and Academic Enrichment program	84.424A	NYS Education Department, 0204-21-4740	17,244
Charter Schools Program (CSP)	84.282A	NYS Education Department, 0089-19-1000	49,950
Elementary and Secondary School Emergency Relief (ESSER) Fund	84.425D	NYS Education Department, 5890-21-4740	158,322
Elementary and Secondary School Emergency Relief (ESSER II) Fund	84.425D	NYS Education Department, 5891-21-4740	<u>453,602</u>
<b>Total United States Department of Education</b>			<u>984,036</u>
<b>Child Nutrition Cluster</b>			
United States Department of Agriculture			
School Breakfast Program	10.553	NYS Education Department, 331600860975	80,291
National School Lunch Program	10.555	NYS Education Department, 331600860975	<u>159,307</u>
Total United States Department of Agriculture			<u>239,598</u>
<b>Total Child Nutrition Cluster</b>			<u>239,598</u>
<b>Total Expenditures of Federal Awards</b>			<u><u>\$ 1,223,634</u></u>

The accompanying notes are an integral part of this schedule.

**EMBER CHARTER SCHOOL FOR MINDFUL EDUCATION, INNOVATION  
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**Notes to Schedule of Expenditures of Federal Awards**

For the year ended June 30, 2021

**Note 1 Basis of Presentation**

The accompanying schedule of expenditures of federal awards (the “Schedule”) includes the federal grant activity of Ember Charter School for Mindful Education, Innovation & Transformation for the years ended June 30, 2021. The information in this Schedule is presented in accordance with the requirements of Office of Management and Budget (OMB) Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (“Uniform Guidance”). Because the Schedule presents only a selected portion of the operations of Ember Charter School for Mindful Education, Innovation & Transformation, it is not intended to, and does not, present the financial position, changes in net position or cash flows of Ember Charter School for Mindful Education, Innovation & Transformation.

**Note 2 Summary of Significant Accounting Policies**

The accompanying schedule of expenditures of federal awards is presented using the accrual basis of accounting. The information in this Schedule is presented in accordance with the requirements of *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*. The amounts reported as expenditures in this Schedule may differ from certain financial reports submitted to federal funding agencies, due to those reports being submitted on either the cash or modified cash basis of accounting.

**Note 3 Indirect Cost Rate**

Ember Charter School for Mindful Education, Innovation & Transformation has elected not to use the 10% de minimis indirect cost rate allowed under the Uniform Guidance.

## **Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and Other Matters based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards**

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

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Ember Charter School for Mindful Education, Innovation & Transformation, which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 29, 2021.

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

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

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

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

## **Compliance and other matters**

As part of obtaining reasonable assurance about whether Ember Charter School for Mindful Education, Innovation & Transformation's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audits, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

## **Purpose of this report**

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

A handwritten signature in blue ink that reads "NCheng LLP". The signature is written in a cursive style and is positioned to the right of the main text.

New York, New York  
October 29, 2021

## **Independent Auditors' Report on Compliance for Each Major Program and on Internal Control over Compliance Required by the Uniform Guidance**

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

### **Report on Compliance for Each Major Federal Program**

We have audited Ember Charter School for Mindful Education, Innovation & Transformation's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Ember Charter School for Mindful Education, Innovation & Transformation's major federal programs for the year ended June 30, 2021. Ember Charter School for Mindful Education, Innovation & Transformation's major federal programs are identified in the summary of auditors' results section of the accompanying Schedule of Findings and Questioned Costs.

### **Management's Responsibility**

Management is responsible for compliance with the federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

### **Auditors' Responsibility**

Our responsibility is to express an opinion on compliance for each of Ember Charter School for Mindful Education, Innovation & Transformation's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of *Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Ember Charter School for Mindful Education, Innovation & Transformation's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Ember Charter School for Mindful Education, Innovation & Transformation's compliance.

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

In our opinion, Ember Charter School for Mindful Education, Innovation & Transformation complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2021.

### **Report on Internal Control over Compliance**

Management of Ember Charter School for Mindful Education, Innovation & Transformation is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Ember Charter School for Mindful Education, Innovation & Transformation's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Ember Charter School for Mindful Education, Innovation & Transformation's internal control over compliance.

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

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified.

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

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

New York, New York  
October 29, 2021



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

**Schedule of Findings and Questioned Costs**

For the year ended June 30, 2021

**Schedule I – Summary of auditor’s results**

Financial statements

Type of report the auditors issued on whether the financial statements audited were prepared in accordance with GAAP:

Unmodified opinion

Internal control over financial reporting:

- Material weakness(es) identified?
- Significant deficiency(ies) identified that are not Considered to be material weakness(es)?

\_\_\_ yes X no  
\_\_\_ yes X none reported

Noncompliance material to financial statements noted?

\_\_\_ yes X no

Federal awards

Internal control over major federal programs:

- Material weakness(es) identified?
- Significant deficiency(ies) identified that are not Considered to be material weakness(es)?

\_\_\_ yes X no  
\_\_\_ yes X none reported

Type of auditor’s report issued on compliance for major federal programs:

Unmodified opinion

Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance under Section 2CFR200.516(a)

\_\_\_ yes X no

Identification of major federal programs:

<u>CFDA number(s)</u>	<u>Name of Federal Program or Cluster</u>
84.010A	Title I Grants to Local Educational Agencies
10.553 and 10.555	Child Nutrition Cluster

Dollar threshold used to distinguish between Type A and Type B programs:

\$750,000

Auditee qualified as low-risk auditee?

\_\_\_ yes X no

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

**Schedule of Findings and Questioned Costs**

For the year ended June 30, 2021

**Section II – Financial Statement Findings**

None noted.

**Section III – Federal Award Findings and Questioned Costs**

None noted.

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

**Corrective Action Plan**

For the year ended June 30, 2021

Corrective action plan is not applicable for the year ended June 30, 2021.

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

**Summary Schedule of Prior Audit Findings**

For the year ended June 30, 2021

There were no prior audit findings.



# EMBER

CHARTER SCHOOLS

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

October 29, 2021

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

### *Mission*

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

### *Vision*

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

This representation letter is provided in connection with your audit of the financial statements of Ember Charter School for Mindful Education, Innovation & Transformation, which comprise the statements of financial position as of June 30, 2021 and 2020, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the disclosures (collectively, the "financial statements"), for the purpose of expressing an opinion as to whether the financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States (U.S. GAAP).

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

We confirm, to the best of our knowledge and belief, as of October 29, 2021, the following representations made to you during your audit.

### **Financial Statements**

- 1) We have fulfilled our responsibilities, as set out in the terms of the audit engagement letter dated September 27, 2021, including our responsibility for the preparation and fair presentation of the financial statements in accordance with U.S. GAAP.
- 2) The financial statements referred to above are fairly presented in conformity with U.S. GAAP.
- 3) We acknowledge our responsibility for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.
- 4) We acknowledge our responsibility for the design, implementation, and maintenance of internal control to prevent and detect fraud.
- 5) Significant assumptions we used in making accounting estimates, including those measured at fair value, are reasonable.
- 6) Related-party relationships and transactions have been appropriately accounted for and disclosed in accordance with U.S. GAAP.
- 7) All events subsequent to the date of the financial statements and for which U.S. GAAP requires adjustment or disclosure have been adjusted or disclosed.
- 8) We are in agreement with the adjusting journal entries you have proposed, and they have been posted to the Ember Charter School for Mindful Education, Innovation & Transformation's accounts.
- 9) The effects of all known actual or possible litigation, claims, and assessments have been accounted for and disclosed in accordance with U.S. GAAP.
- 10) Significant estimates and material concentrations have been appropriately disclosed in accordance with U.S. GAAP.

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11) Guarantees, whether written or oral, under which the Ember Charter School for Mindful Education, Innovation & Transformation is contingently liable, have been properly recorded or disclosed in accordance with U.S. GAAP.

12) As part of your audit, you assisted with preparation of the financial statements and disclosures and schedule of expenditures of federal awards. We acknowledge our responsibility as it relates to those nonaudit services, including that we assume all management responsibilities; oversee the services by designating an individual, preferably within senior management, who possesses suitable skill, knowledge, or experience; evaluate the adequacy and results of the services performed; and accept responsibility for the results of the services. We have reviewed, approved, and accepted responsibility for those financial statements and disclosures and schedule of expenditures of federal awards

## **Information Provided**

13) We have provided you with:

a) Access to all information, of which we are aware, that is relevant to the preparation and fair presentation of the financial statements, such as records (including information obtained from outside of the general and subsidiary ledgers), documentation, and other matters.

b) Additional information that you have requested from us for the purpose of the audit.

c) Unrestricted access to persons within the Ember Charter School for Mindful Education, Innovation & Transformation from whom you determined it necessary to obtain audit evidence.

d) Minutes of the meetings of the governing board or summaries of actions of recent meetings for which minutes have not yet been prepared.

14) All material transactions have been recorded in the accounting records and are reflected in the financial statements.

15) We have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.

16) We have no knowledge of any fraud or suspected fraud that affects the Ember Charter School for Mindful Education, Innovation & Transformation and involves:

1) Management,

2) Employees who have significant roles in internal control, or

3) Others where the fraud could have a material effect on the financial statements.

17) We have no knowledge of any allegations of fraud or suspected fraud affecting the Ember Charter School for Mindful Education, Innovation & Transformation's financial statements communicated by employees, former employees, grantors, regulators, or others.

18) We have no knowledge of any instances of noncompliance or suspected noncompliance with laws and regulations whose effects should be considered when preparing financial statements.

19) We have disclosed to you all known actual or possible litigation, claims, and assessment whose effects should be considered when preparing the financial statements.

20) We have disclosed to you the names of all of the Ember Charter School for Mindful Education, Innovation & Transformation's related parties and all the related-party relationships and transactions, including any side agreements.

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21) The Ember Charter School for Mindful Education, Innovation & Transformation has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets nor has any asset been pledged as collateral.

22) We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to us.

23) We have identified and disclosed to you all instances that have occurred or are likely to have occurred, of fraud and noncompliance with provisions of laws and regulations that we believe have a material effect on the financial statements or other financial data significant to the audit objectives, and any other instances that warrant the attention of those charged with governance.

24) We have identified and disclosed to you all instances, that have occurred or are likely to have occurred, of noncompliance with provisions of contracts and grant agreements that we believe have a material effect on the determination of financial statement amounts or other financial data significant to the audit objectives.

25) We have identified and disclosed to you all instances, that have occurred or are likely to have occurred, of abuse that could be quantitatively or qualitatively material to the financial statements or other financial data significant to the audit objectives.

26) Ember Charter School for Mindful Education, Innovation & Transformation is an exempt organization under Section 501(c)(3) of the Internal Revenue Code. Any activities of which we are aware that would jeopardize the Ember Charter School for Mindful Education, Innovation & Transformation's tax-exempt status, and all activities subject to tax on unrelated business income or excise or other tax, have been disclosed to you. All required filings with tax authorities are up-to-date.

27) We acknowledge our responsibility for presenting the Supplemental Information required by the New York State Education Department and the Schedule of Bond Covenants in accordance with U.S. GAAP, and we believe the Supplemental Information required by the New York State Education Department and the Schedule of Bond Covenants, including its form and content, is fairly presented in accordance with U.S. GAAP. The methods of measurement and presentation of the Supplemental Information required by the New York State Education Department and the Schedule of Bond Covenants have not changed from those used in the prior period, and we have disclosed to you any significant assumptions or interpretations underlying the measurement and presentation of the supplementary information.

28) With respect to federal award programs:

- a. We are responsible for understanding and complying with, and have complied with the requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), relating to preparation of the schedule of expenditures of federal awards.
- b. We acknowledge our responsibility for preparing and presenting the schedule of expenditures of federal awards (SEFA) and related disclosures in accordance with the requirements of the Uniform Guidance, and we believe the SEFA, including its form and content, is fairly presented in accordance with the Uniform Guidance. The methods of measurement or presentation of the SEFA have not

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- changed from those used in the prior period, and we have disclosed to you any significant assumptions and interpretations underlying the measurement or presentation of the SEFA.
- c. If the SEFA is not presented with the audited financial statements, we will make the audited financial statements readily available to the intended users of the SEFA no later than the date we issue the SEFA and the auditor's report thereon.
  - d. We have identified and disclosed to you all of our government programs and related activities subject to the Uniform Guidance compliance audit, and have included in the SEFA, expenditures made during the audit period for all awards provided by federal agencies in the form of federal awards, federal cost-reimbursement contracts, loans, loan guarantees, property (including donated surplus property), cooperative agreements, interest subsidies, insurance, food commodities, direct appropriations, and other direct assistance.
  - e. We are responsible for understanding and complying with, and have complied with, the requirements of federal statutes, regulations, and the terms and conditions of federal awards related to each of our federal programs and have identified and disclosed to you the requirements of federal statutes, regulations, and the terms and conditions of federal awards that are considered to have a direct and material effect on each major program.
  - f. We are responsible for establishing and maintaining, and have established and maintained, effective internal control over compliance for federal programs that provides reasonable assurance that we are managing our federal awards in compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a material effect on our federal programs. We believe the internal control system is adequate and is functioning as intended.
  - g. We have made available to you all federal awards (including amendments, if any) and any other correspondence with federal agencies or pass-through entities relevant to federal programs and related activities.
  - h. We have received no requests from a federal agency to audit one or more specific programs as a major program.
  - i. We have complied with the direct and material compliance requirements (except for noncompliance disclosed to you), including when applicable, those set forth in the *OMB Compliance Supplement*, relating to federal awards and confirm that there were no amounts questioned and no known noncompliance with the direct and material compliance requirements of federal awards.
  - j. We have disclosed any communications from federal awarding agencies and pass-through entities concerning possible noncompliance with the direct and material compliance requirements, including communications received from the end of the period covered by the compliance audit to the date of the auditor's report.
  - k. We have disclosed to you the findings received and related corrective actions taken for previous audits, attestation engagements, and internal or external monitoring that directly relate to the objectives of the compliance audit, including findings received and corrective actions taken from the end of the period covered by the compliance audit to the date of the auditor's report.
  - l. Amounts claimed or used for matching were determined in accordance with relevant guidelines in OMB's Uniform Guidance (2 CFR part 200, subpart E).
  - m. We have disclosed to you our interpretation of compliance requirements that may have varying interpretations.

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- n. We have made available to you all documentation related to compliance with the direct and material compliance requirements, including information related to federal program financial reports and claims for advances and reimbursements.
  - o. We have disclosed to you the nature of any subsequent events that provide additional evidence about conditions that existed at the end of the reporting period affecting noncompliance during the reporting period.
  - p. There are no such known instances of noncompliance with direct and material compliance requirements that occurred subsequent to the period covered by the auditor's report.
  - q. No changes have been made in internal control over compliance or other factors that might significantly affect internal control, including any corrective action we have taken regarding significant deficiencies or material weaknesses in internal control over compliance subsequent to the period covered by the auditor's report.
  - r. Federal program financial reports and claims for advances and reimbursements are supported by the books and records from which the financial statements have been prepared.
  - s. The copies of federal program financial reports provided you are true copies of the reports submitted, or electronically transmitted, to the respective federal agency or pass-through entity, as applicable.
  - w. We have charged costs to federal awards in accordance with applicable cost principles.
  - x. We are responsible for and have accurately prepared the summary schedule of prior audit findings to include all findings required to be included by the Uniform Guidance, and we have provided you with all information on the status of the follow-up on prior audit findings by federal awarding agencies and pass-through entities, including all management decisions.
  - y. We are responsible for and have ensured the reporting package does not contain protected personally identifiable information.
  - z. We are responsible for and have accurately prepared the auditee section of the Data Collection Form as required by the Uniform Guidance.
  - aa. We are responsible for taking corrective action on each audit finding of the compliance audit and have developed a corrective action plan that meets the requirements of the Uniform Guidance.
29. We have identified to you any previous audits, attestation engagements, and other studies related to the audit objectives and whether related recommendations have been implemented.

Signature: \_\_\_\_\_  
Mr. Rafiq Kalam Id-Din – Managing Partner

Signature: \_\_\_\_\_  
Ms. Nilda Arias – Executive Officer

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

**Appendix F: Disclosure of Financial Interest Form**

**Disclosure of Financial Interest by a New York Charter School Board of Trustees Member  
Annual Report**

*\*Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

1. **Trustee Name (print)** Lovell T. Harmon
2. **Charter School Name** Ember Charter School
3. **Charter Authorizer Entity** \_\_\_\_\_
4. **Home Address** \_\_\_\_\_
5. **Business Address** \_\_\_\_\_
6. **Daytime Phone** \_\_\_\_\_
7. **E-Mail Address** \_\_\_\_\_
8. **List all positions held on board (e.g., chair, treasurer, parent representative)**  
Chair

9. Is the trustee an employee of the school?  Yes  No

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

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school?  Yes  No

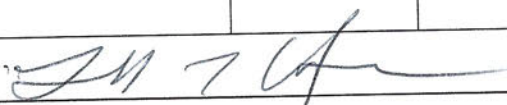
If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

11. 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 during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Question 2-4 above, you need not disclose again your employment status, salary, etc.

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

12. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person 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 that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization conducting business with the school	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 and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p style="text-align: center;"><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p>NONE</p>				

  
Signature

2/24/2021  
Date

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

Trustee Name:

HARRY SIMMONS III

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

TEOA PROFESSIONAL PREPARATORY CHARTER SCH

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

BOARD MEMBER, EXPANSION / CONSOLIDATION COMMITTEE

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

Yes  No

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

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

Yes  No

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

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

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

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

NONE

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

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

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

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



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

Trustee Name: Tadashi DUMAS

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

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

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

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

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

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

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

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

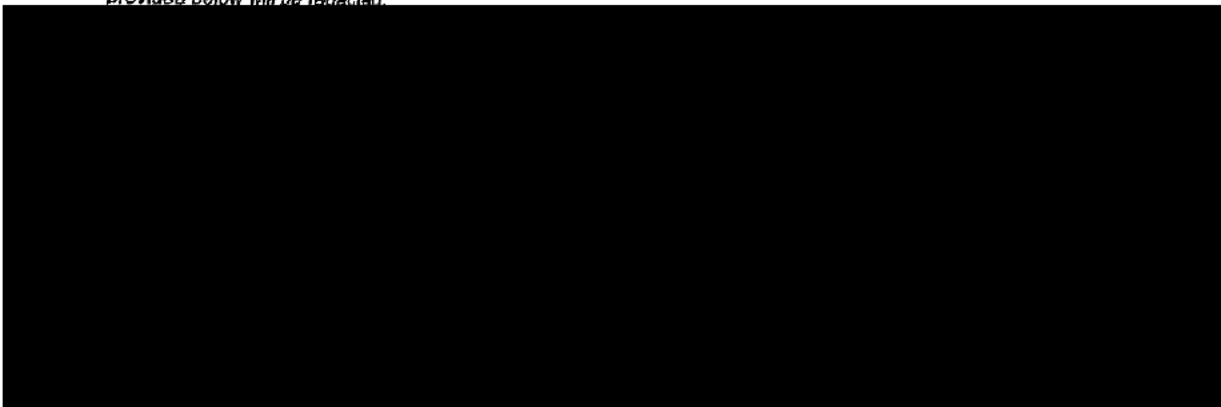
Please write "None" if applicable. Do not leave this space blank.			
NONE			

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

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

  
 Signature \_\_\_\_\_ Date 9/21/10

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.





**Agenda of the Monthly Meeting of the Board of Trustees of  
Ember Charter School for Mindful Education, Innovation & Transformation**  
Held on July 22, 2020  
Brooklyn, NY

**Projected Attendees:**

<p>Video Conference:</p> <p>Board member            Hank Simmons III Board member            Todd Dumas Board member            Shahidah Kalam Id Din</p>	<p>Video Conference:</p> <p>Rafiq Kalam Id-Din, Managing Partner Damien Dunkley, Stakeholder Partner Ardnas Rashid, Partner Doron Townsell, Partner Kwadwo Gyase, Lead Teacher- Senior Associate Nkenge Carter, Lead Teacher- Senior Associate Mouhamadou Diaman- Teacher Nilda Arias- Executive Officer Raquel Isles, Chief of Staff</p>
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<b>Meeting called by:</b> Hank Simmons		<b>6:58</b>	
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<b><u>Announcements/Discussion</u></b>	<b>Presenter:</b>
<p><b>Call to Order and Introductions</b> <b>Approval of Minutes</b></p> <p><b>Discussions/Presentations:</b></p> <ul style="list-style-type: none"> <li>• Covid-19 Crisis News and Notes</li> <li>• Hybrid update</li> <li>• High School is rolling out on DLP</li> <li>• Discussion on re-opening plans and Instructional Materials needs</li> <li>• Discussion on Budget</li> <li>• Report on incoming donations</li> <li>• Covid-19 funding</li> <li>• Federal Grants and foundation gifts</li> <li>• Discussion on recruitment and increase on enrollment</li> <li>• Staff evaluation will be sent next month</li> </ul> <p>Open Forum</p> <p><b>Committee Updates:</b> <b>Announcements:</b></p>	
<b>Executive Session</b>	

**Adjournment 7:48**





**Agenda of the Monthly Meeting of the Board of Trustees of  
Ember Charter School for Mindful Education, Innovation & Transformation**  
Held on August 23, 2020

**Projected Attendees:**

Video Conference:		
Board member	Hank Simmons III	Rafiq Kalam Id-Din, Managing Partner
Board member	Todd Dumas	Arndas Rashid, Partner
Board member	Shahidah Kalam Id-Din	Damien Dunkley, Partner
		Nilda Arias, Executive Officer
		Raquel Isles, Chief of Staff

<b>Meeting called by:</b> Shahidah Kalam Id-Din	<b>6:41</b>
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<b><u>Announcements/Discussion</u></b>	<b>Presenter:</b>
<b>Call to Order and Introductions</b>	
<b>Approval of Minutes</b>	
<b>Discussions/Presentations:</b>	
<ul style="list-style-type: none"><li>• Discussion on progress with the Distance Learning Program</li><li>• Discussed attendance for staff and students</li><li>• What are the steps taken when we need ACS services</li><li>• Partners spoke on support for students and family and the challenges of not all students having technology</li><li>• Applied for PPP reimbursement from FEMA</li><li>• Partners spoke on types of grants school is apply for to help support</li><li>• Discussed recruitment efforts</li><li>• Budget update (Pandemic)</li><li>• Completing staff evaluation, bonus discussion next board meeting</li><li>• 990 are ready to file, also we are prepared for audit</li></ul>	
<b>Committee Updates:</b>	
<b>Announcements:</b>	
<b>Executive Session</b>	

**Adjournment 7:44**



**Agenda of the Monthly Meeting of the Board of Trustees of  
Ember Charter School for Mindful Education, Innovation & Transformation**  
Held on September 23, 2020

**Projected Attendees:**

Video Conference:		
Board member	Hank Simmons III	Rafiq Kalam Id-Din, Managing Partner
Board member	Todd Dumas	Ardnas Rashid, Partner
Board member	Shahidah Kalam Id-Din	Nilda Arias, Executive Officer
		Raquel Isles, Chief of Staff

<b>Meeting called by:</b>	Shahidah Kalam Id-Din		<b>6:36</b>	
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<b><u>Announcements/Discussion</u></b>	<b>Presenter:</b>
<b>Call to Order and Introductions</b>	
<b>Approval of Minutes</b>	
<b>Discussions/Presentations:</b>	
<ul style="list-style-type: none"><li>• Discussion on plans for back-to-school sessions (after schools closed due to pandemic) Requirements- daily Ember health surveys for students Homebase/ Rapid testing for staff every two weeks</li><li>• All schoolhouses are in compliance. All spaces are equipped with air purifiers, and are utilized according to room capacity, masks and sanitizers are provided.</li><li>• Grades K thru 8 onsite, HS on DLP till February</li><li>• Partners are working on site acquisition for High School.</li><li>• High School enrollment has increased.</li><li>• Discussed attendance for staff and students.</li><li>• Discussion on anticipated budget cuts</li><li>• No PPE reimbursement from FEMA, city has cut Charters from receiving PPE's</li><li>• Partners spoke regarding types of support for Stakeholders and Staff.</li></ul>	
<b>Committee Updates:</b>	
<b>Announcements:</b>	
<b>Executive Session</b>	

**Adjournment 7:40**



**Agenda of the Monthly Meeting of the Board of Trustees of  
Ember Charter School for Mindful Education, Innovation & Transformation**  
Held on October 21, 2020

**Projected Attendees:**

Video Conference:		
Board member	Hank Simmons III	Rafiq Kalam Id-Din, Managing Partner Damien Dunkley, Stakeholder Partner Ardnas Rashid, Partner Doron Townsell, Partner Kwadwo Gyase, Lead Teacher- Senior Associate Nkenge Carter, Lead Teacher- Senior Associate Raquel Isles, Chief of Staff
Board member	Todd Dumas	

<b>Meeting called by:</b>	Hank Simmons III		<b>6:44</b>	
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<b><u>Announcements/Discussion</u></b>	<b>Presenter:</b>
<b>Call to Order and Introductions</b>	
<b>Approval of Minutes</b>	
<b>Discussions/Presentations:</b>	
<ul style="list-style-type: none"> <li>• Introduction of two Senior Associates- Kwadwo Gyase and Nkenge Carter candidates for Partners this year.</li> <li>• Discussion on progress of School (on site for a month post COVID-19)</li> <li>• Discussed attendance which has increased.</li> <li>• Discussion on anticipated budget cuts, the State expressed we should expect 20% cut.</li> <li>• Overall Financial discussion to take place in November’s Board Meeting</li> <li>• Plans and preparation continues for State Testing</li> </ul>	
<b>Committee Updates:</b>	
<b>Announcements:</b>	
<b>Executive Session</b>	

**Adjournment 7:10**



**Agenda of the Monthly Meeting of the Board of Trustees of  
Ember Charter School for Mindful Education, Innovation & Transformation**  
Held on November 18, 2020

**Projected Attendees:**

<p>Video Conference:</p> <p>Board member                      Hank Simmons III Board member                      Todd Dumas</p>	<p>Rafiq Kalam Id-Din, Managing Partner Damien Dunkley, Stakeholder Partner Ardnas Rashid, Partner Kwadwo Gyase, Lead Teacher- Senior Associate Nkenge Carter, Lead Teacher- Senior Associate Raquel Isles, Chief of Staff</p>
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<b>Meeting called by:</b> Todd Dumas			<b>6:40</b>
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<b><u>Announcements/Discussion</u></b>	<b>Presenter:</b>
<b>Call to Order and Introductions</b>	
<b>Approval of Minutes</b>	
<b>Discussions/Presentations:</b>	
<ul style="list-style-type: none"> <li>• Discussion on building closure</li> <li>• The school has launched 100% Distance Learning Program structure</li> <li>• Ember has submitted the application for Loan Forgiveness (PPE) takes approximately 3 to 8 months to process.</li> <li>• We have applied for Care Act Funding</li> <li>• Discussion on Donations- there has been an increase. Universal Music Group NBA Partnership (Social Justice Funds) Brooklyn Nets</li> <li>• Discussed resources raising and tapping into Corporate Relationships.</li> <li>• Partners are still working on site acquisition for High School.</li> <li>• New Board Member- taking action.</li> <li>• Audit-passed</li> <li>•</li> </ul>	
<b>Committee Updates:</b>	
<b>Announcements:</b>	
<b>Executive Session</b>	

**Adjournment 7:22**



**Agenda of the Monthly Meeting of the Board of Trustees of  
Ember Charter School for Mindful Education, Innovation & Transformation**  
Held on December 9, 2020

**Projected Attendees:**

Video Conference:	
Board member	Hank Simmons III
Board member	Todd Dumas
	Rafiq Kalam Id-Din, Managing Partner Damien Dunkley, Stakeholder Partner Doron Townsell, Partner Arndas Rashid, Partner Kwadwo Gyase, Lead Teacher- Senior Associate Nkenge Carter, Lead Teacher- Senior Associate

<b>Meeting called by:</b>	Todd Dumas			<b>6:46</b>	
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<b><u>Announcements/Discussion</u></b>	<b>Presenter:</b>
<b>Call to Order and Introductions</b>	
<b>Approval of Minutes</b>	
<b>Discussions/Presentations:</b>	
<ul style="list-style-type: none"><li>• New Board Member Resolution- Lovell Harmon</li></ul>	
<b>Committee Updates:</b>	
<b>Announcements:</b>	
<b>Executive Session</b>	

**Adjournment 7:16**



**Agenda of the Monthly Meeting of the Board of Trustees of  
Ember Charter School for Mindful Education, Innovation & Transformation**  
Held on January 20, 2021

**Projected Attendees:**

Video Conference:		
Board member	Shahid Kalam Id-Din	Rafiq Kalam Id-Din, Managing Partner
Board member	Lovell Harmon	Damien Dunkley, Stakeholder Partner
	Shahidah Kalam Id-Din	Ardnas Rashid, Partner
		Kwadwo Gyase, Lead Teacher- Senior Associate
		Nkenge Carter, Lead Teacher- Senior Associate
		Raquel Isles, Chief of Staff

<b>Meeting called by:</b>	Shahidah Kalam Id-Din		<b>6:35</b>	
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**Quorum was not met**

<b><u>Announcements/Discussion</u></b>
<p><b>Introductions</b></p> <p><b>Discussions/Presentations:</b></p> <ul style="list-style-type: none"> <li>• Introduction of new Board Member- Lovell Harmon</li> <li>• Updated actions- return to building</li> <li>• Discussion on vaccine offered to staff and testing protocols</li> <li>• Academic update</li> <li>• Deep dive will take place February meeting</li> <li>• Still preparing for State Testing will perform internal assessments.</li> <li>• Discussed fundings</li> <li>• Discussed Ember commercials for Black History month</li> <li>• Spoke about meeting regarding a possible Partnership with Pepsi-Cola</li> <li>•</li> </ul> <p><b>Committee Updates:</b></p> <p><b>Announcements:</b></p>
<b>Executive Session</b>

**Adjournment 7:15**



**Agenda of the Monthly Meeting of the Board of Trustees of  
Ember Charter School for Mindful Education, Innovation & Transformation**  
Held on February 24, 2021

**Projected Attendees:**

Video Conference:	Video Conference:
Board member <b>Frank Simmons III</b> Board member <b>Todd Dumas</b> Board member <b>Shahidah Kalam Id-Din</b>	Rafiq Kalam Id-Din, Managing Partner Damien Dunkley, Stakeholder Partner Ardnas Rashid, Partner Doron Townsell, Partner Kwadwo Gyase, Lead Teacher- Senior Associate Nkenge Carter, Lead Teacher- Senior Associate Mouhamadou Diaman- Teacher Nilda Arias- Executive Officer Raquel Isles, Chief of Staff

<b>Meeting called by:</b> Shahidah Kalam Id-Din	<b>6:32</b>
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**Quorum was not met**

<b><u>Announcements/Discussion</u></b>
<b>Introductions</b>
<b>Discussions/Presentations:</b>
<ul style="list-style-type: none"> <li>• Academic update</li> <li>• Deep dive preparations</li> </ul>
<b>Committee Updates:</b>
<b>Announcements:</b>
<b>Executive Session</b>

**Adjournment 7:00**



**Agenda of the Monthly Meeting of the Board of Trustees of  
Ember Charter School for Mindful Education, Innovation & Transformation**  
Held on March 24, 2021

**Projected Attendees:**

<p>Video Conference:</p> <p>Board member      <del>Haak Simmons III</del>          Board member      Todd Dumas          Board member      <del>Shahid Kalam Id-Din</del></p>	<p>Video Conference:</p> <p>Rafiq Kalam Id-Din, Managing Partner          Damien Dunkley, Stakeholder Partner          Ardnas Rashid, Partner          Doron Townsell, Partner          Kwadwo Gyase, Lead Teacher- Senior Associate          Nkenge Carter, Lead Teacher- Senior Associate          Mouhamadou Diaman- Teacher          Nilda Arias- Executive Officer          Raquel Isles, Chief of Staff</p>
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<b>Meeting called by:</b> Todd Dumas		<b>7:20</b>	
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**Quorum was not met**

<b><u>Announcements/Discussion</u></b>		
<b>Introductions</b>		
<b>Discussions/Presentations:</b>		
<ul style="list-style-type: none"> <li>• Board Recruitment</li> <li>• Trustee’s Pledge give/get</li> <li>• Events and sponsorship</li> <li>• Update on High School</li> <li>• Academic update- Term 3</li> <li>• Still preparing for State Testing will perform internal assessments.</li> <li>• Discussed Ember commercials</li> <li>• Spoke about Enrollment push/lottery</li> <li>• Introduced dream chaser and speakers</li> </ul>		
<b>Committee Updates:</b>		
<b><i>Announcements:</i></b>		
<b>Executive Session</b>		

**Adjournment 7:55**





**Agenda of the Monthly Meeting of the Board of Trustees of  
Ember Charter School for Mindful Education, Innovation & Transformation**

Held on April 28, 2021  
Brooklyn, NY

**Projected Attendees:**

<p>Video Conference:</p> <p>Board member            Hank Simmons III Board member            Todd Dumas Board member            Lovell Harmon</p>	<p>Video Conference:</p> <p>Rafiq Kalam Id-Din, Managing Partner Damien Dunkley, Stakeholder Partner Ardnas Rashid, Partner Doron Townsell, Partner Kwadwo Gyase, Lead Teacher- Senior Associate Nkenge Carter, Lead Teacher- Senior Associate Mouhamadou Diaman- Teacher Nilda Arias- Executive Officer Raquel Isles, Chief of Staff</p>
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<b>Meeting called by:</b> Lovell Harmon				
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<p><b><u>Announcements/Discussion</u></b></p> <p><b>Call to Order and Introductions</b></p> <p><b>Approval of Minutes</b></p> <p><b>Discussions/Presentations:</b></p> <p>Schoolin' the Board</p> <ul style="list-style-type: none"> <li>• Trauma and ACEs</li> </ul> <p>Program Updates</p> <ul style="list-style-type: none"> <li>• Covid-19 Crisis News and Notes</li> <li>• Updated SY2020-21 Calendar</li> <li>• Projected SY2021-22 Calendar</li> <li>• Course Title Updates/Revisions</li> <li>• DOE Visit Update</li> <li>• 5-Year Renewal Process</li> <li>• Enlight Partnership and Investment</li> <li>• CDC Formation and Development Update</li> </ul> <p>Finance and Operations Report</p> <p>Open Forum</p> <p><b>Committee Updates:</b></p> <p><b>Announcements:</b></p>	<p><b>Presenter: Rafiq</b></p>
<p><b>Executive Session</b></p>	



**Adjournment**

**Agenda of the Monthly Meeting of the Board of Trustees of  
Ember Charter School for Mindful Education, Innovation & Transformation**

Held on May 19, 2021  
Brooklyn, NY

**Projected Attendees:**

Video Conference:	Video Conference:
Board member Hank Simmons III	Rafiq Kalam Id-Din, Managing Partner
Board member Todd Dumas	Damien Dunkley, Stakeholder Partner
Board member Lovell Harmon	Ardnas Rashid, Partner
	Doron Townsell, Partner
	Kwadwo Gyase, Lead Teacher- Senior Associate
	Nkenge Carter, Lead Teacher- Senior Associate
	Mouhamadou Diaman- Teacher
	Nilda Arias- Executive Officer
	Raquel Isles, Chief of Staff

<b>Meeting called by:</b> Lovell Harmon		<b>6:35</b>
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<b><u>Announcements/Discussion</u></b>	<b>Presenter:</b>
<b>Call to Order and Introductions</b> <b>Approval of Minutes</b>  <b>Discussions/Presentations:</b> <ul style="list-style-type: none"> <li>• Covid-19 Crisis Update</li> <li>• Hybrid update</li> <li>• Receipt of Non-Compliance fine by Board of Labor due to language in Handbook (not specific enough) Revision made to handbook, alignment regarding sick leave</li> <li>• PTO Changes were made in order to be in compliance</li> <li>• Recommendation made by board to revisit every 6 months L.H.</li> <li>• Discussion on DOE desire to change school year.</li> <li>• Partners discussed possible change in start dates for staff and students</li> </ul>	
Open Forum	
<b>Committee Updates:</b> <b>Announcements:</b>	
<b>Executive Session</b>	

**Adjournment 7:48**



**Agenda of the Monthly Meeting of the Board of Trustees of  
Ember Charter School for Mindful Education, Innovation & Transformation**

Held on June 18, 2021  
Brooklyn, NY

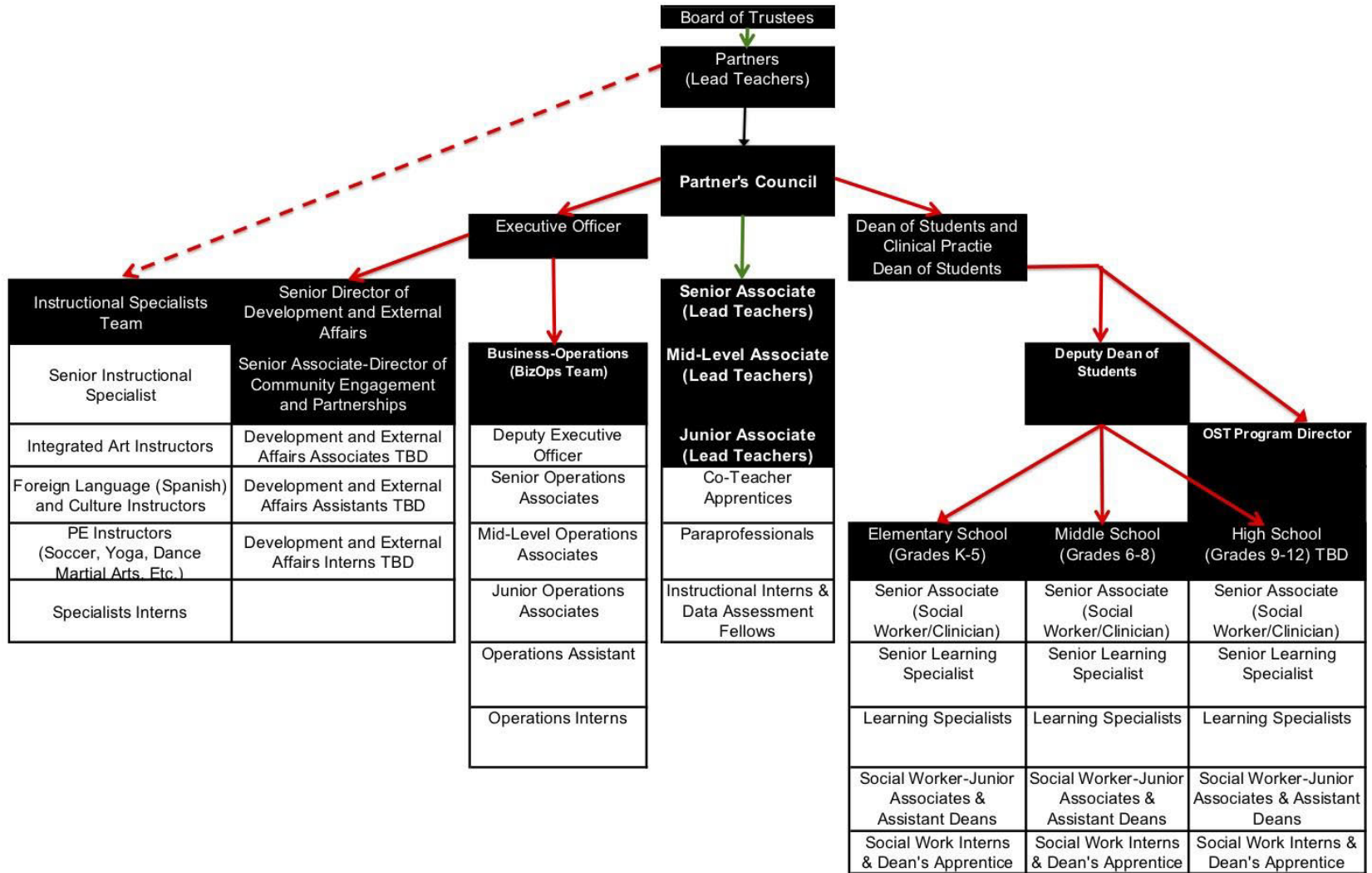
**Projected Attendees:**

<p>Video Conference:</p> <p>Board member            Hank Simmons III Board member            Todd Dumas Board member            Lovell Harmon</p>	<p>Video Conference:</p> <p>Rafiq Kalam Id-Din, Managing Partner Damien Dunkley, Stakeholder Partner Ardnas Rashid, Partner Doron Townsell, Partner Kwadwo Gyase, Lead Teacher- Senior Associate Nkenge Carter, Lead Teacher- Senior Associate Nilda Arias- Executive Officer</p>
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<b>Meeting called by:</b> Todd		<b>6:31</b>	
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<b><u>Announcements/Discussion</u></b>	<b>Presenter:</b>
<p><b>Call to Order and Introductions</b> <b>Approval of Minutes</b></p> <p><b>Discussions/Presentations:</b></p> <ul style="list-style-type: none"> <li>• Discuss Leadership retreat</li> <li>• Need to plan for 2021-22 Board Meetings and Board Retreat</li> <li>• (Dates provable first 2 weeks of July)</li> <li>• 2021-22 Ember budget approved by Board</li> </ul> <p>Open Forum</p> <p><b>Committee Updates:</b> <b>Announcements:</b></p>	
<b>Executive Session</b>	

**Adjournment 7:01**



# TENTATIVE EMBER CHARTER SCHOOL CALENDAR SY2021-22

Key:

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

July 2021						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2021						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2022						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

## Important Dates

July 1-20	<b>SCHOOL CLOSED</b>
July 21-Aug 13	<b>Staff Summer PD</b>
Aug 9	<b>Student Orientation</b>
Aug 16	<b>First Day of School</b>
Sept 6-10	<b>Labor Day Break (No School)</b>
Oct 4-Oct 8	<b>Term 1 IAs</b>
Oct 15	<b>No School for students (Staff PD-IMAPP)</b>
Nov 2	<b>No School (Election Day)</b>
Nov 22-26	<b>No School (Thanksgiving Break)</b>
Nov 29-Dec 3	<b>Term 2 IAs</b>
Dec 17	<b>No School for students (Staff PD-IMAPP)</b>
Dec 20- Dec 31	<b>No School (Winter Break)</b>
Jan 17	<b>No School (MLK Day)</b>
Feb 21- 25	<b>No School (Mid-Winter Break)</b>
March 1-5	<b>Term 3 IAs (ELA &amp; MATH)</b>
March 11	<b>Term 3 IMAPP: ELA</b>
March 18	<b>Term 3 IMAPP: MATH</b>
March 29 - 31	<b>ELA State Test (Gr 3 to 8)</b>
Apr 4	<b>Lottery</b>
Apr 15-22	<b>No School (Spring Break)</b>
Apr 26-28	<b>Math State Test Gr 3 to 8)</b>
May 23-Jun 3	<b>Perf. Presentations/Case Studies</b>
	<b>Term 4 IAs K-2</b>
May 30	<b>No School (Memorial Day)</b>
June 17	<b>Last Day of School for Students* (Graduation/Leadership Ceremonies)</b>
	<b>Juneteenth Community Cookout</b>
June 24	<b>Last Day for Staff</b>

# Certificate of Occupancy

**CO Number: 301536069F**

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

<b>A.</b>	<b>Borough:</b> Brooklyn	<b>Block Number:</b> [REDACTED]	<b>Certificate Type:</b> Final
	<b>Address:</b> 20 NEW YORK AVENUE	<b>Lot Number(s):</b> [REDACTED]	<b>Effective Date:</b> 02/03/2009
	<b>Building Identification Number (BIN):</b> [REDACTED]	<b>Building Type:</b> Altered	
<i>For zoning lot metes &amp; bounds, please see BISWeb.</i>			
<b>B.</b>	<b>Construction classification:</b>	1-C	(1968 Code)
	<b>Building Occupancy Group classification:</b>	E	(1968 Code)
	<b>Multiple Dwelling Law Classification:</b>	None	
	<b>No. of stories:</b> [REDACTED]	<b>Height in feet:</b> [REDACTED]	<b>No. of dwelling units:</b> 0
<b>C.</b>	<b>Fire Protection Equipment:</b> None associated with this filing.		
<b>D.</b>	<b>Type and number of open spaces:</b> None associated with this filing.		
<b>E.</b>	<b>This Certificate is issued with the following legal limitations:</b> None		
<b>Borough Comments:</b> None			



Borough Commissioner



Commissioner

*Certificate of Occupancy*

CO Number: **301536069F**

Permissible Use and Occupancy						
All Building Code occupancy group designations are 1968 designations, except RES, COM, or PUB which are 1938 Building Code occupancy group designations.						
Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
[Redacted Content]						
END OF SECTION						



Borough Commissioner



Commissioner