



Entry 1 School Information and Cover Page

Created: 07/13/2018 • Last updated: 07/24/2018

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

a. SCHOOL NAME NEW YORK CENTER FOR AUTISM CS (SUNY TRUSTEES)

(Select name from the drop down menu)

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

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

c. DISTRICT / CSD OF LOCATION NYC CSD 4

d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	433 E 100 St New York, NY 10029	212-860-2580	212-860-2960	EastHarlem@nyccharterschool.org

d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Julie Fisher
Title	Executive Director
Emergency Phone Number (###-###-####)	646-705-5754

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

f. DATE OF INITIAL CHARTER 04/2005

g. DATE FIRST OPENED FOR INSTRUCTION 09/2005

i. TOTAL ENROLLMENT ON JUNE 30, 2018

j. GRADES SERVED IN SCHOOL YEAR 2017-18

Check all that apply

Grades Served	Ungraded
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k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

11. FACILITIES

Does the school maintain or operate multiple sites?

	No, just one site.
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12. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site (K-5, 6-9, etc.)	Receives Rental Assistance	Rental Assistance for Which Grades (write N/A if applicable)
Site 1 (same as primary site)	433 E 100 St New York, NY 10029	212-860-2580	NYC CSD 4	Ungraded	N/A	
Site 2						
Site 3						

I2a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Julie Fisher	212-860-2580		jfisher@nycacharterschool.org
Operational Leader	Mark Saretsky	212-860-2580		msaretsky@nycacharterschool.org
Compliance Contact	Susan Michaelson	212-860-2580		smichaelson@nycacharterschool.org
Complaint Contact	Julie Fisher	212-860-2580		jfisher@nycacharterschool.org
DASA Coordinator	Julie Fisher	212-860-2580		jfisher@nycacharterschool.org

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

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

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

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

No

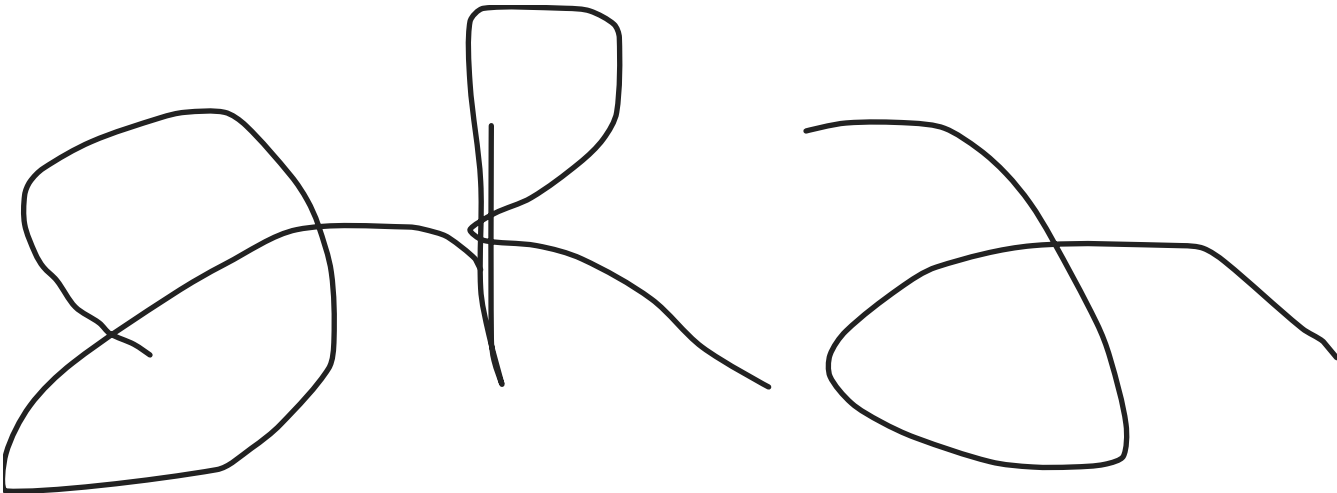
o. Name and Position of Individual(s) Who Completed the 2016-17 Annual Report.

Susan Michaelson, Compliance Specialist

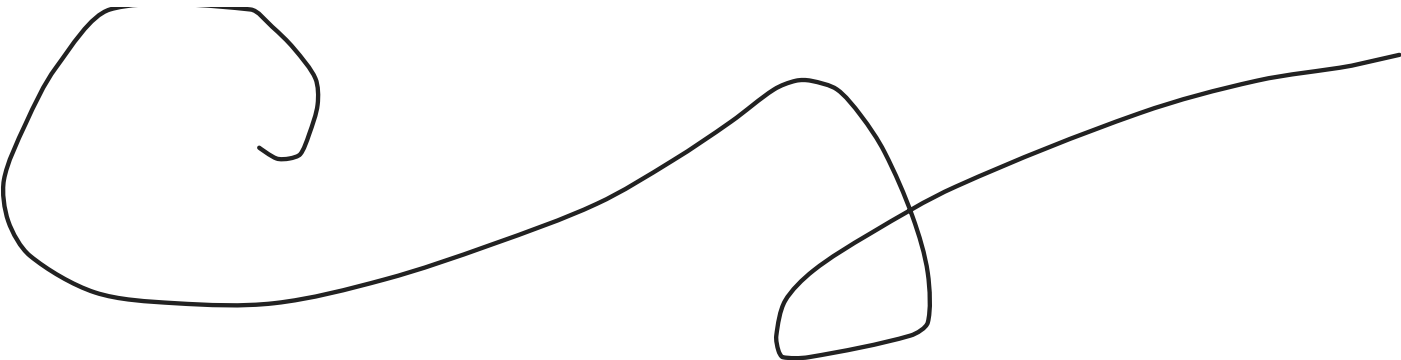
p. Our signatures (Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand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

Yes

Signature, Head of Charter School

Two handwritten signatures in black ink. The signature on the left is more complex, featuring a large loop and a vertical stroke. The signature on the right is simpler, with a large loop and a horizontal stroke.

Signature, President of the Board of Trustees

A handwritten signature in black ink, featuring a large, stylized initial 'C' followed by a long, sweeping horizontal stroke that ends in a small loop.

Date

2018/07/31

Thank you.



Entry 2 NYS School Report Card Link

Last updated: 07/16/2018

NEW YORK CENTER FOR AUTISM CS (SUNY TRUSTEES)

1. CHARTER AUTHORIZER (As of June 30th, 2018)

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

SUNY-Authorized Charter School

2. NEW YORK STATE REPORT CARD

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

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

<https://data.nysed.gov/reportcard.php?instid=800000058980&year=2017&createreport=1&enrollment=1&freelunch=1&attendance=1&suspensions=1&teacherqual=1&teacherturnover=1&staffcounts=1&nysaa=1>



2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 14, 2018

By Julie Fisher

433 E 100 St
New York, NY 10029

212.860.2580

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

Julie Fisher, Executive Director, and Susan Michaelson, Compliance Specialist, prepared this 2017-18 Accountability Progress Report on behalf of the school's Board of Trustees:

Trustee's Name	Board Position
Mitchell Baum	Operations Committee
Alberto Garcia	Parent Member, Finance Committee
Ashley Garrett	Vice President, Secretary, Operations Committee Chair, Executive Committee
Benjamin Hartman	Finance Committee
Hannah Hoch	Operations Committee
Ilene Lainer	Governance Committee
Rick Larios	Operations Committee
Pier LeGendre	Operations Committee
Naeema Livingston	Operations Committee
Paul O'Neill	Governance Committee Chair, Executive Committee
Hugh O'Rourke	Treasurer, Finance Committee Chair, Executive Committee
Christine Sandler	Finance Committee
Carol Santiago-DeJesus	President, Executive Committee Chair
Alvin Shih	Operations Committee
Alysia Steinmann	Finance Committee

Julie Fisher has served as the Executive Director (initially Co-Director) since 2006.

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

Narrative description of the school:

The NYC Autism Charter School (NYCACS) East Harlem is a comprehensive educational program that serves the needs of individuals diagnosed with severe to moderate autism. As such, NYCACS East Harlem offers a high teacher: student ratio and utilizes a well-rounded, functional curriculum that enables a high level of individualized and differentiated instruction. Data are collected to ensure that learning is taking place and if not, to allow for timely and focused problem solving. In addition, family involvement is strongly encouraged with school observations (including clinic and planning meetings), home visits, and parent/caregiver training offered to all.

Opened in 2005, the school was initially authorized by the NYC Department of Education Chancellor to serve 28 students with severe to moderate degrees of autism ages 5-12 years in an ungraded setting. The school received full five-year Charter renewals in 2010 and 2015. Total size and ages served were adjusted as part of each renewal application. The school now operates as one of two schools under the SUNY CSI authorized NYC Autism Charter Schools Education Corporation along with its newly opened sister school, NYCACS Bronx, and currently serves 33 students with autism ages 5-21. The school will expand to serve 40 students in 2018-2019.

NYCACS East Harlem is committed to providing an effective, research-based education to each of its students with autism. Autism is characterized by deficits in language and social skills, and by behavioral excesses such as aggression, self-injury, and perseverative or stereotypic behavior. NYCACS East Harlem employs only those science-based education and treatment strategies empirically demonstrated to be effective with students on the autism spectrum, all of whom are at risk for academic failure. NYCACS East Harlem provides its students with a comprehensive program of academic and support services based on the principles of applied behavior analysis (ABA).

The educational philosophy of NYCACS East Harlem is aligned to its mission. It focuses on the treatment of individual students, recognizes the centrality of the environment in shaping behavior, includes the use of the scientific method (observation, collection and recording of data, use of data to structure instruction and interventions), and assumes that progress can be achieved by every student. This philosophy emphasizes the use of small classroom environments and optimal staff-student ratios to provide intensive, individualized instruction as prescribed by each student's Individualized Education Plan (IEP). Finally, NYCACS East Harlem holds that families are an integral part of each student's education and that parental involvement in the form of classroom observations, regularly scheduled clinic meetings, home and family consultations, annual reviews and transition planning meetings are all highly desired elements of the school's program.

The NYCACS East Harlem curriculum is aligned with and cross-walked to the New York State Next Generation Alternate Learning Standards and the Common Core Curriculum. The curriculum is comprised of research-based teaching procedures and individualized skill acquisition programs that facilitate the development of skills across 22 curriculum areas, including expressive language, social interaction, reading, mathematics, speech, fine motor, handwriting, behavior and self-care. Close to 1200 targeted instructional programs provide clearly defined behavioral objectives, specific teaching procedures, assessment procedures to determine the effectiveness of interventions, and terminal goals to ensure

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

maintenance and generalization. When appropriate, standardized curriculum materials (e.g., Everyday Mathematics) may be adapted for use with particular students. Data collection informs all decision-making. Educational goals for each student are developed as part of the student's IEP and skill acquisition list (updated quarterly), with voluntary parental input playing an integral role in program design.

NYCACS East Harlem students are assessed primarily by examining the percentage of objectives mastered on each student's IEP, and through assessments that are designed specifically for this population and delivered annually. As per their IEP recommendations, NYCACS East Harlem students do not take the statewide ELA, Math, and Science exams given to their typically developing age-matched peers. Instead they are assessed on the New York State Alternate Assessment (NYSAA) for students with severe disabilities. Consequently, the majority of the metrics requested in this template do not apply to our students.

The approved NYCACS East Harlem Accountability Plan identifies, 7 Goals and 27 Measures specifically designed to assess the school's success in meeting the needs of its students with severe to moderate degrees of autism. Progress toward each of those goals and measures for the 2017-2018 school year is set forth below.

ENROLLMENT, RETENTION, AND ATTENDANCE

School Enrollment by Grade Level and School Year															
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	Total
2013-14														32	32
2014-15														32	32
2015-16														32	32
2016-17														32	32
2017-18														33	33

Measure 1: Retention

Each year, 90 percent of all students enrolled during the course of the year return the following September.

METHOD

NYCACS East Harlem student enrollment and retention is tracked by the school and by the Committee on Special Education. Enrollment is stable, with student departures occurring primarily when the CSE with

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

school and parent input determines that a less or more restrictive placement is recommended or if the family leaves New York City.

RESULTS AND EVALUATION

The NYCACS East Harlem student retention rate for 2017-2018 was 88%, approaching the city target of 90%. However, the standard calculation is misleading in that it does not account for changes in placement made by the Committee on Special Education (CSE) for students needing a less or more restrictive educational placement.

Student Retention Rate 2017-2018			
2015-2016 Enrollment	Number of Students Who Left in 2015-2016	Number of Students Who Returned in 2016-2017	Retention Rate 2016-2017 Re-enrollment ÷ (2015-2016 Enrollment – Students Left)
36	4	28	88%

NYCACS East Harlem sets as an Accountability Goal moving 5% of its students in a 5-year period to less restrictive placements. While these students contribute to a lower retention rate, their departure is a success and contributes to meeting that goal. Additionally, there may be situations in which a student's behavioral challenges become extremely difficult for families to manage at home. In such cases, a family (with support from the Committee on Special Education) may decide to place their child in a residential facility that provides 24/7 care (a more restrictive environment or MRE). The school helps to support such transitions when deemed clinically appropriate (all MRE transitions to date have been considered such). The list below indicates the number of students who departed in the given year and the number of those who moved to less restrictive (LRE) or more restrictive (MRE) placements:

Year	Total Student Departures	Students Moved to LRE	Students Moved to MRE
2015-2016	4	2	2
2016-2017	1	1	0
2017-2018	1	1	0

ADDITIONAL EVIDENCE AND COMMENTS

Year	Retention Rate
2015-16	88%
2016-17	97%
2017-18	88%

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 2: Attendance

Each year the school will have a daily attendance rate of at least 95 percent.

METHOD

NYCACS East Harlem tracks attendance through the NYC DOE ATS system.

RESULTS AND EVALUATION

NYCACS East Harlem 2017-2018 10-month attendance rate was 95.5%.

Student Attendance Rate 2017-2018

Grade	Average Daily Attendance Rate
1	[%]
2	[%]
3	[%]
4	[%]
5	[%]
6	[%]
7	[%]
8	[%]
Ungraded	95.5%

EVALUATION

NYCACS East Harlem met the target 95% attendance rate. NYCACS East Harlem Teachers and Clinical Supervisors work closely with parents and students to monitor and improve attendance. Attendance is reviewed with parents at monthly clinic meetings, giving staff an opportunity to identify and address issues students and/or families may have surrounding attendance. Home visits are also used to establish and help parents and students implement evening and morning routines to facilitate the transition from home to school. Challenging behaviors that interfere with getting to school are also addressed.

ADDITIONAL EVIDENCE AND COMMENTS

Year	Average Daily Attendance Rate
2015-16	96%
2016-17	94%*
2017-18	96%

*Note: The NYCACS East Harlem 2016-2017 attendance rate was impacted by the fact that one student aging out of the school system spent a significant portion of his last 2 months at an adult

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

service placement on a trial basis. While the days off site facilitated the student's transition process, it negatively impacted his attendance rate.

ESSA

Measure 1: ESSA Accountability Standing

Under the state's ESSA accountability system, NYCACS East Harlem will continue to be identified as in good standing.

METHOD

NYCACS students, because of their disabilities, do not take the NYS ELA, Mathematics and Science exams or the Regents exams. Consequently, a performance Index (PI) and Measure of Interim Progress (MIP) are not calculated. Instead student and school performance are measured using alternative assessments detailed in Goals 1-7 below. Annually, the school submits a Self-Assessment of School Performance Report to the State Education Department that summarizes student performance on alternate measures.

RESULTS AND EVALUATION

The NYS Annual Report Card indicates NYCACS East Harlem is in Good Standing.

ADDITIONAL EVIDENCE AND COMMENTS

NYCACS East Harlem has been in Good Standing each year since its inception in 2005.

Accountability Status by Year

Year	Status
2015-16	In Good Standing
2016-17	In Good Standing
2017-18	In Good Standing

GOAL 1: STUDENT PROGRESS IN TARGETED PROGRAMMING

GOAL 1: Students will demonstrate progress in targeted skill acquisition programming.

Measure 1: Progress on IEP Objectives

Annually, at least 75% of students will master a minimum of 85% of the objectives (skill acquisition and behavior reduction) set forth in their IEPs.

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

This measure serves as an indicator of progress on skills contained within each student's Individualized Education Plan (IEP). Data are collected on all programs that support IEP goals and objectives. Annually, a percent score is generated by dividing the number of completed IEP objectives by the total number of objectives determined at each student's annual review. An IEP objective is considered complete once the student is able to demonstrate the corresponding skill at a predetermined level (e.g., 90% correct responding or better for at least three consecutive data points).

RESULTS AND EVALUATION

The table below contains a line for each student and highlights the total number of IEP objectives determined in the annual review, the number of completed IEP objectives, and the percentage mastery generated. **100% or 33/33 students mastered a minimum of 85% of their annual IEP objectives.**

Student IEP Objective Mastery 2017-2018			
Students	Completed IEP Objectives	Total IEP Objectives	Percentage of IEP Objectives Complete
Student 1	21	24	87.50%
Student 2	20	21	95.24%
Student 3	18	18	100.00%
Student 4	14	14	100.00%
Student 5	14	14	100.00%
Student 6	15	15	100.00%
Student 7	20	20	100.00%
Student 8	22	22	100.00%
Student 9	15	16	93.75%
Student 10	25	27	92.59%
Student 11	22	23	95.65%
Student 12	26	28	92.86%
Student 13	35	37	94.59%
Student 14	35	35	100.00%
Student 15	20	20	100.00%
Student 16	20	20	100.00%
Student 17	26	26	100.00%
Student 18	20	22	90.90%
Student 19	23	24	95.83%
Student 20	18	18	100.00%
Student 21	23	25	92.00%
Student 22	26	26	100.00%
Student 23	24	26	92.31%
Student 24	19	20	95.00%
Student 25	35	39	89.74%

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

Student 26	28	30	93.33%
Student 27	20	21	95.24%
Student 28	25	25	100.00%
Student 29	41	45	91.11%
Student 30	39	39	100.00%
Student 31	37	37	100.00%
Student 32	34	35	97.14%
Student 33	24	25	96.00%

ADDITIONAL EVIDENCE AND COMMENTS

IEP objective selection is based upon: 1) results from annual assessments (VB-MAPP and/or AFLS), 2) evidence of past learning history and rate of acquisition, and 3) input from parents. Teachers understand the importance of these objectives for each student, and monitor progress through weekly data collection via the Thread Learning application. NYCACS East Harlem has shown consistently high scores in this area as a result. While not evidenced during the 2017-2018 school year, a student may have difficulty meeting the 85% mastery goal if high rates of challenging behavior have led to a shift in focus toward behavior reduction rather than skill acquisition for a period of time.

Measure 2: Progress on Non-IEP Skill Acquisition Programs

Annually, at least 75% of students will show progress on a minimum of 85% of skill acquisition programs outside the scope of their IEPs.

METHOD

This measure serves as an indicator of progress on skills that fall outside those targeted within each student's Individualized Education Plan (IEP). A percent score will be generated by dividing the number of non-IEP skill acquisition programs (that have been in place for at least two months) in which progress was demonstrated from baseline, by the total number.

RESULTS AND EVALUATION

The table below contains a line for each student and highlights the number of Non-IEP skill acquisition programs in place for at least two months in which progress was demonstrated, the total number of Non-IEP skill acquisition programs in place for at least two months, and the percentage mastery generated. **100% or 33/33 students demonstrated progress on a minimum of 85% of Non-IEP skill acquisition programs.**

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

Student Non-IEP Objective Skill Acquisition Mastery 2017-2018

Students	Non-IEP Skill Acquisition Programs with demonstrated progress	Total Non-IEP Skill Acquisition Programs	Percentage of Non-IEP Skill Acquisition Programs with demonstrated progress
Student 1	18	18	100.00%
Student 2	12	12	100.00%
Student 3	14	14	100.00%
Student 4	13	13	100.00%
Student 5	11	11	100.00%
Student 6	14	14	100.00%
Student 7	14	14	100.00%
Student 8	12	12	100.00%
Student 9	8	8	100.00%
Student 10	13	13	100.00%
Student 11	10	10	100.00%
Student 12	11	11	100.00%
Student 13	10	10	100.00%
Student 14	16	16	100.00%
Student 15	15	15	100.00%
Student 16	8	8	100.00%
Student 17	5	5	100.00%
Student 18	7	7	100.00%
Student 19	14	14	100.00%
Student 20	10	10	100.00%
Student 21	13	13	100.00%
Student 22	6	6	100.00%
Student 23	10	10	100.00%
Student 24	14	14	100.00%
Student 25	3	3	100.00%
Student 26	5	5	100.00%
Student 27	8	8	100.00%
Student 28	9	9	100.00%
Student 29	6	6	100.00%
Student 30	7	7	100.00%
Student 31	7	7	100.00%
Student 32	10	10	100.00%
Student 33	9	9	100.00%

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE AND COMMENTS

Additional skill acquisition programs are initiated when and if: 1) IEP objectives have been mastered and there is room in a student's schedule for additional programming, 2) a student demonstrates skill deficits that were not identified prior to IEP development that are deemed critical in nature, or 3) parents raise challenges they are facing outside of school that are deemed critical nature. Progress on these skill acquisition programs is monitored through weekly data collection via the Thread Learning application. While not evidenced during the 2017-2018 school year, a student may have difficulty meeting the 85% demonstrated progress goal if high rates of challenging behavior have led to a shift in focus toward behavior reduction rather than skill acquisition for a period of time.

Measure 3: Annual Assessments

Annually, 75% of NYCACS students will increase their VB-MAPP score by a minimum of one point across at least two domains, or their AFLS score by a minimum of five points across five domains.

METHOD

Assessments are conducted twice each year for the first year of a student's enrollment at NYCACS East Harlem – once at the start of the year, and again at the end of the year. They are then conducted annually from that point on for the life of a student's enrollment at NYCACS East Harlem. Typically, one of two assessments are conducted – the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) or the Assessment of Functional Living Skills (AFLS). The former is focused primarily on language, communication, and academics, and thus geared toward younger students and those on the more sophisticated end of the autism spectrum. The latter is focused primarily on life skills and thus geared toward older students and those on the more profoundly affected end of the autism spectrum. By age 13, the assessment tool used for each student has shifted from the VB-MAPP to the AFLS. Scores are compared for each student year to year, and a determination is made as to whether there has been an increase that meets or surpasses the criteria set within the assessment accountability measure.

RESULTS AND EVALUATION

The table below contains a line for each student and highlights the previous year's or initial assessment score, the current year's or final assessment score, the difference between the two, and an indication of whether or not there was progress that met or exceeded the criteria set forth in the assessment accountability measure. **33/33 or 100% of students increased annual assessment scores by the number of points stipulated within the accountability measure.**

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

Student Assessment Score Comparison 2017-2018				
Students	Previous Year Total Score	Current Year Total Score	Score Difference	Met Improvement Criteria? (VBMAPP: min. 2 point increase; AFLS min. 5 point increase)
Student 1	VBMAPP 115.5	VBMAPP 119	3.5	Yes
Student 2	VBMAPP 90.5	VBMAPP 166	75.5	Yes
Student 3	VBMAPP 69	VBMAPP 153	84	Yes
Student 4	VBMAPP 52	VBMAPP 74	22	Yes
Student 5	VBMAPP 91.5	VBMAPP 108.5	17	Yes
Student 6	VBMAPP 151	VBMAPP 162	11	Yes
Student 7	VBMAPP 134	VBMAPP 147.5	13.5	Yes
Student 8	VBMAPP 70	VBMAPP 137.5	67.5	Yes
Student 9	VBMAPP 121	VBMAPP 127.5	6.5	Yes
Student 10	VBMAPP 112.5	VBMAPP 125.5	13	Yes
Student 11	VBMAPP 111.5	VBMAPP 120.5	9	Yes
Student 12	VBMAPP 118.5	VBMAPP 132	13.5	Yes
Student 13	AFLS 235	AFLS 279	44	Yes
Student 14	AFLS 1503	AFLS 1933	430	Yes
Student 15	AFLS 1503	AFLS 1611	108	Yes
Student 16	AFLS 960	AFLS 1114	154	Yes
Student 17	AFLS 1268	AFLS 1402	134	Yes
Student 18	AFLS 1283	AFLS 1358	75	Yes
Student 19	AFLS 962	AFLS 990	28	Yes
Student 20	AFLS 797	AFLS 860	63	Yes
Student 21	AFLS 1171	AFLS 1224	53	Yes
Student 22	AFLS 685	AFLS 734	49	Yes
Student 23	AFLS 131	AFLS 177	46	Yes
Student 24	AFLS 307	AFLS 410	103	Yes
Student 25	AFLS 3272	AFLS 3420	148	Yes
Student 26	AFLS 1952	AFLS 2266	314	Yes
Student 27	AFLS 2651	AFLS 2810	159	Yes
Student 28	AFLS 1846	AFLS 1875	29	Yes
Student 29	AFLS 2080	AFLS 2140	60	Yes
Student 30	AFLS 2066	AFLS 2090	24	Yes
Student 31	AFLS 1629	AFLS 1666	37	Yes
Student 32	AFLS 888	AFLS 970	82	Yes
Student 33	AFLS 1015	AFLS 1243	228	Yes

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE AND COMMENTS

Annual assessments not only document progress, but allow for teachers to identify ongoing areas for growth and development. They are conducted within a time frame that allows for results to be reviewed with parents at internal planning meetings (meetings scheduled at least annually with each family to discuss longer term goals and preparation for future transition) and utilized to inform IEP objective development in advance of annual reviews.

Measure 4: Student inclusion in a less restrictive environment

For those students demonstrating defined pre-requisite skills, 100% will participate in some form of inclusion in a less restrictive environment for part of the week.

METHOD

Students are assessed according to inclusion readiness criteria at the end of each year. If a student meets those criteria, inclusion in a less restrictive environment is planned for the following year. This measure looks at whether each student who demonstrated readiness criteria in the previous year did, in fact, participate in inclusion during the current year.

RESULTS AND EVALUATION

The table below contains a line for each student who demonstrated inclusion readiness by the end of the 2016-2017 school year and documents whether and where they were included during the 2017-2018 school year. It also accounts for the amount of time spent in that less restrictive environment. **1/1 or 100% of students who met pre-requisites participated in inclusion within a less restrictive environment.**

Students Included in Less Restrictive Educational Environments 2017-2018

Students	Prerequisites Met in 2016-17?	Inclusion Setting in 2017-18	Amount of Time
Student 1	Yes	Second Grade at PS50	4 hours/week throughout the school year

ADDITIONAL EVIDENCE AND COMMENTS

We are in the process of refining readiness criteria so as to give staff more clarity and ensure that students are set up for success. Additionally, while we have had great inclusive experiences with local schools (e.g., DREAM Charter School, PS50), these are often not the schools into which our students graduate. More often, our students move from NYCACS East Harlem to a less restrictive specialized environment such as an ASD Horizon classroom or an 8:1:1 or 12:1:1 District 75 classroom. We are looking to build relationships with such settings (ideally creating consistent pipelines for our graduates and personnel that become familiar with us and our students) so that students can be included in the environments into which they may ultimately transition.

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 5: Movement to less restrictive environments

In any five-year period, NYCACS will seek to move at least 5% of its students from their NYCACS classroom placement to a less restrictive educational setting.

METHOD

Across a given five year charter period, the number of students who transition to a less restrictive educational setting full time is tracked. Typically, students who participate in inclusion within a less restrictive environment (see Measure 4) - successfully and for increasing amounts of time - will ultimately graduate and transition into a less restrictive educational environment full time at some point.

RESULTS AND EVALUATION

The table below contains a line for each student who transitioned full time to a less restrictive educational setting within the current five-year charter period. **Two students (6%) transitioned to less restrictive educational settings between 2016-2018, the first two years of the 5-year period.**

Students Transitioning to Less Restrictive Educational Settings Full Time		
Students	Date of Transition	Educational Setting
Student 1	December, 2016	ASD Horizon Program
Student 2	August, 2017	Inclusion Program at P138M

ADDITIONAL EVIDENCE AND COMMENTS

As referenced in Measure 4 above, most of our graduates move from NYCACS East Harlem to a less restrictive specialized environment such as an ASD Horizon classroom or an 8:1:1 or 12:1:1 District 75 classroom. We are looking to create partnerships with and consistent pipelines to such settings so that transitions, and the process leading up to them, can be as successful as possible.

Measure 6: Progress within the area of community based instruction (ages 13 and up)

Annually, at least 85% of students aged 13 and over will improve by at least 1 point on an assessment of skills targeted in the community.

METHOD

All students aged 13 and over participate in some form of instruction within the community outside of school. This is referred to as Community Based Instruction (CBI). The amount of time spent engaged in CBI increases as students get older. Starting at age 13, students begin by learning to travel and shop in the community (grocery shopping dovetails with cooking instruction that takes place in the school's Life Skills Center). They also participate in a community fitness class at a local gym (currently Asphalt Green). Starting at age 16, students begin to participate in work internships at various organizations and businesses in the community. Students typically rotate to a new work internship site every year.

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

The table below contains a line for each student who participated in Community Based Instruction (CBI). Each line identifies (yes or no) whether or not a student improved by at least one point in each of the areas assessed through the NYCACS CBI assessment data sheet. These include: navigation/travel skills, production skills, and social skills. **All students over the age of 13 (17/17 or 100%) showed improvement of at least 1 point on each area of the three pronged community skills assessment.**

Students aged 13 and up showing progress in Community Based Instruction 2017-2018

Students	At least 1 point gain: Navigation/Travel Skills	At least 1 point gain: Production Skills	At least 1 point gain: Social Skills
Student 1	Yes	Yes	Yes
Student 2	Yes	Yes	Yes
Student 3	Yes	Yes	Yes
Student 4	Yes	Yes	Yes
Student 5	Yes	Yes	Yes
Student 6	Yes	Yes	Yes
Student 7	Yes	Yes	Yes
Student 8	Yes	Yes	Yes
Student 9	Yes	Yes	Yes
Student 10	Yes	Yes	Yes
Student 11	Yes	Yes	Yes
Student 12	Yes	Yes	Yes
Student 13	Yes	Yes	Yes
Student 14	Yes	Yes	Yes
Student 15	Yes	Yes	Yes
Student 15	Yes	Yes	Yes
Student 17	Yes	Yes	Yes

ADDITIONAL EVIDENCE AND COMMENTS

Community Based Instruction becomes increasingly important as students grow older. Moving into the 2018-2019 school year we are creating a better defined “upper school” (ages 13 and older) that will allow for increasing amounts of CBI as students age up. As part of this change, we will be looking for additional ways in which to track progress and account for all of the innovative work that we do with students to prepare them for adulthood.

Measure 7: New Community Partners

Within a five year period, the school will engage with a minimum of two new community partners focused on leisure/recreation or work readiness.

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

As referenced above, students aged 13 and over attend a community fitness class and those aged 16 and over participate in work internships each year. New community partner relationships are developed and maintained by the school's Director of Transition and Community Outreach in order to allow for such opportunities.

RESULTS AND EVALUATION

The table below lists all current Community Partners. New partners added this charter period are highlighted in yellow. **This goal was met last year with the addition of DREAM Data Entry and Snackworks as Community Partners. An additional partner, Two Forks Restaurant, was just added this summer (technically part of next year's reporting, but included since this is a 5-year goal).**

Community Partners 2017-18 (Newly Added Highlighted in Yellow)

Community Partner	Type
Asphalt Green	Fitness
Dave's Gourmet	Work
DREAM Data Entry	Work
DREAM Facilities	Work
El Museo del Barrio	Work
Facebook	Work
Fairway Market	Work
Shake Shack	Work
Snackworks	Work
TechKids Unlimited	Work
Two Forks	Work
White Castle	Work

ADDITIONAL EVIDENCE AND COMMENTS

The more community partners, the more experiences and opportunities our students have access to. When they agree to partner with us, organizations are expected to be engaged in a way that goes beyond just opening their doors. Each site is asked to have a point person on staff who acts as our student's supervisor. Directions and expectations come from him or her, with an NYCACS East Harlem staff member there to provide support to our student – not direction. Despite having met this goal, the NYCACS Director of Transition and Community Outreach will continue to work on establishing even more partnerships moving forward.

Measure 8: Work Internship site satisfaction

Annually, a minimum of 75% of staff within organizations hosting NYCACS East Harlem students in work internships will report that the experience was positive.

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

Work Internship Site staff were given surveys to complete in which they were asked to answer a short list of questions about the experience (e.g., “Did you receive enough training?”, “Were NYCACS staff responsive to your needs and requests?”), culminating in a final question, “Would you host NYCACS students at your organization again?” The number of yes responses to that question was divided by the total number of responses to that question to yield a percent score.

RESULTS AND EVALUATION

The table below contains a line for each work internship site and an indication of the site personnel’s response to the final survey question referenced in the method section above. **7/7 organizations whose staff supervised NYCACS East Harlem students responded to the survey. 100% indicated that they would host NYCACS East Harlem students again.** At an eighth site (Fairway Market), on-site supervision was provided by NYCACS East Harlem staff. Additionally, at a ninth site (TechKids Unlimited), the student placed there was not supported by NYCACS staff. Therefore, a survey was not administered to either.

Community Partner Experience Rating 2017-18	
Organization List	Positive Report?
Dave’s Gourmet	Yes
DREAM (Facilities and Data Entry)	Yes
El Museo del Barrio	Yes
Facebook	Yes
Fairway	N/A due to lack of on-site supervision
Shake Shack	Yes
Snackworks	Yes
TechKids Unlimited	N/A due to lack of on-site support from NYCACS
White Castle	Yes

ADDITIONAL EVIDENCE AND COMMENTS

Fairway Market was one of our first work internship sites many years ago when we began the program. Since that time, management has changed and, while they have agreed to continue to allow our students to practice work skills there, they are not able to provide an on-site supervisor. This is not optimal, but having access to a large chain supermarket is still valuable and affords our students many learning opportunities that would be difficult to recreate elsewhere within the local community. We will continue to work with that site in an effort to build in on-site supervision and/or identify an alternate option. Additionally, TechKids Unlimited was a unique of partnership for us. That setting is designed to train and support individuals on the autism spectrum and, as a result, our student who was placed there did not require support from NYCACS East Harlem staff. While our survey in it’s current form could not readily be administered given those differences, a modified survey will be developed in order to obtain feedback

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

from a range of partnerships. As an aside, the student placed at TechKids Unlimited has subsequently transitioned to a less restrictive educational setting full time – an excellent outcome.

SUMMARY OF GOAL 1: STUDENT PROGRESS IN TARGETED PROGRAMMING

All of the measures contained within this goal were mastered. Students overwhelmingly demonstrated progress in skill acquisition programming.

Measure	Outcome
Annually, at least 75% of students will master a minimum of 85% of the objectives (skill acquisition and behavior reduction) set forth in their Individualized Education Programs (IEP).	Mastered
Annually, at least 75% of students will show progress on a minimum of 85% of skill acquisition programs outside the scope of their Individualized Education Programs (IEP).	Mastered
Annually, at least 75% of NYCACS students will increase either their VB-MAPP score by a minimum of 1 point across at least two domains, or their AFLS score by a minimum of 5 points across 5 domains, depending upon which assessment is used.	Mastered
Annually, for those students demonstrating defined pre-requisite skills, 100% will participate in some form of inclusion in a less restrictive environment for part of the week.	Mastered
In any five-year period, NYCACS will seek to move at least 5% of its students from their NYCACS classroom placement to a less restrictive educational setting outside of NYCACS.	Mastered
Annually, at least 85% of students over the age of 13 will improve by at least 1 point on an assessment of skills targeted in the community (i.e., outside the school).	Mastered
Within a 5 year period, the school will engage with a minimum of 2 new Community Partners focused on leisure/recreation or work readiness.	Mastered
Annually, a minimum of 75% of staff within organizations hosting NYCACS students in work internships will report that the experience was positive.	Mastered

ACTION PLAN

NYCACS East Harlem mastered all of the measures set forth under Goal #1. In advance of next year's accountability goal submission, NYCACS will review each measure to determine if adjustments can be made that allow for increased stretch. Additionally, the school will attempt to identify additional measures that help better reflect the breadth of student progress as well as all of the innovative work and individualized instruction taking place at the school.

GOAL 2: PROGRESS TOWARD REDUCTION OF CHALLENGING BEHAVIOR

GOAL 2: Students will demonstrate reduced levels of challenging behavior (in frequency and/or magnitude). Additionally, staff will work to fade Behavior Intervention Plans in a thoughtful manner, always keeping in mind the safety and well-being of each student and those around him/her.

Measure 1: Reduction of challenging behavior

Annually, at least 75% of students who have had one or more Behavior Intervention Plans (BIP) in place to address challenging behavior for at least 6 months, will show a reduction in challenging behavior, either in terms of frequency, magnitude, or both.

METHOD

Data are collected on all student Behavior Intervention Plans daily. Progress is defined as movement in the desired direction from previous BIP and/or baseline measures (i.e., a reduction in rates of targeted behavior). Progress will be assessed across every BIP if more than one are associated with an individual student.

RESULTS AND EVALUATION

The table below contains a row for each student Behavior Intervention Plan (BIP) – some students have multiple BIPs addressing different forms of challenging behavior simultaneously – and indicates mean and range percentages or occurrences of behavior (depending upon measurement procedures utilized within each plan) from baseline or previous plan contrasted with the most recent month. The final column indicates if a reduction in behavior has been demonstrated. **6 students had BIPs in place for at least 6 months, and all 6 (100%) showed a decrease in rates of targeted challenging behavior across all Behavior Intervention Plans (14 total).**

Assessment of Student Behavior Intervention Plan Effectiveness 2017-2018

Student	Mean/Range of Previous BIP or Baseline	Mean/Range of Current BIP (most recent month)	Reduction?
Student 1	12% (5%-29%)	2.9% (0%-9%)	Yes
Student 2	8.9% (1%-26%)	.75% (0-4)	Yes
Student 3 – BIP A	12.6% (5%-22%)	1.6% (0%-6%)	Yes
Student 3 – BIP B	12.1(0%-28%)	.63%(0%-3%)	Yes

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

Student 4 – BIP A	1.22 (0-7)	.04 (0-1)	Yes
Student 4 – BIP B	1.06 (0-7)	0	Yes
Student 4 – BIP C	1.45 (0-4)	0	Yes
Student 4 – BIP D	101.50 (0-791)	13.6 (4-38)	Yes
Student 5 – BIP A	1.7% (0%-26%)	.68% (0%-5%)	Yes
Student 5 – BIP B	7.4 (0-29)	5.01 (0-34)	Yes
Student 5 – BIP C	1.8 (0-6)	.31 (0-2)	Yes
Student 6 – BIP A	87% (no range)	33% (9-34%)	Yes
Student 6 – BIP B	1.7 (0-7)	1 (0-6)	Yes
Student 6 – BIP C	4.1% (0%-9%)	3.8% (0-10)	Yes

ADDITIONAL EVIDENCE AND COMMENTS

Many NYCACS East Harlem students exhibit different forms of challenging behavior at different times during their enrollment as a result of their diagnosis. The school has never suspended or expelled a student since opening in 2005. Rather, we have demonstrated effectiveness in reducing levels of such challenging behavior through careful baseline and functional assessment procedures, intervention probes, and finally formal Behavior Intervention Plans. Parental consent is secured for every step of that process, starting with the baseline and assessment phase. Given how many different forms these plans can take, how long they may be in place for, and the general ebb and flow of rates of behavior for this population at different times in their lifespan, meaningfully capturing progress can be difficult. We will continue to look at how we report on these data given the critical nature of this area of programming.

SUMMARY OF GOAL 2: PROGRESS TOWARD REDUCTION OF CHALLENGING BEHAVIOR

The one measure contained within Goal #2 was mastered. All students with Behavior Intervention Plans in place for at least 6 months exhibited a reduction in the challenging behavior targeted.

Measure	Outcome
Annually, at least 75% of students who have had one or more Behavior Intervention Plans (BIP) in place to address challenging behavior for at least 6 months, will show a reduction in challenging behavior, either in terms of frequency, magnitude, or both.	Mastered

ACTION PLAN

As referenced above, Behavior Intervention Plans can take many different forms and be in place for varied amounts of time. Additionally, the general ebb and flow of rates of behavior for this population is different across their lifespan, making meaningful capture of progress difficult. Given how much time, planning, collaborating, and problem-solving goes into managing and reducing challenging behavior, NYCACS will continue to look at ways to capture all of the work that goes on in this arena.

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

GOAL 3: ASSESSMENT OF HUMAN RIGHTS COMMITTEE

GOAL 3: A Human Rights Committee (HRC) will meet two times per year and judge NYCACS programs and procedures as respecting the human rights of each individual student.

Measure 1: HRC Positive Assessment of Behavior Intervention Plans

A Human Rights Committee will positively respond to at least 80% of assessment items requested for each Behavior Intervention Plan reviewed. Any negative responses will be followed by immediate and documented modifications.

METHOD

Two times per year a Human Rights Committee (HRC) is convened. It consists of individuals from a variety of fields: a doctor, an attorney, an educator from another school, a journalist, and the parent of a child with autism who does not attend NYCACS. Over the year, all Behavior Intervention Plans (BIPs) with any restrictive component (e.g., time out, response cost) are reviewed by the HRC. For each, a history of challenging behavior is provided, as well as results from assessments, baseline data, and a rationale for the current BIP. Details of the BIP are reviewed along with data collected to date. HRC members are given the opportunity to discuss and seek clarification on any aspects of the plan. Then they are asked a series of questions including “Is there evidence of parental consent?”, “Was a functional behavior assessment conducted?”, and “Is there evidence of reinforcement procedures being utilized?” – the answers to which should, ideally, be “yes”. Committee member “yes” responses are tallied and divided by the total number of questions to determine a percentage of positive responses.

RESULTS AND EVALUATION

The table below contains a row for each student whose Behavior Intervention Plan (BIP) was reviewed by the HRC on each of the two meeting dates. The final column indicates if the HRC responded positively to at least 80% of assessment items. **The Human Rights Committee responded positively to at least 80% of assessment items for 3/3 or 100% of BIPs reviewed.**

Human Rights Committee Positive Review Responses 2017-18		
HRC Meeting Date	Students Reviewed	Did committee respond with "yes" to 80% of line items?
11/27/17	Student 1	Yes
11/27/17	Student 2	Yes
5/14/18	Student 3	Yes

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE AND COMMENTS

The purpose of the Human Rights Committee is to ensure that we are respecting the rights of NYCACS East Harlem students who, in many cases, are unable to advocate for themselves. Our close work with parents/caregivers around behavior reduction (and all other programming) is also evidence of the importance we place on this issue, as is the extensive training provided to staff on effective and ethical modes of instruction, respect and positivity, confidentiality, and professionalism.

Measure 2: HRC Evidence of Parental Consent

Evidence of parental consent will be demonstrated for 100% of plans reviewed.

METHOD

Two times per year a Human Rights Committee (HRC) is convened. It consists of individuals from a variety of fields: a doctor, an attorney, an educator from another school, a journalist, and the parent of a child with autism who does not attend NYCACS. Over the year, all Behavior Intervention Plans (BIPs) with any restrictive component (e.g., time out, response cost) are reviewed by the HRC. For each, a history of challenging behavior is provided, as well as results from assessments, baseline data, and a rationale for the current BIP. Details of the BIP are reviewed along with data collected to date. HRC members are given the opportunity to discuss and seek clarification on any aspects of the plan. Then they are asked a series of questions. The number of yes responses to the question, "Is there evidence of parental consent?" is divided by the total number of plans reviewed to determine a percentage of plans with parental consent.

RESULTS AND EVALUATION

The table below contains a row for each student whose Behavior Intervention Plan (BIP) was reviewed by the HRC on each of the two meeting dates. The final column indicates whether or not the HRC observed evidence of parental consent. **The Human Rights Committee observed evidence of parental consent for 3/3 or 100% of BIPs reviewed.**

Human Rights Committee Positive Review Responses 2017-18		
HRC Meeting Date	Students Reviewed	Was there evidence of parental consent?
11/27/17	Student 1	Yes
11/27/17	Student 2	Yes
5/14/18	Student 3	Yes

ADDITIONAL EVIDENCE AND COMMENTS

See Additional Evidence and Comments section from Measure #1 above.

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF GOAL 3: ASSESSMENT OF HUMAN RIGHTS COMMITTEE

Both measures contained within Goal #3 were mastered. The Human Rights Committee positively rated and observed evidence of parental consent in all of the Behavior Intervention Plans reviewed.

Measure	Outcome
A Human Rights Committee will positively respond to at least 80% of assessment items requested for each Behavior Intervention Plan reviewed. Any negative responses will be followed by immediate and documented modifications.	Mastered
Evidence of parental consent will be demonstrated for 100% of plans reviewed.	Mastered

ACTION PLAN

Given the forms of challenging behavior demonstrated by some of the students we serve – self-injury, aggression, property destruction – we must focus on ensuring the safety of students and staff at all times. While our primary focus is on antecedent management strategies (arranging a student’s schedule, environment, reinforcement system, etc., to minimize the occurrence of challenging behavior), there are times we must respond to incidents of such behavior, and times when those responses may be restrictive in nature in order to ensure the safety of all. Building in BIP reviews by a Human Rights Committee (in addition to parental consent at every step of the BIP process and ongoing dialogue with parents as rates of challenging behavior are monitored) is an extra step in ensuring students are protected. We will continue this important practice, assessing if the number of restrictive BIPs ever exceeds the number that can be reviewed within our two annual meetings and, if that is the case, lengthening meetings and/or increasing the number each year (this has not been an issue to date).

GOAL 4: PARENT ENGAGEMENT AND SATISFACTION

GOAL 4: Families will be actively involved in their children’s education program, gain a broader understanding of autism-related issues and how best to address them, and prepare for life after school has ended. They will express satisfaction with the NYCACS East Harlem educational program and judge it to be effective in achieving these goals.

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 1: Individualized Parent Training

Annually, 85% of parents/guardians whose children are 12 years old or younger will participate in a minimum of 10 hours of individualized parent training focused on school, home, and/or community learning on an annual basis. 85% of parents/guardians whose children are 13 years old or older will participate in a minimum of 5 hours.

METHOD

NYCACS East Harlem educational philosophy holds that families are an integral part of the students' education, and that parental involvement is a highly desired element of the school's programs. While no action is taken against parents, or children of parents, who do not choose to participate, NYCACS East Harlem has established a variety of initiatives and activities to engage parents in training focused on school, home and/or community for which participation hours are logged. These include the following: clinic meetings in which family members participate with clinical staff in reviewing, problem-solving, and enhancing educational programming; scheduled observations that allow parents to observe specific educational activities, some of which may take place off-site in the community; access to Home and Family Consultation by NYCACS East Harlem personnel and/or visits by parents to NYCACS East Harlem to develop specific skill acquisition and behavior reduction programs that improve quality of life for the child and the family outside of the school setting; and annual planning meetings in which future goals in the areas of work, living, and community participation are discussed.

RESULTS AND EVALUATION

The table below contains a row for each student and indicates the number of home hours conducted, the number of clinic hours in which a parent/guardian participated, and the total number of hours of such training activities. **For 88% or 29/33 students, parents/guardians participated in the required number of training hours (dependent upon a student's age – see below).**

Parent Instruction-Focused Hours 2017-2018			
Students	Home Hours	Clinic Hours	Total Hours
Students 12 Yrs. & Under			Target 10 Hours
Student 1	9.25	8	17.25
Student 2	3.25	7	10.25
Student 3	9	7	16
Student 4	8.25	6	14.25
Student 5	8.25	6	14.25
Student 6	7.5	6	13.5
Student 7	5	6	11
Student 8	4	3	7

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

Student 9	3	7	10
Student 10	8.25	6	14.25
Student 11	1	6	7
Student 12	4.5	6	10.5
Student 13	1	8	9
Student 14	0	8	8
Students 13 Yrs. & Over			Target 5 Hours
Student 15	2	9	11
Student 16	2.5	9	11.5
Student 17	5	1	6
Student 18	2	9	11
Student 19	11	9	21
Student 20	4.5	9	13.5
Student 21	0	7	7
Student 22	0	9	9
Student 23	2	8	10
Student 24	3	5	8
Student 25	10.5	8	18.5
Student 26	5	9	14
Student 27	5	7	12
Student 28	5	9	14
Student 29	7	8	15
Student 30	5	6	11
Student 31	4.5	9	13.5
Student 32	8	8	16
Student 33	7	9	16

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

Overall, 29/33 or 88% of parents/guardians met the required number of training hours as determined by their child's age, surpassing the goal of 85%. Meeting the target of 10 hours for the parents of younger students proved a challenge, with 10 of 14 families meeting criterion. The number of hours ranged from 7 to 17 hours with a mean of 12 hours per family. The target of 5 hours for the parents of older students was more readily met, with 19 of 19 or 100% meeting criterion. The number of hours ranged from 6-21 with a mean of 13 hours per family.

Historically, parents were allowed to opt out of home visits, as was the case for the parents of the 4 younger students who did not meet criterion. This measure was revised in the May 2018 final Accountability Plan. Going forward, parents may choose not to participate in home visits, but staff are still expected to find alternate ways of engaging parents in the requisite number of training hours.

ADDITIONAL EVIDENCE AND COMMENTS

Minutes of all clinic sessions, home consultation visits and annual planning meetings are maintained in each student's file and attest to the quality and value of these activities, all aimed at helping each parent gain a broader understanding of 1) autism-related issues, 2) how best to address them as they relate to their child(ren), and 3) how to prepare for their child's life ahead.

Measure 2: NYCACS Program Effectiveness Survey

Annually, 85% of parents/guardians will rate the NYCACS East Harlem education program as effective in the annual NYCACS Program Effectiveness Survey. The school will obtain a 75% participation rate.

METHOD

NYCACS East Harlem conducted an internally designed NYCACS Program Effectiveness Survey to determine parent satisfaction with the school. The survey consisted of 18 statements applicable specifically to NYCACS. Statements were scored using a Likert scale of 1 to 4, where 1 means Strongly Disagree and 4 means Strongly Agree. Comments and open-ended questions were solicited as well. The survey was distributed anonymously using the Survey Monkey Platform. It was made available in English and Spanish and could be completed online or by hand.

RESULTS and EVALUATION

NYCACS East Harlem received the highest rating on overall satisfaction with the program with a satisfaction rate of 100%. The response rate of 84%, exceeding the target of 75%, but was not as high as has historically been the case with this survey.

NYCACS Program Effectiveness Survey
Response Rate 2017-2018

Number of Responses	Number of Families	Response Rate
26	31	84%

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

NYCACS Program Effectiveness Survey Parent Satisfaction on Key Survey Results 2017-2018

Item	Percent Satisfied
"Overall, the school program is effective."	100%

NYCACS East Harlem parents indicated strong satisfaction with their child's program as evidenced by the 100% 'Strongly Agree' response to the summary statement, "Overall, the school program is effective." The weighted average across the 18 assessment questions was a very positive 3.77 out of a possible 4. The response rate of 84%, while surpassing the criterion of 75%, was lower than has historically been the case with this survey and reflects difficulties the school encountered in using the Survey Monkey platform, rather than parent disinclination to respond. The school will undertake additional follow-up in person and by phone next year.

ADDITIONAL EVIDENCE AND COMMENTS

The 2017-2018 Parent Effectiveness Survey was expanded this year to request more open ended responses, including the following: "Please list important skills your child has learned at NYCACS this year"; "Please list the strengths of the school and leadership team"; "Please list ways in which the school and/or leadership team could better support you"; and "Do you or your child have any stories you would like to share." Comments reinforced findings from this and other surveys, as well as capturing excellent stories and testimonials.

Measure 3: Parent Observation Form

Of the NYCACS Observation Forms completed by parents immediately following instruction-focused visits/parent training sessions, at least 85% will indicate overall satisfaction with the quality of education provided to their child.

METHOD

Parents/guardians are asked to complete a NYCACS Observation Form immediately following a visit or training session at school or in the community. Questions are presented in a yes/no format and request feedback on student engagement, instructional interaction, appropriateness of learning tasks, communication, learning environment, clarity of student performance data, safety, and overall satisfaction with the quality of education observed. Open-ended questions solicit further feedback on successes, concerns and recommendations. Observation Forms are then reviewed and signed by the Clinical Supervisor, and Head of School and, for community-based observations, the Director of Transition and Community Outreach. Translation support is provided where needed.

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Of the 211 NYCACS East Harlem School Observation Forms completed, 100% expressed overall satisfaction with the quality of education observed, surpassing the goal of 85% satisfaction.

NYCACS School Observation Survey Results Following Instruction-Focused Visits/Parent Training Sessions 2017-2018		
Item	Surveys Completed	Percent Satisfied
"Overall, did you feel the quality of education was satisfactory? (Yes/No)	211	100% Yes

ADDITIONAL EVIDENCE AND COMMENTS

The observation forms are particularly valuable in providing immediate feedback following instruction-focused visits/training sessions. The forms are straight forward and give parents a voice in the continued development and shaping of instruction. Reviews by Clinical Supervisors and the Head of School help ensure that any concerns are promptly considered and addressed.

Measure 4: NYC DOE Learning Environment Survey

Annually, parents/guardians will express satisfaction with the school's program, based on the NYC DOE Learning Environment Survey on which the school will receive scores of 75% or higher on each of the domains surveyed as designated by the NYC DOE. The school will obtain a 75% participation rate on the survey.

METHOD

The NYC DOE Learning Environment Survey is distributed to all parents/guardians of NYCACS East Harlem students and anonymously solicits parent/guardian responses to a variety of statements designed to measure parent satisfaction across 3 domains: Effective School Leadership; Strong Family Community Ties; and Trust. The survey can be completed by hand or online and is available in multiple languages as needed. By design, the survey's questions are general in nature, so as to pertain to schools citywide. The survey was distributed to 31 families, two of which have two students in the school.

RESULTS AND EVALUATION

Parents/Guardians expressed exceptionally high satisfaction with NYCACS East Harlem across domains and at a participation rate of 97%, representing all families but one.

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

NYC DOE Learning Environment Survey Parent Satisfaction Survey Response Rate 2017-2018

Number of Responses	Number of Families	Response Rate
30	31	97%

NYC DOE Learning Environment Survey Parent Satisfaction on Key Survey Results 2017-2018

Item	Percent of Respondents Satisfied
Effective School Leadership	100%
Strong Family Community Ties	99%
Trust	100%

Parents/guardians consistently rated NYCACS East Harlem at the highest levels of satisfaction across domains. The scores and participation rates are consistent with previous years. The levels of satisfaction consistently surpass those reported for District 75 schools (self-contained classrooms for students with significant disabilities), the school's comparison group. A new question on this year's survey asked parents to rank improvements they would most like their school to make. The results, below, suggest parents would like to see more offerings found in traditional schools serving a more typical population. NYCACS East Harlem maximizes its instructional time in order to address the highly significant needs of its students. The school's enrichment offerings--piano instruction, baseball, and fitness training—are specially designed to meet the needs of students with autism within an enrichment context. The school also assists parents in identifying appropriate afterschool and leisure programs in their community. Of note also are the areas where parents found no need for improvement—leadership, communication, quality teaching and class size—all areas where NYCACS East Harlem excels:

- Stronger enrichment programs (e.g. afterschool programs, clubs, teams) 63%
- Stronger arts programs 17%
- More challenging courses 13%
- More hands-on learning 4%
- Safer school environment 4%
- Stronger school leadership 0%
- Better communication with parents/guardians 0%
- Higher quality teaching 0%
- Smaller class size 0%

ADDITIONAL EVIDENCE AND COMMENTS

The NYC DOE Learning Environment Survey holds value as a generic measure of parent satisfaction in areas held in common with schools across the city. It is best appreciated in conjunction with the NYCACS-specific surveys that measure satisfaction in areas related to the unique educational program provided to

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

NYCACS students. These measures combined reflect an exceptionally high level of parent satisfaction with the program their students receive.

Measure 5: Preparation for Adulthood

Annually, 85% of parents/guardians of students over the age of 15 years (who have not already successfully completed transition readiness tasks) will participate in at least one preparatory action related to preparing for their children's adulthood.

METHOD

NYCACS East Harlem works with parents/guardians and their adolescent children to plan and initiate preparatory actions related to adulthood. It is anticipated that NYCACS East Harlem students will continue to need specialized support as adults after leaving the education system the school year they turn 21. While preliminary planning begins at an earlier age, the Director of Transition and Community Outreach works with families of students over 15 years to identify and begin implementing specific transition readiness tasks appropriate to their child. Transition workshops provide parents with an overview of options and timelines. Workshops are supplemented by the school's "NYC Transition Handbook: Planning Today for your Child's Tomorrow" and Parent Transition Planning Task worksheets identifying steps and resources. A log is maintained of actions taken by each family and is used by the Director of Transition and Community Outreach to facilitate planning and implementation of transition tasks.

RESULTS AND EVALUATION

85% or 11 of 13 families with students over the age of 15 years participated in at least one preparatory action related to preparing for their child's adulthood. Parents took a total of 23 actions, as itemized below:

- Attended Workshop: 10
- Toured Transitional Program: 2
- Enrolled in Benefits Program: 2
- Initiated Guardianship Process: 4
- Enrolled in Adult Services Program: 3
- Established Funding Stream: 3

The transition tasks taken on by NYCACS East Harlem families represent significant steps in a complex and challenging process. Of note, NYCACS presented three well received workshops on transition topics: Identifying and Accessing Adult Services (15 parents); AHRC Afterschool and Camp Opportunities (5 Parents); and Upcoming Changes to the Adult Service Systems (16 parents). Transition planning is an increasing priority at NYCACS East Harlem as the school's adolescent population approaches adulthood. The school actively works to support families in the process and to facilitate networking between families so that strategies and information are shared.

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE AND COMMENTS

NYCACS East Harlem conducted an informal survey of NYCACS East Harlem parents in July 2017 to help identify parents' priorities and concerns for their students. Of the 14 respondents (44% response rate) 92% ranked either living independently and/or who would take care of their child after their death as their primary concern. When asked whether they thought their child would be able to live independently, only 2 parents said yes. These findings confirm the critical importance of the transition planning NYCACS does with its families and the need for community and government agencies to better address the sparsity of appropriate adult services for our population.

Measure 6: Parent Alumni Survey

85% of parents or caregivers of children who have transitioned out of NYC Autism Charter Schools, and who complete a biennial survey, will positively rate their experience at NYC Autism Charter Schools and the impact it had on their children.

METHOD

NYCACS conducted a Parent Alumni Survey of 17 families whose students have left the school. The survey collected data on current school placement and living situation, and solicited overall parent feedback on their satisfaction while at NYCACS, the most important skills learned, and ways in which NYCACS could have done better to support both child and family. Using a 4-point scaled response from Strongly Disagree to Strongly Agree, the parents were asked to respond to the statement, "While at NYCACS, I felt that my child was part of a positive and supportive environment."

RESULTS AND EVALUATION

90% of respondents or 9 of 10, indicated that they "Strongly Agree" with the statement, "While at NYCACS, I felt that my child was part of a positive and supportive environment." 10% or 1 respondent indicated "Agree", and 1 skipped the question. Eleven of 17 families, or 65%, responded to the survey. The survey reached families whose child left NYCACS East Harlem to go to less restrictive placements, more restrictive placements, or who graduated at age 21. Current ages of the students ranged from 10-22 with 50% now 15 years and up. A number of open ended questions provided added depth to the survey. In response to the question about the "most important skills your child learned while at NYCACS," comments clustered around basic life skills, communication, and behavior regulation. In response to, "What could NYCACS have done better to support you and your child?" parents wrote, "Nothing," or asked for longer school hours, more support at home, more vigorous academics for students likely to move to less restrictive placements, and in 1 case, better communication having to do with the appropriateness of the placement for their student. Responses to, "What could NYCACS do to better support alumni?" parents asked for more support with job placement and placement services beyond age 21 and more social outreach. Additional comments about the NYCACS experience were laudatory and appreciative of the school experience and all that their child gained while in attendance.

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE AND COMMENTS

The survey outreach to alumni was limited due to the small number of families in the pool and the differences in the children who have left, one from another. Nonetheless, the response rate was good for this type of survey and the findings are consistent with findings from the other surveys discussed in Goal 4: Parent Engagement and Satisfaction. Taken together, they reflect a high level of parent satisfaction with NYCACS East Harlem and the significant challenges of meeting all the needs of our students, particularly as they age and begin to move toward adulthood and life in the community.

SUMMARY OF GOAL 4: PARENT ENGAGEMENT AND SATISFACTION

Measure	Outcome
Annually, 85% of parents/guardians whose children are 12 years or younger will participate in 10 hours of individualized parent training focused on school, home, and/or community learning. 85% of parents/guardians whose children are 13 years or older will participate in a minimum of 5 hours.	Mastered
85% of parents/guardians will rate the NYCACS education program as effective in the annual Program Effectiveness Survey. The school will obtain a response rate of 75%.	Mastered
Of those surveys completed by parents after instruction-focused visits/parent training sessions, at least 85% will indicate overall satisfaction with the quality of education provided to their child.	Mastered
Annually, parents/guardians will express satisfaction with the school's program based on the NYC DOE Learning Environment Survey in which the school will receive scores of 75% or higher in each of the domains surveyed as designated by the NYC DOE. The school will obtain a 75% participation rate on the survey.	Mastered
Annually, 85% of parents/guardians of students over the age of 15 (who have not already successfully completed transition readiness tasks) will participate in at least one action related to preparing for their children's adulthood.	Mastered
85% of parents or caregivers of children who have transitioned out of NYC Autism Charter Schools, and who complete a biennial survey, will positively rate their experience at the NYC Autism Charter Schools and the impact it had on their children.	Mastered

ACTION PLAN

NYCACS East Harlem demonstrates high levels of parent engagement and satisfaction across measures. The school will continue to work with students, parents and the broader community to enrich satisfaction

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

and to better identify, prepare for, and transition its adolescent students to (and ready their families for) post-school adult services.

GOAL 5: STAFF PROFICIENCY AND SATISFACTION

GOAL 5: NYCACS Teachers and Instructors will demonstrate proficiency in interventions and terminology related to applied behavior analysis and will judge the NYCACS educational program to be effective.

Measure 1: Staff understanding of training concepts

Pre- and post-test measures of staff understanding of concepts presented within training segments will show a minimum of 80% accuracy.

METHOD

NYCACS East Harlem Teachers and Instructors complete an intensive training program designed to enable them effectively to identify and meet the instructional and behavior management needs of special education students on the severe to moderate end of the autism spectrum, and to assist families in implementing appropriate strategies at home and in the community. Training combines small group presentations as well as online training modules developed by Rethink Autism, each bracketed by pre- and post-tests to ensure the content is learned. Training components include the following: Understanding Autism; Principles of Applied Behavior Analysis; Relationship Building; Discrete Trial Instruction; Response Chains; Data Collection; Prompting; Stimulus Control; Shaping; Incidental Teaching; Generalization and Maintenance; Describing Behaviors; Common Interventions; and Functional Assessment of Problem Behavior. An overall pre-test score and post-test score are calculated across components. An overall post-test of at least 80% is required.

RESULTS AND EVALUATION

The table below provides the pre- and post-test scores compiled for 12 staff members and indicates whether they met the criteria of at least 80% mastery. Data for one staff member who satisfactorily completed the training was subsequently lost due to a computer error and are not included in the calculation of percentage of staff meeting criteria on post-test measures. Her subsequent performance data and reviews, however, indicated that she obtained mastery of the training material. **100% of staff or 12 of 12 surpassed the 80% post-test criterion with an average post-test score of 97.4%.**

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

Staff Training Pre- and Post-Test Measures 2017-2018

Staff Member	Overall Pre-Test Score	Overall Post-Test Score	Criteria Met?
Staff Member 1	65	96	Yes
Staff Member 2	78	100	Yes
Staff Member 3	79	99	Yes
Staff Member 4	82	99	Yes
Staff Member 5	71	98	Yes
Staff Member 6	61	98	Yes
Staff Member 7	79	98	Yes
Staff Member 8	63	95	Yes
Staff Member 9	49	90	Yes
Staff Member 10	N/A*	N/A*	Yes*
Staff Member 11	67	100	Yes
Staff Member 12	79	88	Yes
Staff Member 13	81	98	Yes

ADDITIONAL EVIDENCE AND COMMENTS

The training summarized above represents only one component of the training program for new and experienced staff. All didactic training is accompanied by observation and practice of skills in the classroom with real time feedback and correction to ensure understanding, consistency of instruction, and reliability of data collection.

Measure 2: Key Learning Points

Of staff in attendance, 90% will provide satisfactory written summaries of key learning points for targeted staff development meetings held over the course of the school year.

METHOD

NYCACS East Harlem Teachers and Instructors are asked to complete brief written summaries of key learning points at the conclusion of topic specific staff development meetings held throughout the year. The summaries are scored from 1 to 3 using a Likert scale, where 3 means learning points are of a High Quality, 2 means learning points are of a Good Quality, and 1 means learning points Lack Quality. A satisfactory score (3 or 2) requires that 3 of 3 learning points are in direct relation to the topic and at least 2/3 learning points are accurate based on the information presented.

RESULTS AND EVALUATION

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

The table below summarizes the percentage of staff in attendance at targeted staff development meetings with satisfactory Learning Points (score of 3 or 2). (The attendance sheet for one of the guest presentations was not available.) **Overall, 95.7% of staff in attendance provided satisfactory written summaries of key learning points, surpassing the target of 90% for the measure.**

Staff Development Key Learning Points 2017-2018

Staff Development Topic	Number of Staff in Attendance	% of Staff with Satisfactory Learning Points
Dyad and Group Instruction	13	92%
Challenging Behavior Part One	15	100%
Fading Behavior Plans	17	100%
Token Economies	12	100%
Article Review - Errorless Teaching	25	86%
Using PowerPoint as a Teaching Tool	29	88%
Increasing Peer Interaction	25	91%
Guest Presenter: Genetics of Autism	N/A	100%
Learning About Our School - Open House Presentation	25	100%
Guest Presenter: History of Autism	29	100%

ADDITIONAL EVIDENCE AND COMMENTS

The Learning Point Summary requirement has proven an effective tool in maximizing the learning potential for meetings that occur at the end of a long day of teaching. The scoring rubric was added to provide consistency and to reinforce the importance of the meetings for training purposes.

Measure 3: Performance Proficiency Standards

100% of staff invited to return the following year will show proficiency in teaching techniques and satisfactory execution of job requirements on the NYCACS performance evaluation rubric.

METHOD

NYCACS utilizes a comprehensive, data-driven assessment of teacher and instructor performance to assess proficiency in teaching techniques and satisfactory execution of job requirements. An initial 3-month and comprehensive annual performance evaluation are conducted for all teachers and instructors. Data regarding each staff's performance of pivotal teaching skills are collected. The evaluations employ objective measures, including the following: frequency of behavior-specific praise; levels of engagement and on-task behavior of both students and staff; ability to implement a variety of teaching strategies;

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

ability to follow and implement a written behavior intervention plan; and ability to use and understand behavioral terminology. Data are collected on clearly defined areas (e.g., discrete trial instruction, incidental teaching, professionalism with colleagues, organization) that are further broken down into many discrete instructional skills (e.g. within discrete trial instruction, subcomponents include ensuring attending prior to presenting instruction, providing effective prompts, delivering appropriate levels of reinforcement). Points are assigned to each area according to a Likert Rating Scale ranging from Ineffective, to Developing, to Effective, to Highly Effective. Proficiency is defined as a rating of effective or above. To be invited to return the following year, staff must obtain a performance rating Effective or Highly Effective.

RESULTS AND EVALUATION

The table below verifies that 25 of 25, or 100%, of staff invited to return in 2018-2019 demonstrated proficiency in teaching techniques and satisfactory execution of job requirements.

Performance Proficiency Standards Met by Staff 2017-2018	
Staff Member	Performance Evaluation Rating Proficient (Yes/No)
Staff Member 1	Yes
Staff Member 2	Yes
Staff Member 3	Yes
Staff Member 4	Yes
Staff Member 5	Yes
Staff Member 6	Yes
Staff Member 7	Yes
Staff Member 8	Yes
Staff Member 9	Yes
Staff Member 10	Yes
Staff Member 11	Employment ended 5/17
Staff Member 12	Yes
Staff Member 13	Yes
Staff Member 14	Yes
Staff Member 15	Yes
Staff Member 16	Yes
Staff Member 17	Yes
Staff Member 18	Yes
Staff Member 19	Yes
Staff Member 20	Yes
Staff Member 21	Yes
Staff Member 22	Employment ended 6/18
Staff Member 23	Employment ended 6/18
Staff Member 24	Yes
Staff Member 25	Yes
Staff Member 26	Yes

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

Staff Member 27	Employment ended 6/18
Staff Member 28	Yes
Staff Member 29	Yes

ADDITIONAL EVIDENCE AND COMMENTS

The NYCACS Performance Evaluation rubric is both comprehensive and objective. Beginning at the 3-month evaluation, it provides a blueprint for individualized staff training and supervision. Areas to be strengthened are identified early and targeted for additional training and support. In the few cases where proficiency is not demonstrated after concerted effort, the decision not to continue employment is typically a mutual one.

Measure 4: Teacher Survey

Annually, teachers will express satisfaction with the school's program, based on the NYC DOE Learning Environment Survey in which the school will receive scores of 75% or higher in each of the domains surveyed by the NYC DOE. The school will obtain a 75% participation rate on the survey.

METHOD

The NYC DOE Learning Environment Survey is distributed to all NYCACS East Harlem Teachers and Instructors and anonymously solicits their responses to a variety of statements designed to measure teacher satisfaction and perception of the school across 6 domains: Rigorous Instruction; Collaborative Teachers; Supportive Environment; Effective School Leadership; Strong Family Community Ties; and Trust. The survey is completed online. By design, the survey's questions are general in nature so as to pertain to schools citywide. (Note: NYCACS students, unlike students in a typical school, do not take the survey due to their disability. As a result, scores that would otherwise combine teacher and student ratings on the same domain (Rigorous Instruction, Collaborative Teachers, Supportive Environment, Trust) reflect only the responses of NYCACS teachers.

RESULTS AND EVALUATION

NYCACS East Harlem Teachers rated NYCACS East Harlem highly in 5 of the 6 domains assessed— Collaborative Teaching, Supportive Environment, Effective School Leadership, Strong Family and Community Ties, and Trust. Participation rate was 100%, with 29 of 29 teachers and instructors responding.

NYCACS East Harlem exceeded the target of 75% and surpassed its comparison group, District 75 schools (self-contained special education programs for students with significant disabilities) in 5 of the 6 categories. The school did not meet the target for Rigorous Instruction (scoring 72%), largely due to the focus on items that are directly impacted by the nature of our students' autism: as an example, under "Quality of Student Discussion," teachers were asked the degree to which "students build on each

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

other's ideas during class discussion," "students use data or text references to support their ideas," or "students provide constructive feedback to their peers and teachers."

NYC DOE Learning Environment Survey
Teacher Satisfaction Survey Response Rate 2017-2018

Number of Responses	Number of Instructional Staff	Response Rate
29	29	100%

NYC DOE Learning Environment Survey
Teacher Satisfaction on Key Survey Results 2017-2018

Item	Percent of Respondents Satisfied
Rigorous Instruction	72%
Collaborative Teachers	94%
Supportive Environment	93%
Effective School Leadership	98%
Strong Family Community Ties	100%
Trust	98%

ADDITIONAL EVIDENCE AND COMMENTS

The NYC DOE Learning Environment Survey's has value as a generic measure of teacher satisfaction in areas held in common with schools across the city. It does NYCACS a disservice, however, when assessing performance that is directly impacted by our students' disabilities. The highly positive scores in the domains of Effective School Leadership, Strong Family Community Ties, and Trust, taken together with the equally positive scores from parents in these same domains as reported in Goal 4 Measure 2, reinforce the conclusion that NYCACS East Harlem is a highly positive environment in which to work as a professional and learn as a student.

Measure 5: BCBA Supervision

NYCACS will provide one hour per month of group and/or individual supervision for staff seeking Board Certification in Behavior Analysis (BCBA).

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The Board Certification in Behavior Analysis is a graduate level certification in behavior analysis. Certification requires the completion of a graduate degree in a related field, the completion of a defined period of supervised practical experience, and passing the BCBA certification exam. NYCACS offers experienced staff who are working toward their BCBA credential qualifying supervision hours by a board certified NYCACS staff member. Hours of supervision are documented according to the requirements of the Behavior Analysis Certification board.

RESULTS AND EVALUATION

Two staff members working towards BCBA certification successfully completed 1 hour/month of BCBA supervision from a qualified supervisor. The NYCACS instructional program is strongly enhanced by the expertise brought by its Board Certified Behavior Analysts, who in 2017-2018 numbered 5. To the extent that the school is able to support staff who are working towards their BCBA, both the program and staff retention are stronger.

BCBA Supervision 2017-2018		
Class #	Staff Member (Supervisee)	Completed 1 hr./mo. BCBA Supervision?
Class 1	Staff Member 1	Yes
Class 5	Staff Member 2	Yes

ADDITIONAL EVIDENCE AND COMMENTS

NYCACS East Harlem prides itself on attracting and retaining high-caliber ABA-trained instructors and teachers. The school will continue to provide incentives such as BCBA supervision in order to accomplish this goal.

SUMMARY OF GOAL 5: STAFF PROFFICIENCY AND SATISFACTION

Measure	Outcome
Pre- and post-test measures of staff understanding of concepts presented within training segments will show a minimum of 80% accuracy.	Mastered
Of staff in attendance, 90% will provide satisfactory written summaries of key learning points.	Mastered
100% of staff invited to return the following year, will show proficiency in teaching techniques.	Mastered

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

Annually, teachers will express satisfaction with the school's program, based on the NYC DOE Learning Environment Survey in which the school will receive scores of 75% or higher in each of the domains surveyed as designated by the NYC DOE. The school will obtain a 75% participation rate on the survey.	Domain 1 - Target Approached Domains 2 through 6 – Target Mastered Participation Target Mastered
NYCACS will provide one hour per month of group and/or individual supervision for staff seeking Board Certification in Behavior Analysis (BCBA).	Mastered

ACTION PLAN

NYCACS East Harlem will continue its highly successful staff development, supervisory and evaluation practices and continue to seek ways to enhance the satisfaction and well-being of its staff.

GOAL 6: COMMUNITY AND PROFESSIONAL OUTREACH

GOAL 6: Community and Professional Outreach

NYCACS will share practices with the broader community (including personnel, students, participants, and employees at other schools, organizations, and businesses) and raise awareness about autism and autism education. This is done through internships, training, observations, workshops, peer mentoring, conference presentations, and more.

Measure 1: Professional Observation Visits

A minimum of 10 professional observation visits across the East Harlem and Bronx sites will be conducted each year in which professionals from outside NYCACS will have the opportunity to hear a description of the NYCACS education model and observe students receiving instruction.

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

NYCACS welcomes visits by professionals from other schools, autism service providers, community organizations, charitable organizations, university students and international visitors seeking to learn more about effective autism education and the NYCACS program. NYCACS also reaches out to representatives from schools and adult services programs that may serve our students in the future, programs or enterprises that are potential resources for community based instruction, potential partners for peer mentoring, potential collaborative partners, and foundations interested in supporting autism initiatives. Finally, NYCACS actively reaches out to NYC DOE, community representatives, and government leaders to educate and advocate for high quality services for students with autism. The schools outreach efforts result in a stimulating exchange of expertise that inevitably benefits all involved.

RESULTS AND EVALUATION

NYCACS hosted a total of 16 professional observation visits across both NYCACS East Harlem and NYCACS Bronx sites, as listed below.

Professional Observations 2017-2018	
Visitor	Purpose
Curemark	Tour
Next for Autism, Inc.	Grant Site Visit
M108	Peer Mentoring Partner
Walton Family Foundation	Grant Site Visit
Project Sunshine	Tour Potential Collaboration
NYC Special Education Collaborative	Tour and Knowledge Sharing
Community Roots Charter School	Tour Observe Best Practices
NYC DOE Division of Special Education	Tour Observe Best Practices
Kennedy Child Study Center (Autism Service Provider)	Tour Potential Collaboration
The Creative Kitchen	Cooking Programming
The Center for Discovery (Autism Services Provider)	Tour Observe Best Practices
P138M	Tour Potential Collaboration
Job Path (Adult Services Provider, student focused visits)	Potential Supported Employment Placement
Rockmelon (Autism Provider, Australia)	Tour Observe Best Practices
Junior League Community Volunteer	Tour Observe Best Practices
41 st Police Precinct Auxiliary Unit	Tour Observe Best Practices

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE AND COMMENTS

In addition to the above outreach visits, NYCACS hosted students from three college and universities needing to complete classroom observation requirements for their degree programs.

Measure 2: Student Interns

During non-expansion years, a minimum of 8 student interns will be placed within NYCACS classrooms each year. If applicable, pre- and post-test scores will show understanding of concepts.

METHOD

Student interns from surrounding colleges and universities are placed at NYCACS East Harlem for either a series of observations or a hands-on 8-week training and practice period. NYCACS has formed working relationships with the sending institutions. Student interns are interviewed and are expected to meet all professional standards. The 8-week internship placements are competitive and highly sought after. In addition, NYCACS East Harlem hosts Child and Adolescent Psychiatry Fellows from Weill-Cornell Hospital seeking to gain a better understanding of autism and the impact of non-medication intervention.

RESULTS AND EVALUATION

A total of 10 interns were placed at NYCACS East Harlem, 2 from Sarah Lawrence College, 1 from Teachers College Columbia University, 1 from Cabrini University, and 6 from Weill-Cornell Hospital. Assessment of understanding of autism concepts was handled by the sending institutions.

ADDITIONAL EVIDENCE AND COMMENTS

NYCACS is pleased to offer student interns an opportunity to observe and work with students on the autism spectrum. For many of the college and university student interns, it is their first exposure to children with autism and to applied behavior analysis. NYCACS at times is fortunate to be able to hire former interns when they complete their programs. The opportunity to work with and learn from the professionals from Weill-Cornell Hospital is an added bonus for the school.

Measure 3: Peer Mentors

During non-expansion years, a minimum of 4 peer mentors will participate in the Peer Mentoring Program.

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The NYCACS Peer Mentoring Program introduces public school students, generally middle or high schoolers, to autism through highly structured training sessions. The peers then become mentors to NYCACS students working under the supervision of the NYCACS Peer Mentoring Coordinator and classroom teachers. Mentors must apply for the position, make a commitment to attend the twice weekly sessions for up to 14 weeks sessions, be on time, be professional in their interactions with NYCACS students, and share what they learn with their own classmates, friends and family.

RESULTS AND EVALUATION

5 students (one from MESA Charter High School who came on three separate occasions throughout the year, and 4 from M108 in East Harlem who came twice a week over a 4 month period) participated in the Peer Mentoring Program. The experience was highly rewarding for the mentors as well as their NYCACS peers. The program leads to a greater sense of responsibility among the mentors and cultivates a level of sensitivity and acceptance of students with autism.

ADDITIONAL EVIDENCE AND COMMENTS

The Peer Mentoring Program is a ground-breaking program, developed by NYCACS in 2006 and since replicated nationally.

Measure 4: Autism Awareness

NYCACS will conduct a minimum of 5 autism awareness outreach efforts across the East Harlem and Bronx sites, reaching at least 100 people annually.

METHOD

NYCACS conducts autism awareness outreach efforts reaching a variety of parent, community and school audiences with the intent of informing, educating, and networking. Sessions are a result of outreach by NYCACS and requests from interested groups. Attendance logs are maintained to verify the audiences reached.

RESULTS AND EVALUATION

NYCACS conducted 15 Autism Awareness sessions across the East Harlem and Bronx sites reaching an audience of 250. NYCACS Autism Awareness outreach efforts reach a broad range of audiences and address autism in general, as well as topics of specific relevance to the particular attendees.

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

Autism Awareness Presentations 2017-2018		
Topic	Audience	Attendees
Challenging Behavior	Weill-Cornell Hospital - Interdisciplinary Teams	28
Intro to Autism & Working Together	Bus Personnel, OPT Personnel (East Harlem)	11
Setting Up for Success - Medical Exams	NY Pres Pediatric Outpatient Clinic Staff: Doctors/Nurses/SW/Techs/Registrars	16
Intro to Autism, Diagnosis, and Effective Practices to Address Challenging Behavior	Kindercare: Early Intervention Therapists, Pre-K Educators, and Supervisors	28
Understanding Autism	New View Baptist Church Congregation	50
Understanding Autism & Interactive Classroom Experiences	Dream Charter School Middle School Students (session 1)	8
Interactive Classroom Experiences	Dream Charter School Middle School Students (session 2)	"
Leadership Coalition on Special Education Workshop: Individualized Curriculum	School Leaders and Professionals	15
Understanding Autism	Aim Academy Students	35
Inclusive Practices	DREAM/Real Kids Staff	27
Intro to Autism & NYCACS	X116 Co-located Campus/Teachers (session 1)	10
Including Students with Different Abilities	X116 Co-located Campus/Teachers (session 2)	"
Introduction to Autism- Peer Mentor Presentation	Introduction to Autism- Peer Mentor Presentation IS217	4
Intro to Autism and Early Detection	Lutheran Social Services of New York	7
OPT Staff and Bus Personnel	Autism Intro/School Tour (Bronx)	11

ADDITIONAL EVIDENCE AND COMMENTS

NYCACS Autism Awareness efforts contribute as well to NYCACS student recruitment efforts. The Lottery Open Houses and Information Sessions also have the effect of raising autism awareness.

Measure 5: Conference Presentation

NYC Autism Charter Schools staff will present annually at a minimum of one local, national, or international conference sharing research and/or best practices to educate students with autism.

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

NYCACS staff submit proposals to present research and best practices or speak on a panel at national, state and city professional conferences for professionals in the field of autism education and applied behavior analysis.

RESULTS AND EVALUATION

NYC Autism Charter Schools' Director of Transition and Community Outreach was a panel presenter at the New York State Applied Behavior Analysis Conference, speaking on Transition Planning for Young Adults with Autism, and reaching an audience of approximately 75 professionals.

ADDITIONAL EVIDENCE AND COMMENTS

Invitations to present at professional conferences are highly competitive. NYCACS is proud of its track record of annual presentations at major ABA conferences.

SUMMARY OF GOAL 6: COMMUNITY AND PROFESSIONAL OUTREACH

Measure	Outcome
A minimum of 10 professional observation visits across the East Harlem and Bronx sites will be conducted each year in which professionals from outside NYCACS will have the opportunity to hear a description of the NYCACS education model and observe students receiving instruction.	Mastered
During non-expansion years, a minimum of 8 student interns or 1 per class will be placed within NYCACS classrooms each year. If applicable, pre- and post-test scores will show understanding of concepts.	Mastered
During non-expansion years, a minimum of 4 peer mentors will participate in the Peer Mentoring program.	Mastered
NYCACS will conduct a minimum of 5 autism awareness outreach efforts across the East Harlem and Bronx sites, reaching an audience of at least 100 people annually.	Mastered
NYCACS staff across the East Harlem and Bronx sites will present annually at a minimum of one local, national, or international conference sharing research and/or best practices in educating students with autism.	Mastered

ACTION PLAN

NYC Autism Charter Schools' commitment to outreach to professionals, communities and parents has been part of its mission since the school's founding in 2005 and will remain so. As both the East Harlem and Bronx schools expand in 2018-2019 and the Bronx expands again in 2019-2020, we are conscious of

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

the need to focus our professional attention on maintaining the high caliber of programming for which we are known. Consequently, the NYC Autism Charter Schools will not operate full internship or peer mentoring programs during these periods. We will, however, continue all other outreach and awareness efforts, as the momentum is great and the enrichment in both directions is invaluable.

GOAL 7: FISCAL SOUNDNESS

Goal 7: Fiscal Soundness

NYCACS will establish and adhere to effective financial controls and policies that assure that it will consistently operate within its budget.

METHOD

NYCACS has established and continuously monitors all necessary internal financial control practices and procedures necessary to operate in a fiscally sound and compliant manner. Separation of responsibilities and oversight by the NYCACS Board of Trustees and its Finance Committee are ongoing. The annual independent financial audit for the fiscal year ending June 2018 is currently underway and will be submitted together with all additional required documentation by November 1, 2018.

RESULTS AND EVALUATION

Awaiting completion of Independent Fiscal Audit.



Entry 4 Expenditures per Child

Created: 07/13/2018 • Last updated: 07/19/2018

NEW YORK CENTER FOR AUTISM CS (SUNY TRUSTEES)Section Heading

Financial Information

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

1. Total Expenditures Per Child

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

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

Line 1: Total Expenditures	3189729
Line 2: Year End FTE student enrollment	33
Line 3: Divide Line 1 by Line 2	96659

2. Administrative Expenditures per Child

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

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

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

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

Line 1: Relevant Personnel Services Cost (Row)	484758
Line 2: Management and General Cost (Column)	46246
Line 3: Sum of Line 1 and Line 2	531004
Line 5: Divide Line 3 by the Year End FTE student enrollment	16091

Thank you.



**Financial Statements
and Supplementary Information**

**(Together with Independent Auditors' Report
and
Report Required by *Government Auditing Standards*)**

Year Ended June 30, 2018

M A R K S P A N E T H

ACCOUNTANTS & ADVISORS

NYC AUTISM CHARTER SCHOOLS
FINANCIAL STATEMENTS
(Together with Independent Auditors' Report
and
Report Required by *Government Auditing Standards*)
YEAR ENDED JUNE 30, 2018

TABLE OF CONTENTS

	<u>Page</u>
Independent Auditors' Report	1-2
Financial Statements:	
Statement of Financial Position	3
Statement of Activities	4
Statement of Functional Expenses	5
Statement of Cash Flows	6
Notes to Financial Statements	7-12
Supplementary Information:	
Combining Schedules of Activities by School	13
Report Required by <i>Government Auditing Standards</i>	
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 <i>Government Auditing Standards</i>	14-15

INDEPENDENT AUDITORS' REPORT

The Board of Trustees of
NYC Autism Charter Schools

Report on the Financial Statements

We have audited the accompanying financial statements of NYC Autism Charter Schools (the "Schools"), which comprise the statement of financial position as of June 30, 2018, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America 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 the Schools as of June 30, 2018, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Effective July 1, 2017, NYC Autism Charter Schools was established through the merger of New York Center for Autism Charter School and New York Center for Autism Charter School Bronx ("Bronx School"). The financial statements of New York Center for Autism Charter School as of and for the year ended June 30, 2017 were audited by us. Approximately \$536,000 of net assets from the Bronx School were merged to NYC Autism Charter Schools as of July 1, 2017 (Note 11).

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The supplementary information (shown on page 13) is presented for purposes of additional analysis of the financial statements 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 supplementary 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, based on our audit, the supplementary 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 19, 2018, on our consideration of the Schools' 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 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 the Schools' internal control over financial reporting and compliance.



New York, NY
October 19, 2018

**NYC AUTISM CHARTER SCHOOLS
STATEMENT OF FINANCIAL POSITION
AS OF JUNE 30, 2018**

ASSETS

Cash and cash equivalents (Notes 2C and 9B)	\$ 673,758
Investments, at fair value (Notes 2D, 2E, and 4)	1,960,525
Contributions and grants receivable (Notes 2F and 2H)	48,986
Prepaid expenses and other assets	9,874
Restricted cash and cash equivalents (Notes 2C and 3)	125,899
Property and equipment, net (Notes 2I and 5)	<u>444,560</u>
TOTAL ASSETS	<u>\$ 3,263,602</u>

LIABILITIES

Accounts payable and accrued expenses	\$ 218,168
Refundable advances (Note 2G)	<u>22,273</u>
TOTAL LIABILITIES	<u>240,441</u>

CONTINGENCIES (Note 7)

NET ASSETS (Note 2B)

Unrestricted	2,939,223
Temporarily restricted (Note 8)	<u>83,938</u>
TOTAL NET ASSETS	<u>3,023,161</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 3,263,602</u>

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

**NYC AUTISM CHARTER SCHOOLS
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2018**

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>
OPERATING REVENUE:			
State and local per pupil operating revenue (Notes 2G and 9A)	\$ 4,090,941	\$ -	\$ 4,090,941
Contributions from individuals (Note 2F)	142,446	-	142,446
Government grants (Notes 2G and 7B)	599,622	-	599,622
Grants from foundations (Note 2F)	25,000	75,500	100,500
Net assets released from restrictions (Note 8)	152,816	(152,816)	-
TOTAL OPERATING REVENUE	<u>5,010,825</u>	<u>(77,316)</u>	<u>4,933,509</u>
OPERATING EXPENSES (Note 2J):			
Program Services			
Regular Education	4,003,563	-	4,003,563
Total Program Services	<u>4,003,563</u>	<u>-</u>	<u>4,003,563</u>
Supporting Services			
Management and General	930,649	-	930,649
Fundraising	75,437	-	75,437
Total Supporting Services	<u>1,006,086</u>	<u>-</u>	<u>1,006,086</u>
TOTAL OPERATING EXPENSES	<u>5,009,649</u>	<u>-</u>	<u>5,009,649</u>
NET INCREASE (DECREASE) FROM OPERATIONS	<u>1,176</u>	<u>(77,316)</u>	<u>(76,140)</u>
NON-OPERATING ACTIVITIES:			
Other income (Note 4)	24,180	-	24,180
TOTAL NON-OPERATING ACTIVITIES	<u>24,180</u>	<u>-</u>	<u>24,180</u>
CHANGE IN NET ASSETS	<u>25,356</u>	<u>(77,316)</u>	<u>(51,960)</u>
Net Assets - beginning of year (Note 11)	2,913,867	161,254	3,075,121
NET ASSETS - END OF YEAR	<u>\$ 2,939,223</u>	<u>\$ 83,938</u>	<u>\$ 3,023,161</u>

**NYC AUTISM CHARTER SCHOOLS
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2018**

	<u>Program Services</u>	<u>Supporting Services</u>			
	<u>Regular Education</u>	<u>Management and General</u>	<u>Fundraising</u>	<u>Total Supporting Services</u>	<u>Total</u>
Salaries and wages	\$ 2,780,354	\$ 576,410	\$ 45,290	\$ 621,700	\$ 3,402,054
Fringe benefits and payroll taxes (Note 10)	<u>720,565</u>	<u>97,124</u>	<u>8,094</u>	<u>105,218</u>	<u>825,783</u>
Total Salaries and Related Costs	3,500,919	673,534	53,384	726,918	4,227,837
Consulting and professional fees	168,930	102,378	-	102,378	271,308
Classroom and teaching supplies	84,985	-	-	-	84,985
Repairs & maintenance	94,788	31,548	-	31,548	126,336
Insurance	31,257	7,814	-	7,814	39,071
Staff recruitment and development	1,484	13,331	-	13,331	14,815
Communications and outreach	16,708	18,742	9,346	28,088	44,796
Expensed furniture and equipment	7,928	10,003	-	10,003	17,931
Travel	2,498	2,498	-	2,498	4,996
Office expense	11,900	61,672	12,707	74,379	86,279
Depreciation and amortization	<u>82,166</u>	<u>9,129</u>	<u>-</u>	<u>9,129</u>	<u>91,295</u>
TOTAL EXPENSES	<u>\$ 4,003,563</u>	<u>\$ 930,649</u>	<u>\$ 75,437</u>	<u>\$ 1,006,086</u>	<u>\$ 5,009,649</u>

**NYC AUTISM CHARTER SCHOOLS
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2018**

CASH FLOWS FROM OPERATING ACTIVITIES:

Change in net assets	\$	(51,960)
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Adjustments to reconcile change in net assets to
net cash used in operating activities:

Unrealized loss on investments		1,517
Depreciation and amortization expense		91,295
Subtotal		40,852

Changes in operating assets and liabilities:

Decrease (increase) in assets:

Contributions and grants receivable		(48,986)
Prepaid expenses and other assets		36,972

(Decrease) increase in liabilities:

Accounts payable and accrued expenses		(12,141)
Refundable advances		(106,887)

Net Cash Used In Operating Activities		(90,190)
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CASH FLOWS FROM INVESTING ACTIVITIES:

Increase in restricted cash		(55,855)
Purchases of property and equipment		(313,264)
Proceeds from maturity of investments		2,005,000
Purchase of investments		(1,870,805)

Net Cash Used in Investing Activities		(234,924)
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NET DECREASE IN CASH AND CASH EQUIVALENTS		(325,114)
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Cash and cash equivalents - beginning of year		998,872
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CASH AND CASH EQUIVALENTS - END OF YEAR	\$	673,758
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The accompanying notes are an integral part of these financial statements.

**NYC AUTISM CHARTER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018**

NOTE 1 – ORGANIZATION AND NATURE OF ACTIVITIES

New York Center for Autism Charter School (“East Harlem School”) is an education corporation formed in 2005 to operate a charter school located in the City of New York, borough of Manhattan. In July 2005, the Board of Regents of the University of the State of New York (the “Board”), for and on behalf of the State Education Department, granted a provisional charter valid for a term of five years, incorporating the School. On April 20, 2010, the Board granted the School a first charter renewal valid for an additional term of five years through and including April 14, 2015. On June 10, 2015, the Board granted the School a second and third charter renewal valid for an additional term of five years through and including June 30, 2020.

During the year ended June 30, 2016, the East Harlem School received from the State University of New York Charter Schools Institute authorization of the granting of a new charter to establish a New York Center for Autism Charter School Bronx (“Bronx School”) that will operate identically to the current Manhattan school. The new Bronx School opened in September 2017 for the 2017-18 school year.

Effective July 1, 2017, East Harlem School and the Bronx School merged under one Education Corporation, with the Bronx School Employer Identification Number and the combined entity is known as NYC Autism Charter Schools (the “Schools”). The Schools operates two separate schools as divisions of the Schools, identified as NYC Autism Charter School East Harlem and NYC Autism Charter School Bronx.

The Schools’ mission is to provide individualized, scientifically-based educational services to children with autism and other pervasive developmental disorders. The Schools promote the achievement of high educational standards and the full intellectual, social, physical, and emotional potential of each of its students. It extends its educational programming beyond the Schools’ walls through training, consultation, and support for students’ families. The Schools also offer ongoing professional development opportunities to its staff, as well as to other educators in New York City and the surrounding area. The Schools are exempt from federal income tax under Section 501(a) of the Internal Revenue Code and is classified as an organization described in Section 501(c)(3).

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

- A. ***Basis of Accounting*** – The Schools prepare its financial statements using the accrual basis of accounting. The Schools adhere to accounting principles generally accepted in the United States of America.
- B. ***Basis of Presentation*** – The Schools maintain its net assets under the following two classes;
- Unrestricted – represents net assets not subject to donor-imposed stipulations. Contributions are considered available for unrestricted use unless specifically restricted by the donor.
- Temporarily Restricted – represents net assets subject to donor-imposed stipulations that will be met by actions of the Schools or by the passage of time.
- C. ***Cash and Cash Equivalents*** – Cash equivalents include all highly liquid instruments purchased with maturities of 90 days or less.
- D. ***Investments*** – Investments are stated at fair value. Donated securities are recorded at their fair values on the date received using an average of the high and low price on the date received. Investment income is recorded as revenue in the period earned.

**NYC AUTISM CHARTER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018**

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

- E. ***Fair Value Measurements*** – Fair value measurements are the prices that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. In order to increase consistency and comparability in fair value measurements, a fair value hierarchy prioritizes observable and unobservable inputs used to measure fair value into three levels, as described in Note 4.
- F. ***Contributions and Grants*** – Contributions received, including unconditional promises to give, are recognized as revenues in the appropriate category of net assets in the period received. Conditional promises to give are recognized when they become unconditional, that is, when the conditions are substantially met. All contributions receivable are expected to be collected within one year.
- G. ***Government Support*** – State and local per pupil revenue resulting from the Schools' charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement.

Revenue from federal, state and local government grants and contract are recorded by the Schools when qualifying expenditures are incurred and billable. Funds received in advance for which expenditures have not been incurred are reflected as refundable advances in the accompanying statement of financial position.

- H. ***Contributions and Grants Receivable*** – Contributions and grants receivables are stated at the amount management expects to collect from outstanding balances. The Schools provide an allowance for doubtful accounts for receivables. This estimate is based on management's assessment of the aged basis of its government funding sources, current economic conditions and creditworthiness of its donors and grantors. The Schools determined that no allowance for doubtful accounts was necessary as of June 30, 2018.
- I. ***Property and Equipment*** – The Schools capitalize property and equipment having a cost of \$500 or more and a useful life of at least one year. Depreciation is recognized using the straight-line method over the estimated useful lives of the respective assets. Leasehold improvements are amortized on a straight-line basis over the lesser of the life of the improvements or the charter term.
- J. ***Functional Allocation of Expenses*** – The Schools allocate expenses on a functional basis among its programs and supporting services. Expenses that can be identified as belonging to a specific program and/or support service are allocated directly according to their natural expense classification.
- K. ***Use of Estimates*** – The preparation of financial statements in conformity with U.S. GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingencies at the date of the financial statements, and revenues and expenses recognized during the reporting period. Actual results could differ from those estimates.

NOTE 3 – RESTRICTED CASH

The New York City Department of Education (the "NYCDOE") requires the Schools to maintain funds in a separate cash account to have funds available to ensure an orderly liquidation, dissolution or transition process if the Schools charters were to be terminated or the Schools were closed for other reasons. Restricted cash amounted to \$125,899 as of June 30, 2018.

**NYC AUTISM CHARTER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018**

NOTE 4 – INVESTMENTS AND FAIR VALUE MEASUREMENTS

Investments consisted of the following as of June 30, 2018 and were classified in the table below in two of the three levels as follows:

	<u>Level 1</u>	<u>Level 2</u>	<u>Total</u>
Certificates of deposit	\$ -	\$ 1,871,366	\$ 1,871,366
Money market funds	<u>89,159</u>	<u>-</u>	<u>89,159</u>
Total investments	<u>\$ 89,159</u>	<u>\$ 1,871,366</u>	<u>\$ 1,960,525</u>

Investments are subject to market volatility that could substantially change their carrying values in the near term.

Investment income consisted of the following for the year ended June 30, 2018 and is included in other income in the accompanying statement of activities:

Interest and dividends	\$ 22,025
Unrealized loss on investments	<u>(1,517)</u>
Total	<u>\$ 20,508</u>

The fair value hierarchy defines three levels as follows:

Level 1: Valuations based on quoted prices (unadjusted) in an active market that are accessible at the measurement date for identical assets or liabilities. The fair value hierarchy gives the highest priority to Level 1 inputs. Level 1 valuations are obtained from real-time quotes for transactions in active exchange markets involving identical assets.

Level 2: Valuations for assets and liabilities traded in less active dealer or broker markets. Valuations are obtained from third-party pricing services for identical or similar assets or liabilities.

Level 3: Valuations for assets and liabilities that are derived from other valuation methodologies, including option pricing models, discounted cash flow models or similar techniques, and not based on market exchange, dealer, or broker-traded transactions. Level 3 valuations incorporate certain assumptions and projections in determining the fair value assigned to such assets or liabilities.

In determining fair value, the Schools utilizes valuation techniques that maximize the use of observable inputs and minimize the use of unobservable inputs to the extent possible in its assessment of fair value. Investments in money market funds are valued using market prices in active markets (Level 1). Investments in certificates of deposit are valued based on average daily yields and other observable inputs (Level 2).

The Schools' policy is to recognize transfers in and out between fair value levels as of the beginning of the period in which the transfer takes place. During the year ended June 30, 2018, no such transfers between fair value levels occurred.

**NYC AUTISM CHARTER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018**

NOTE 5 – PROPERTY AND EQUIPMENT, NET

Property and equipment consisted of the following as of June 30, 2018:

		<u>Estimated Useful Lives</u>
Furniture and fixtures	\$ 376,530	5 years
Computer equipment	417,511	3 years
Leasehold improvements	<u>618,884</u>	Remaining charter term
	1,412,925	
Less: accumulated depreciation and amortization	<u>(968,365)</u>	
Total	<u>\$ 444,560</u>	

Depreciation and amortization expense amounted to \$91,295 for the year ended June 30, 2018.

NOTE 6 – SCHOOL FACILITIES

- A. East Harlem School has a Facility Shared Use Agreement (the “Facility Agreement”) with the NYCDOE for dedicated and shared space at P.S. 50, a New York City public school located at 433 East 100th Street, New York, New York at a cost of \$1 per year. The total square footage utilized by East Harlem School during the year ended June 30, 2018 amounted to approximately 8,200 square feet. East Harlem School will continue to operate under the terms of the Facility Agreement unless either party terminates the Facility Agreement with appropriate notice. In addition, East Harlem School continues to be responsible for any overtime-related costs for services provided beyond the regular opening hours.
- B. Bronx School is co-located on the 4th floor of 1180 Tinton Avenue in the Bronx. The space houses 8 classrooms, 1 student gym, 1 staff room and multiple administrative spaces. Each classroom is approximately 600 square feet, and the school occupies approximately 7500 square feet at the site. Bronx School was requested by the NYCDOE to re-locate after 1 year in existence due to changed space planning.

NOTE 7 – CONTINGENCIES

- A. The Schools believe it had no uncertain tax positions as of June 30, 2018, in accordance with Accounting Standards Codification (“ASC”) Topic 740, “Income Taxes,” which provides standards for establishing and classifying any tax provisions for uncertain tax positions.
- B. Certain grants and contracts may be subject to audit by funding sources. Such audits might result in disallowances of costs submitted for reimbursement by the Schools. Management is of the opinion that such disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

**NYC AUTISM CHARTER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018**

NOTE 8 – TEMPORARILY RESTRICTED NET ASSETS

Temporarily restricted net assets were available for the following purposes as of June 30, 2018:

Purpose restricted:

Extended school-year program	\$ 75,000
Transition program	<u>8,938</u>
	<u>\$ 83,938</u>

For the year ended June 30, 2018, temporarily restricted net assets were released from donor restrictions by incurring expenses satisfying the restricted purposes or by the occurrence of other events specified by donors as follows:

Purpose restrictions accomplished:

Extended school-year program	\$ 45,000
Payroll for two positions	104,000
Other	<u>3,816</u>
	<u>\$ 152,816</u>

NOTE 9 – CONCENTRATIONS

- A. The Schools receive a majority of its revenues from the New York State Education Department through the New York City Department of Education Office of Schools. The New York City Department of Education provides general operating support to the Schools based upon the location and the number of students enrolled. Operating support provided to the Schools by the New York City Department of Education totaled \$4,090,941 for the year ended June 30, 2018. The Schools are dependent upon this level of funding in order to continue its operations.
- B. Cash accounts that potentially subject the Schools to a concentration of credit risk include cash accounts with banks that exceed the Federal Deposit Insurance Corporation ("FDIC") insurance limits. Cash accounts are insured up to \$250,000 per depositor. As of June 30, 2018, there was approximately \$435,000 of cash and cash equivalents held by a bank that exceeded FDIC limits.

NOTE 10 – PENSION PLAN

The Schools maintain a defined contribution plan ("Plan") in accordance with the provisions of Section 401(k) of the Internal Revenue Code. This Plan is available to all eligible full-time employees who have at least one year of service. The Schools, at its own discretion, can make matching and nonelective contributions. Effective July 1, 2013, the Plan was amended to match each participant's contribution, up to a maximum 3% of gross compensation. Contributions amounted to \$42,628 for the year ended June 30, 2018, and are included in fringe benefits and payroll taxes in the accompanying statement of functional expenses.

**NYC AUTISM CHARTER SCHOOLS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018**

NOTE 11 – MERGER

Pursuant to an order of consolidation and extension to provisional charter dated June 8, 2017 (the “Order”), by the University of the State of New York, Education Department, the Bronx School Corporation and the East Harlem School Corporation consolidated its operations. The order consolidated the corporations under the name “NYC Autism Charter Schools”, effective July 1, 2017 (the “Merger Date”) and the separate existence of the two educational corporations ceased on the merger date. The amounts recognized as of the Merger Date for each major class of assets and liabilities and each class of net assets are as follows:

As of July 1, 2017					
	East Harlem School	Bronx School	Elimination		Total NYC Autism Schools
			Debit	Credit	
Assets					
Cash and cash equivalents	\$ 199,709	\$ 799,163	\$ -	\$ -	\$ 998,872
Investments, at fair value	2,096,237	-	-	-	2,096,237
Due from related party	218,894	-	-	(218,894)	-
Prepaid expenses and other assets	21,939	24,907	-	-	46,846
Restricted cash and cash equivalents	70,044	-	-	-	70,044
Property and equipment	997,830	101,831	-	-	1,099,661
Accumulated depreciation	(877,070)	-	-	-	(877,070)
Property and equipment, net	120,760	101,831	-	-	222,591
Liabilities					
Accounts payable and accrued expenses	166,651	63,658	-	-	230,309
Due to related party	-	218,894	(218,894)	-	-
Refundable advances	22,273	106,887	-	-	129,160
Net assets					
Unrestricted	2,377,405	536,462	-	-	2,913,867
Temporarily restricted	161,254	-	-	-	161,254
Total net assets	\$ 2,538,659	\$ 536,462	\$ -	\$ -	\$ 3,075,121

NOTE 12 – SUBSEQUENT EVENTS

Subsequent to year end, the Bronx School was relocated to a different facility. Leasehold improvements of approximately \$92,000 as of June 30, 2018 will be written off during the fiscal year 2019.

Management has evaluated, for potential accrual or disclosure, events subsequent to the date of the statements of financial position through October 19, 2018, the date the financial statements were available to be issued.

NYC AUTISM CHARTER SCHOOLS
COMBINING SCHEDULES OF ACTIVITIES BY SCHOOL
FOR THE YEAR ENDED JUNE 30, 2018

	<u>East Harlem School</u>			<u>Bronx School</u>			<u>Total</u>		
	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>
OPERATING REVENUE:									
State and local per pupil operating revenue	\$ 2,998,441	\$ -	\$ 2,998,441	\$ 1,092,500	\$ -	\$ 1,092,500	\$ 4,090,941	\$ -	\$ 4,090,941
Contributions from individuals	130,326	-	130,326	12,120	-	12,120	142,446	-	142,446
Government grants	29,312	-	29,312	570,310	-	570,310	599,622	-	599,622
Grants from foundations	25,000	45,500	70,500	-	30,000	30,000	25,000	75,500	100,500
Net assets released from restrictions	<u>152,816</u>	<u>(152,816)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>152,816</u>	<u>(152,816)</u>	<u>-</u>
TOTAL OPERATING REVENUE	<u>3,335,895</u>	<u>(107,316)</u>	<u>3,228,579</u>	<u>1,674,930</u>	<u>30,000</u>	<u>1,704,930</u>	<u>5,010,825</u>	<u>(77,316)</u>	<u>4,933,509</u>
OPERATING EXPENSES:									
Program Services									
Regular Education	<u>2,793,141</u>	<u>-</u>	<u>2,793,141</u>	<u>1,210,422</u>	<u>-</u>	<u>1,210,422</u>	<u>4,003,563</u>	<u>-</u>	<u>4,003,563</u>
Total Program Services	<u>2,793,141</u>	<u>-</u>	<u>2,793,141</u>	<u>1,210,422</u>	<u>-</u>	<u>1,210,422</u>	<u>4,003,563</u>	<u>-</u>	<u>4,003,563</u>
Supporting Services									
Management and General	<u>499,824</u>	<u>-</u>	<u>499,824</u>	<u>430,825</u>	<u>-</u>	<u>430,825</u>	<u>930,649</u>	<u>-</u>	<u>930,649</u>
Fundraising	<u>43,410</u>	<u>-</u>	<u>43,410</u>	<u>32,027</u>	<u>-</u>	<u>32,027</u>	<u>75,437</u>	<u>-</u>	<u>75,437</u>
Total Supporting Services	<u>543,234</u>	<u>-</u>	<u>543,234</u>	<u>462,852</u>	<u>-</u>	<u>462,852</u>	<u>1,006,086</u>	<u>-</u>	<u>1,006,086</u>
TOTAL OPERATING EXPENSES	<u>3,336,375</u>	<u>-</u>	<u>3,336,375</u>	<u>1,673,274</u>	<u>-</u>	<u>1,673,274</u>	<u>5,009,649</u>	<u>-</u>	<u>5,009,649</u>
NET INCREASE (DECREASE) FROM OPERATIONS	<u>(480)</u>	<u>(107,316)</u>	<u>(107,796)</u>	<u>1,656</u>	<u>30,000</u>	<u>31,656</u>	<u>1,176</u>	<u>(77,316)</u>	<u>(76,140)</u>
NON-OPERATING ACTIVITIES:									
Other income	<u>23,628</u>	<u>-</u>	<u>23,628</u>	<u>552</u>	<u>-</u>	<u>552</u>	<u>24,180</u>	<u>-</u>	<u>24,180</u>
TOTAL NON-OPERATING ACTIVITIES	<u>23,628</u>	<u>-</u>	<u>23,628</u>	<u>552</u>	<u>-</u>	<u>552</u>	<u>24,180</u>	<u>-</u>	<u>24,180</u>
CHANGE IN NET ASSETS	<u>23,148</u>	<u>(107,316)</u>	<u>(84,168)</u>	<u>2,208</u>	<u>30,000</u>	<u>32,208</u>	<u>25,356</u>	<u>(77,316)</u>	<u>(51,960)</u>
Net Assets - beginning of year	<u>2,377,405</u>	<u>161,254</u>	<u>2,538,659</u>	<u>536,462</u>	<u>-</u>	<u>536,462</u>	<u>2,913,867</u>	<u>161,254</u>	<u>3,075,121</u>
NET ASSETS - END OF YEAR	<u>\$ 2,400,553</u>	<u>\$ 53,938</u>	<u>\$ 2,454,491</u>	<u>\$ 538,670</u>	<u>\$ 30,000</u>	<u>\$ 568,670</u>	<u>\$ 2,939,223</u>	<u>\$ 83,938</u>	<u>\$ 3,023,161</u>

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
NYC Autism Charter Schools

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 NYC Autism Charter Schools (the "Schools"), which comprise the statement of financial position as of June 30, 2018, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 19, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Schools' 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 the Schools' internal control. Accordingly, we do not express an opinion on the effectiveness of the Schools' 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 the Schools' financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

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

Handwritten signature of Marks Paneth in dark ink.

New York, NY
October 19, 2018



Transmittal Form
Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

Charter School Name:	New York Center for Autism Charter School	▼
Audit Period:	2017-18	▼
Prior Period:	2016-17	▼
Report Due Date:	Thursday, November 01, 2018	
Date Submitted:	Select from drop-down list →	▼
School Fiscal Contact Name:	Mark Saretsky	
School Fiscal Contact Email:	msaretsky@nycacharterschool.org	
School Fiscal Contact Phone:	212-860-2580	
School Audit Firm Name:	Marks Paneth	
School Audit Contact Name:	XiXi Dong	
School Audit Contact Email:	xdong@markspaneth.com	
School Audit Contact Phone:	212-710-1828	

Please submit the following items to the SUNY Charter Schools Institute via Epicenter:

Online Portal: <https://my.epicenternow.org/Home.aspx>

Required Items:

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

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

And, if applicable:

Item	If not included, state the reason(s) below. Or, if not applicable fill in "N/A"
Management Letter	
Management Letter Response	
Form 990; or Extension Form 9868	
Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	
Corrective Action Plan	

Please also submit the following items to the New York State Education Department via online portal:

Online Portal: <https://nysed-cso.fluidreview.com>

Required Items:

- 1) This transmittal form (a copy of the Excel file containing the four schedules Does NOT need to be included)
- 2) Audited Financial Report;

And, if applicable:

- 3) Management Letter and Response;
- 4) Federal Single Audit/Uniform Guidance in 2 CFR Part 200, Subpart F.

NEW YORK CENTER FOR AUTISM CHARTER SCHOOL
Statement of Financial Position
as of June 30, 2018

<u>ASSETS</u>	<u>2017-18</u>	<u>2016-17</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$ -	\$ -
Grants and contracts receivable	-	-
Accounts receivables	-	-
Prepaid expenses	-	-
Contributions and other receivables	-	-
TOTAL CURRENT ASSETS	-	-
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	-	-
<u>OTHER ASSETS</u>	-	-
TOTAL ASSETS	-	-
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ -	\$ -
Accrued payroll and benefits	-	-
Deferred Revenue	-	-
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	-	-
Other	-	-
TOTAL CURRENT	-	-
<u>LONG-TERM LIABILITIES</u>		
Deferred Rent	-	-
All other long-term debt and notes payable, net current maturities	-	-
LIABILITIES	-	-
TOTAL LIABILITIES	-	-
<u>NET ASSETS</u>		
Unrestricted	-	-
Temporarily restricted	-	-
TOTAL NET ASSETS	-	-

**TOTAL LIABILITIES AND
NET ASSETS**

-	-
---	---

CK - Should be zero

- -

NEW YORK CENTER FOR AUTISM CHARTER SCHOOL

Statement of Activities

as of June 30, 2018

	2017-18			2016-17
	Unrestricted	Temporarily Restricted	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ -	\$ -	\$ -	\$ -
Students with disabilities	2,998,441	-	2,998,441	2,923,109
Grants and Contracts				
State and local	29,312	-	29,312	-
Federal - Title and IDEA	-	-	-	-
Federal - Other	-	-	-	-
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	3,027,753	-	3,027,753	2,923,109
EXPENSES				
Program Services				
Regular Education	\$ -	\$ -	\$ -	\$ -
Special Education	2,793,141	-	2,793,141	2,566,327
Other Programs	-	-	-	-
Total Program Services	2,793,141	-	2,793,141	2,566,327
Management and general	499,824	-	499,824	548,105
Fundraising	43,410	-	43,410	66,797
TOTAL OPERATING EXPENSES	3,336,375	-	3,336,375	3,181,229
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	(308,622)	-	(308,622)	(258,120)
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ 25,000	\$ 45,500	\$ 70,500	\$ -
Individuals	130,326	-	130,326	96,167
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	20,015	-	20,015	-
Miscellaneous income	3,613	-	3,613	16,840
Net assets released from restriction	152,816	(152,816)	-	66,438
TOTAL SUPPORT AND OTHER REVENUE	331,770	(107,316)	224,454	179,445

CHANGE IN NET ASSETS	23,148	(107,316)	(84,168)	(78,675)
NET ASSETS BEGINNING OF YEAR	2,377,405	161,254	2,538,659	2,456,080
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	<u>\$ 2,400,553</u>	<u>\$ 53,938</u>	<u>\$ 2,454,491</u>	<u>\$ 2,377,405</u>

NEW YORK CENTER FOR AUTISM CHARTER SCHOOL
Statement of Cash Flows
as of June 30, 2018

	2017-18	2016-17
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ -	\$ -
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	-	-
Grants Receivable	-	-
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	-	-
Accounts Payable	-	-
Accrued Expenses	-	-
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	-	-
Interest payments	-	-
Other	-	-
Other	-	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ -	\$ -
CASH FLOWS - INVESTING ACTIVITIES	\$ -	\$ -
Purchase of equipment	-	-
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ -	\$ -
CASH FLOWS - FINANCING ACTIVITIES	\$ -	\$ -
Principal payments on long-term debt	-	-
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ -	\$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ -	\$ -
Cash at beginning of year	-	-
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ -	\$ -

NEW YORK CENTER FOR AUTISM CHARTER SCHOOL

Statement of Functional Expenses

as of June 30, 2018

		2017-18						
	No. of Positions	Program Services				Supporting Services		
		Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$
Administrative Staff Personnel	5.00	-	54,200	-	54,200	28,056	328,054	356,110
Instructional Personnel	32.00	-	1,618,242	-	1,618,242	-	-	-
Non-Instructional Personnel	1.00	-	112,500	-	112,500	-	-	-
Total Salaries and Staff	38.00	-	1,784,942	-	1,784,942	28,056	328,054	356,110
Fringe Benefits & Payroll Taxes		-	606,170	-	606,170	4,165	76,344	80,509
Retirement		-	20,979	-	20,979	539	9,951	10,490
Management Company Fees		-	-	-	-	-	-	-
Legal Service		-	-	-	-	-	4,778	4,778
Accounting / Audit Services		-	-	-	-	-	26,083	26,083
Other Purchased / Professional / Consulting Services		-	31,001	-	31,001	-	-	-
Building and Land Rent / Lease / Facility Finance Interest		-	-	-	-	-	-	-
Repairs & Maintenance		-	86,557	-	86,557	-	5,401	5,401
Insurance		-	15,640	-	15,640	-	3,910	3,910
Utilities		-	-	-	-	-	-	-
Supplies / Materials		-	35,776	-	35,776	-	-	-
Equipment / Furnishings		-	9,359	-	9,359	-	8,006	8,006
Staff Development		-	7,676	-	7,676	-	-	-
Marketing / Recruitment		-	7,897	-	7,897	-	9,440	9,440
Technology		-	49,278	-	49,278	-	5,475	5,475
Food Service		-	-	-	-	-	-	-
Student Services		-	23,571	-	23,571	-	-	-
Office Expense		-	60,000	-	60,000	10,650	14,133	24,783
Depreciation		-	48,650	-	48,650	-	5,406	5,406
OTHER		-	5,645	-	5,645	-	2,843	2,843
Total Expenses		\$	\$ 2,793,141	\$	\$ 2,793,141	\$ 43,410	\$ 499,824	\$ 543,234

		2016-17	
Total			
\$		\$	
410,310		484,758	
1,618,242		1,515,883	
112,500		125,345	
2,141,052		2,125,986	
686,679		651,046	
31,469		31,469	
-		-	
4,778		4,778	
26,083		26,083	
31,001		19,735	
-		-	
91,958		16,781	
19,550		28,812	
-		-	
35,776		74,057	
17,365		6,912	
7,676		11,447	
17,337		7,897	
54,753		51,318	
-		-	
23,571		-	
84,783		70,184	
54,056		54,724	
8,488		-	
\$ 3,336,375		\$ 3,181,229	



Charter Schools Institute
The State University of New York

GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

TEMPLATE TABS

1- GRAY tab contains the Instructions




Instructions	Provides description of tabs and input requirements.
Funding by District	Charter School Tuition Rates

2- BLUE tabs require input of information

1.) Name of School	>Select school name from list. >Enter contact information.
2.) Enrollment	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
3.) Staffing Plan	Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter
4.) Yearly Budget	Enter Yearly Budget information. Includes: >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. (Note: Quarterly Revenue allocation may be set) >Budgeted Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses >Budget Revisions, as necessary and <i>approved</i> by the school's Board of Directors, should be submitted when submitting Quarterly Actuals
5.) Balance Sheet	Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab. >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.

6.) Quarterly Report	Enter Actual Quarterly Report information . Includes: >Actual Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Actual FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses
7.) Annual Report Requirement	Complete when submitting Actual Quarter 4.

CELL COLORS & GUIDANCE COMMENTS

-  = Enter information into the light BLUE shaded cells.
-  = Cells labeled in ORANGE containe guidance regarding the input of information.
-  = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Ver. 20180531

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**



ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

New York Center for Autism Charter School

SCHOOL

Name:	New York Center for Autism Charter School
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CONTACT INFORMATION

Contact Name:	Mark Saretsky
Contact Title:	CFO
Contact Email:	msaretsky@nycacharterschool.org
Contact Phone:	212-860-2580

REPORT PERIOD

Current Academic Year:	2018-19
Prior Academic Year:	2017-18

NEW YORK CENTER FOR AUTISM CHARTER SCHOOL
2018-19

ENROLLMENT BY GRADES

GRADES	K	1	2	3	4	5	6	7
INITIAL BUDGETED ENROLLMENT								
TOTAL ENROLLMENT = 40								

ENROLLMENT BY DISTRICT

[illegible]

[illegible]

[illegible]

PLAN - FULL TIME EQUIVALENT

STAFFING PLAN - FULL TIME EQUIVALENT ("FTE")

***NOTE:** Enter the number of FTE positions in the "blue" cells.

***NOTE:** Enter the number of FTE positions in the "blue" cells.

***NOTE:** If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK.

***NOTE:**

ADMINISTRATIVE PERSONNEL FTE	ADMINISTRATIVE PERSONNEL FTE
Executive Management	Executive Management
Instructional Management	Instructional Management
Deans, Directors & Coordinators	Deans, Directors & Coordinators
CFO / Director of Finance	CFO / Director of Finance
Operation / Business Manager	Operation / Business Manager
Administrative Staff	Administrative Staff
TOTAL ADMINISTRATIVE STAFF	TOTAL ADMINISTRATIVE STAFF

PRIOR YEAR
2017-18
ACTUAL
0.0

ANNUAL BUDGETED FTE							
Q1		Q2		Q3		Q4	
Original	Revised	Original	Revised	Original	Revised	Original	Revised
0.5		0.5		0.5		0.5	
1.0		1.0		1.0		1.0	
2.5		2.5		2.5		2.5	
0.5		0.5		0.8		0.8	
1.0		0.8		0.5		0.5	
1.5		1.5		1.5		1.5	
7.0	0.0	6.8	0.0	6.8	0.0	6.8	0.0

PRIOR YEAR
2017-18
ACTUAL

INSTRUCTIONAL PERSONNEL FTE	INSTRUCTIONAL PERSONNEL FTE
Teachers - Regular	Teachers - Regular
Teachers - SPED	Teachers - SPED
Substitute Teachers	Substitute Teachers
Teaching Assistants	Teaching Assistants
Specialty Teachers	Specialty Teachers
Aides	Aides
Therapists & Counselors	Therapists & Counselors
Other	Other
TOTAL INSTRUCTIONAL	TOTAL INSTRUCTIONAL

PRIOR YEAR
2017-18
ACTUAL
0.0

ANNUAL BUDGETED FTE							
Q1		Q2		Q3		Q4	
Original	Revised	Original	Revised	Original	Revised	Original	Revised
10.0		10.0		10.0		10.0	
17.0		17.0		17.0		17.0	
8.0		8.0		8.0		8.0	
3.0		3.0		3.0		3.0	
38.0	0.0	38.0	0.0	38.0	0.0	38.0	0.0

PRIOR YEAR
2017-18
ACTUAL

NON-INSTRUCTIONAL PERSONNEL FTE	NON-INSTRUCTIONAL PERSONNEL FTE
Nurse	Nurse
Librarian	Librarian
Custodian	Custodian
Security	Security
Other	Other
TOTAL NON-INSTRUCTIONAL	TOTAL NON-INSTRUCTIONAL

PRIOR YEAR
2017-18
ACTUAL
0.0

ANNUAL BUDGETED FTE							
Q1		Q2		Q3		Q4	
Original	Revised	Original	Revised	Original	Revised	Original	Revised
0.2		0.2		0.2		0.2	
0.2	0.0	0.2	0.0	0.2	0.0	0.2	0.0

PRIOR YEAR
2017-18
ACTUAL

TOTAL PERSONNEL SERVICE FTE	TOTAL PERSONNEL SERVICE FTE
-----------------------------	-----------------------------

0.0

45.2	0.0	45.0	0.0	45.0	0.0	45.0	0.0
------	-----	------	-----	------	-----	------	-----

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WORK CENTER FOR AUTISM CHART 2018-19

PLAN - FULL TIME EQUIVALENT

***NOTE:** Enter the number of FTE positions in the "blue" cells.

Should be input.

***NOTE:** State the assumptions that are being made for personnel FTE levels.

ADMINISTRATIVE PERSONNEL FTE	
	Q4
	Actual
Executive Management	
Instructional Management	
Deans, Directors & Coordinators	
CFO / Director of Finance	
Operation / Business Manager	
Administrative Staff	
TOTAL ADMINISTRATIVE STAFF	0.0

Description of Assumptions
split 2 schools
Transition Coord, Compliance, adolescent mgr.
Dir. of Finance 1-1-19 split 2 schools
Bus. Mgr. leaves 10-31-18
Office Mgr, Exec Admin Assist split 2 schools

INSTRUCTIONAL PERSONNEL FTE	
	Q4
	Actual
Teachers - Regular	
Teachers - SPED	
Substitute Teachers	
Teaching Assistants	
Specialty Teachers	
Aides	
Therapists & Counselors	
Other	
TOTAL INSTRUCTIONAL	0.0

Description of Assumptions
Instructors
Lead Instructors
Clinical Supervisors

NON-INSTRUCTIONAL PERSONNEL FTE	
	Q4
	Actual
Nurse	
Librarian	
Custodian	
Security	
Other	
TOTAL NON-INSTRUCTIONAL	0.0

Description of Assumptions
clerical aide

TOTAL PERSONNEL SERVICE FTE	0.0
-----------------------------	-----

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		NEW YORK CENTER FOR AUTISM CHARTER SCHOOL							
		Budget / Operating Plan							
		2018-19							
Total Revenue		-	898,039	-	-	968,889	-	-	954,039
Total Expenses		-	951,369	-	-	913,795	-	-	897,385
Net Income		-	(53,331)	-	-	55,094	-	-	56,654
Actual Student Enrollment		-	40	-	-	40	-	-	40
		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
		2017-18 Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
REVENUE		Allocate Per Pupil Revenue by Quarter	*NOTE: If there are NO budget revisions at the time of quarterly submittal leave If budget revisions ARE made, the entire "REVISED" budget columns for the affected						
REVENUES FROM STATE SOURCES	2018-19	PPR %/Qtr->	25.0%	25.0%		25.0%	25.0%		25.0%
Per Pupil Revenue	Per Pupil Rate								
NYC CHANCELLOR'S OFFICE	15,307		-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-		-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	15,307		-	-	-	-	-	-	-
Special Education Revenue			893,538.75		-	893,538.75		-	893,538.75
Grants									
Stimulus					-			-	
DYCD (Department of Youth and Community Development)					-			-	
Other					-	14,850		-	
NYC DoE Rental Assistance									
Other					-			-	
TOTAL REVENUE FROM STATE SOURCES			-	893,539	-	-	908,389	-	-
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs					-			-	
Title I					-			-	
Title Funding - Other					-			-	
School Food Service (Free Lunch)					-			-	
Grants									

	NEW YORK CENTER FOR AUTISM CHARTER SCHOOL Budget / Operating Plan 2018-19							
Total Revenue	-	898,039	-	-	968,889	-	-	954,039
Total Expenses	-	951,369	-	-	913,795	-	-	897,385
Net Income	-	(53,331)	-	-	55,094	-	-	56,654
Actual Student Enrollment	-	40	-	-	40	-	-	40
	Prior Year Actual 2017-18 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
Charter School Program (CSP) Planning & Implementation				-			-	
Other				-			-	
Other				-			-	
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE								
Contributions and Donations		3,000		-			-	
Fundraising				-	59,000		-	59,000
Erate Reimbursement				-			-	
Earnings on Investments				-			-	
Interest Income		1,500		-	1,500		-	1,500
Food Service (Income from meals)				-			-	
Text Book				-			-	
OTHER				-			-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	4,500	-	-	60,500	-	-	60,500
TOTAL REVENUE	-	898,039	-	-	968,889	-	-	954,039

		NEW YORK CENTER FOR AUTISM CHARTER SCHOOL							
		Budget / Operating Plan							
		2018-19							
Total Revenue		-	898,039	-	-	968,889	-	-	954,039
Total Expenses		-	951,369	-	-	913,795	-	-	897,385
Net Income		-	(53,331)	-	-	55,094	-	-	56,654
Actual Student Enrollment		-	40	-	-	40	-	-	40
		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31
		2017-18 Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
EXPENSES									
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions							
Executive Management	0.50		23,333		-	23,333		-	23,333
Instructional Management	1.00		29,469		-	29,469		-	29,469
Deans, Directors & Coordinators	2.50		56,084		-	56,084		-	56,084
CFO / Director of Finance	0.63		15,225		-	15,225		-	28,975
Operation / Business Manager	0.70		23,750		-	17,054		-	13,706
Administrative Staff	1.50		22,432		-	22,432		-	22,432
TOTAL ADMINISTRATIVE STAFF	6.83	-	170,293	-	-	163,597	-	-	173,999
INSTRUCTIONAL PERSONNEL COSTS									
Teachers - Regular	-				-			-	
Teachers - SPED	10.00		152,700		-	152,700		-	152,700
Substitute Teachers	-				-			-	
Teaching Assistants	17.00		175,220		-	175,220		-	175,220
Specialty Teachers	8.00		85,878		-	85,878		-	85,878
Aides	-				-			-	
Therapists & Counselors	-				-			-	
Other	3.00		55,406		-	55,406		-	55,406
TOTAL INSTRUCTIONAL	38.00	-	469,203	-	-	469,203	-	-	469,203
NON-INSTRUCTIONAL PERSONNEL COSTS									
Nurse	-				-			-	
Librarian	-				-			-	
Custodian	-				-			-	
Security	-				-			-	
Other	0.20		1,800		-	6,800		-	5,800
TOTAL NON-INSTRUCTIONAL	0.20	-	1,800	-	-	6,800	-	-	5,800
SUBTOTAL PERSONNEL SERVICE COSTS		45.03	-	641,296	-	-	639,600	-	649,002
PAYROLL TAXES AND BENEFITS									
Payroll Taxes			49,245		-	49,245		-	49,245

		NEW YORK CENTER FOR AUTISM CHARTER SCHOOL						
		Budget / Operating Plan						
		2018-19						
Total Revenue		-	898,039	-	-	968,889	-	954,039
Total Expenses		-	951,369	-	-	913,795	-	897,385
Net Income		-	(53,331)	-	-	55,094	-	56,654
Actual Student Enrollment		-	40	-	-	40	-	40
		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31		
		2017-18						
		Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Original Budget
Fringe / Employee Benefits			111,438		-	111,438		111,438
Retirement / Pension			10,750		-	10,750		10,750
TOTAL PAYROLL TAXES AND BENEFITS		-	171,433	-	-	171,433	-	171,433
TOTAL PERSONNEL SERVICE COSTS	45.03	-	812,729	-	-	811,033	-	820,435
CONTRACTED SERVICES								
Accounting / Audit			12,500		-	12,500		
Legal			2,000		-	2,000		2,000
Management Company Fee					-			
Nurse Services					-			
Food Service / School Lunch					-			
Payroll Services			10,500		-	10,500		10,500
Special Ed Services					-			
Titlement Services (i.e. Title I)					-			
Other Purchased / Professional / Consulting			1,500		-	1,500		1,500
TOTAL CONTRACTED SERVICES		-	26,500	-	-	26,500	-	14,000

	NEW YORK CENTER FOR AUTISM CHARTER SCHOOL							
	Budget / Operating Plan							
	2018-19							
Total Revenue	-	898,039	-	-	968,889	-	-	954,039
Total Expenses	-	951,369	-	-	913,795	-	-	897,385
Net Income	-	(53,331)	-	-	55,094	-	-	56,654
Actual Student Enrollment	-	40	-	-	40	-	-	40
	Prior Year Actual 2017-18 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 10/1 - 12/31
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
SCHOOL OPERATIONS								
Board Expenses				-			-	
Classroom / Teaching Supplies & Materials				-			-	
Special Ed Supplies & Materials		25,350		-	12,675		-	6,338
Textbooks / Workbooks				-			-	
Supplies & Materials other				-			-	
Equipment / Furniture		2,725		-			-	2,725
Telephone		550		-	550		-	550
Technology		17,900		-	17,900		-	17,900
Student Testing & Assessment				-			-	
Field Trips		575		-	575		-	575
Transportation (student)				-			-	
Student Services - other		6,750		-	6,750		-	6,750
Office Expense		6,463		-	6,463		-	6,463
Staff Development		2,750		-	2,750		-	2,750
Staff Recruitment		3,500		-			-	
Student Recruitment / Marketing				-			-	
School Meals / Lunch				-			-	
Travel (Staff)		1,375		-	1,375		-	1,375
Fundraising				-	5,000		-	2,000
Other		5,178		-	8,200		-	1,500
TOTAL SCHOOL OPERATIONS	-	73,116	-	-	62,238	-	-	48,926
FACILITY OPERATION & MAINTENANCE								
Insurance		5,500		-	5,500		-	5,500
Janitorial		8,375		-	8,375		-	8,375
Building and Land Rent / Lease / Facility Finance Interest				-			-	
Repairs & Maintenance		150		-	150		-	150
Equipment / Furniture				-			-	
Security				-			-	
Utilities				-			-	
TOTAL FACILITY OPERATION & MAINTENANCE	-	14,025	-	-	14,025	-	-	14,025
DEPRECIATION & AMORTIZATION				-			-	
RESERVES / CONTINGENCY		25,000		-			-	
DEFERRED RENT								

	NEW YORK CENTER FOR AUTISM CHARTER SCHOOL Budget / Operating Plan 2018-19							
Total Revenue	-	898,039	-	-	968,889	-	-	954,039
Total Expenses	-	951,369	-	-	913,795	-	-	897,385
Net Income	-	(53,331)	-	-	55,094	-	-	56,654
Actual Student Enrollment	-	40	-	-	40	-	-	40
	Prior Year Actual 2017-18 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
TOTAL EXPENSES	-	<u>951,369</u>	-	-	<u>913,795</u>	-	-	<u>897,385</u>
NET INCOME	-	<u>(53,331)</u>	-	-	<u>55,094</u>	-	-	<u>56,654</u>

	NEW YORK CENTER FOR AUTISM CHARTER SCHOOL Budget / Operating Plan 2018-19							
Total Revenue	-	898,039	-	-	968,889	-	-	954,039
Total Expenses	-	951,369	-	-	913,795	-	-	897,385
Net Income	-	(53,331)	-	-	55,094	-	-	56,654
Actual Student Enrollment	-	40	-	-	40	-	-	40
	Prior Year Actual 2017-18 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
ENROLLMENT - *School Districts Are Linked To Above Entries* Number of Districts: NYC CHANCELLOR'S OFFICE - ALL OTHER School Districts: (Weighted Avg)	-	1	-	-	1	-	-	1
	-	40	-	-	40	-	-	40
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	40	-	-	40	-	-	40
REVENUE PER PUPIL	-	22,451	-	-	24,222	-	-	23,851
EXPENSES PER PUPIL	-	23,784	-	-	22,845	-	-	22,435

Total Revenue	-	-	895,039	-	-
Total Expenses	-	-	1,012,160	-	-
Net Income	-	-	(117,121)	-	-
Actual Student Enrollment	-	-	40	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
Charter School Program (CSP) Planning & Implementation		-			-
Other		-			-
Other		-			-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-
LOCAL and OTHER REVENUE					
Contributions and Donations		-			-
Fundraising		-			-
Erate Reimbursement		-			-
Earnings on Investments		-			-
Interest Income		-	1,500		-
Food Service (Income from meals)		-			-
Text Book		-			-
OTHER		-			-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	1,500	-	-
TOTAL REVENUE	-	-	<u>895,039</u>	-	-

Total Revenue			-	-	895,039
Total Expenses			-	-	1,012,160
Net Income			-	-	(117,121)
Actual Student Enrollment			-	-	40
			Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30
			Revised Budget	Variance	Original Budget
					Revised Budget
					Variance
EXPENSES					
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions			
Executive Management	0.50			-	23,333
Instructional Management	1.00			-	29,469
Deans, Directors & Coordinators	2.50			-	56,084
CFO / Director of Finance	0.63			-	28,975
Operation / Business Manager	0.70			-	13,706
Administrative Staff	1.50			-	22,432
TOTAL ADMINISTRATIVE STAFF	6.83		-	-	173,999
INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular	-			-	
Teachers - SPED	10.00			-	152,700
Substitute Teachers	-			-	
Teaching Assistants	17.00			-	175,220
Specialty Teachers	8.00			-	85,878
Aides	-			-	
Therapists & Counselors	-			-	
Other	3.00			-	55,406
TOTAL INSTRUCTIONAL	38.00		-	-	469,203
NON-INSTRUCTIONAL PERSONNEL COSTS					
Nurse	-			-	
Librarian	-			-	
Custodian	-			-	
Security	-			-	
Other	0.20			-	1,800
TOTAL NON-INSTRUCTIONAL	0.20		-	-	1,800
SUBTOTAL PERSONNEL SERVICE COSTS		45.03	-	-	645,002
PAYROLL TAXES AND BENEFITS					
Payroll Taxes				-	49,245

Total Revenue		-	-	895,039	-
Total Expenses		-	-	1,012,160	-
Net Income		-	-	(117,121)	-
Actual Student Enrollment		-	-	40	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
		Revised Budget	Variance	Original Budget	Revised Budget
					Variance
Fringe / Employee Benefits			-	211,438	-
Retirement / Pension			-	10,750	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	271,433	-
TOTAL PERSONNEL SERVICE COSTS		-	-	916,435	-
CONTRACTED SERVICES					
Accounting / Audit			-		-
Legal			-	2,000	-
Management Company Fee			-		-
Nurse Services			-		-
Food Service / School Lunch			-		-
Payroll Services			-	10,500	-
Special Ed Services			-		-
Titlement Services (i.e. Title I)			-		-
Other Purchased / Professional / Consulting			-	1,500	-
TOTAL CONTRACTED SERVICES		-	-	14,000	-

Total Revenue	-	-	895,039	-	-
Total Expenses	-	-	1,012,160	-	-
Net Income	-	-	(117,121)	-	-
Actual Student Enrollment	-	-	40	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
SCHOOL OPERATIONS					
Board Expenses		-			-
Classroom / Teaching Supplies & Materials		-			-
Special Ed Supplies & Materials		-	6,337		-
Textbooks / Workbooks		-			-
Supplies & Materials other		-			-
Equipment / Furniture		-			-
Telephone		-	550		-
Technology		-	17,900		-
Student Testing & Assessment		-			-
Field Trips		-	575		-
Transportation (student)		-			-
Student Services - other		-	6,750		-
Office Expense		-	6,463		-
Staff Development		-	2,750		-
Staff Recruitment		-	3,500		-
Student Recruitment / Marketing		-	5,000		-
School Meals / Lunch		-			-
Travel (Staff)		-	1,375		-
Fundraising		-			-
Other		-	1,500		-
TOTAL SCHOOL OPERATIONS	-	-	52,700	-	-
FACILITY OPERATION & MAINTENANCE					
Insurance		-	5,500		-
Janitorial		-	8,375		-
Building and Land Rent / Lease / Facility Finance Interest		-			-
Repairs & Maintenance		-	150		-
Equipment / Furniture		-			-
Security		-			-
Utilities		-			-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	14,025	-	-
DEPRECIATION & AMORTIZATION		-			-
RESERVES / CONTINGENCY		-	15,000		-
DEFERRED RENT		-			-

Total Revenue	-	-	895,039	-	-	
Total Expenses	-	-	1,012,160	-	-	
Net Income	-	-	(117,121)	-	-	
Actual Student Enrollment	-	-	40	-	-	
	Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance	
TOTAL EXPENSES	-	-	<u>1,012,160</u>	-	-	
NET INCOME	-	-	<u>(117,121)</u>	-	-	

Total Revenue	-	-	895,039	-	-
Total Expenses	Quarter - 1/1 - 3/31	-	1,012,160	-	-
Net Income	-	-	(117,121)	-	-
Actual Student Enrollment	-	-	40	-	-
	Quarter - 1/1 - 3/31	4th Quarter - 4/1 - 6/30			
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
ENROLLMENT - *School Districts Are Linked To Above Entries* Number of Districts: NYC CHANCELLOR'S OFFICE - - - - - - - - - - - - - - - - - - ALL OTHER School Districts: (Weighted Avg)	-	-	1	-	-
	-	-	40	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
TOTAL ENROLLMENT	-	-	40	-	-
REVENUE PER PUPIL	-	-	22,376	-	-
EXPENSES PER PUPIL	-	-	25,304	-	-

		NEW YORK CENTER FOR AUTISM CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan					
		2018-19					
Total Revenue		3,716,005	3,716,005	-	3,716,005	3,716,005	
Total Expenses		3,774,710	3,774,710	-	(3,774,710)	(3,774,710)	
Net Income		(58,705)	(58,705)	-	(58,705)	(58,705)	
Actual Student Enrollment							
		Total Year			VARIANCE		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	2018-19 Per Pupil Rate						
NYC CHANCELLOR'S OFFICE	15,307	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
-	-	-	-	-	-	-	
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	15,307	-	-	-	-	-	
Special Education Revenue		3,574,155	3,574,155	-	3,574,155	3,574,155	
Grants							
Stimulus		-	-	-	-	-	
DYCD (Department of Youth and Community Development)		-	-	-	-	-	
Other		14,850	14,850	-	14,850	14,850	
NYC DoE Rental Assistance		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		3,589,005	3,589,005	-	3,589,005	3,589,005	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	-	-	-	-	
Title I		-	-	-	-	-	
Title Funding - Other		-	-	-	-	-	
School Food Service (Free Lunch)		-	-	-	-	-	
Grants							

Page 25 of 64

NEW YORK CENTER FOR AUTISM CHARTER SCHOOL
Budget / Operating Plan

2018-19

Total Revenue	3,716,005	3,716,005	-	3,716,005	3,716,005
Total Expenses	3,774,710	3,774,710	-	(3,774,710)	(3,774,710)
Net Income	(58,705)	(58,705)	-	(58,705)	(58,705)
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-
Other	-	-	-	-	-
Other	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-
LOCAL and OTHER REVENUE					
Contributions and Donations	3,000	3,000	-	3,000	3,000
Fundraising	118,000	118,000	-	118,000	118,000
Erate Reimbursement	-	-	-	-	-
Earnings on Investments	-	-	-	-	-
Interest Income	6,000	6,000	-	6,000	6,000
Food Service (Income from meals)	-	-	-	-	-
Text Book	-	-	-	-	-
OTHER	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	127,000	127,000	-	127,000	127,000
TOTAL REVENUE	<u>3,716,005</u>	<u>3,716,005</u>	<u>-</u>	<u>3,716,005</u>	<u>3,716,005</u>

DESCRIPTION OF ASSUMPTIONS

NEW YORK CENTER FOR AUTISM CHARTER SCHOOL
Budget / Operating Plan

2018-19

Total Revenue	3,716,005	3,716,005	-	3,716,005	3,716,005
Total Expenses	3,774,710	3,774,710	-	(3,774,710)	(3,774,710)
Net Income	(58,705)	(58,705)	-	(58,705)	(58,705)
Actual Student Enrollment					

Total Year			VARIANCE	
Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget

DESCRIPTION OF ASSUMPTIONS

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Avg. No.
of Positions

Executive Management	0.50	93,333	93,333	-	(93,333)	(93,333)
Instructional Management	1.00	117,875	117,875	-	(117,875)	(117,875)
Deans, Directors & Coordinators	2.50	224,336	224,336	-	(224,336)	(224,336)
CFO / Director of Finance	0.63	88,400	88,400	-	(88,400)	(88,400)
Operation / Business Manager	0.70	68,216	68,216	-	(68,216)	(68,216)
Administrative Staff	1.50	89,728	89,728	-	(89,728)	(89,728)
TOTAL ADMINISTRATIVE STAFF	6.83	681,888	681,888	-	(681,888)	(681,888)

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	-	-	-	-	-
Teachers - SPED	10.00	610,800	610,800	-	(610,800)	(610,800)
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	17.00	700,879	700,879	-	(700,879)	(700,879)
Specialty Teachers	8.00	343,512	343,512	-	(343,512)	(343,512)
Aides	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-
Other	3.00	221,622	221,622	-	(221,622)	(221,622)
TOTAL INSTRUCTIONAL	38.00	1,876,813	1,876,813	-	(1,876,813)	(1,876,813)

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	0.20	16,200	16,200	-	(16,200)	(16,200)
TOTAL NON-INSTRUCTIONAL	0.20	16,200	16,200	-	(16,200)	(16,200)

SUBTOTAL PERSONNEL SERVICE COSTS

45.03	2,574,901	2,574,901	-	(2,574,901)	(2,574,901)
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PAYROLL TAXES AND BENEFITS

Payroll Taxes	196,980	196,980	-	(196,980)	(196,980)
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NEW YORK CENTER FOR AUTISM CHARTER SCHOOL
Budget / Operating Plan

2018-19

Total Revenue	3,716,005	3,716,005	-	3,716,005	3,716,005
Total Expenses	3,774,710	3,774,710	-	(3,774,710)	(3,774,710)
Net Income	(58,705)	(58,705)	-	(58,705)	(58,705)
Actual Student Enrollment					

	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
Fringe / Employee Benefits	545,751	545,751	-	(545,751)	(545,751)
Retirement / Pension	43,000	43,000	-	(43,000)	(43,000)
TOTAL PAYROLL TAXES AND BENEFITS	785,731	785,731	-	(785,731)	(785,731)
TOTAL PERSONNEL SERVICE COSTS					
	3,360,632	3,360,632	-	(3,360,632)	(3,360,632)
CONTRACTED SERVICES					
Accounting / Audit	25,000	25,000	-	(25,000)	(25,000)
Legal	8,000	8,000	-	(8,000)	(8,000)
Management Company Fee	-	-	-	-	-
Nurse Services	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-
Payroll Services	42,000	42,000	-	(42,000)	(42,000)
Special Ed Services	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-
Other Purchased / Professional / Consulting	6,000	6,000	-	(6,000)	(6,000)
TOTAL CONTRACTED SERVICES	81,000	81,000	-	(81,000)	(81,000)

DESCRIPTION OF ASSUMPTIONS

NEW YORK CENTER FOR AUTISM CHARTER SCHOOL
Budget / Operating Plan

2018-19

Total Revenue	3,716,005	3,716,005	-	3,716,005	3,716,005
Total Expenses	3,774,710	3,774,710	-	(3,774,710)	(3,774,710)
Net Income	(58,705)	(58,705)	-	(58,705)	(58,705)
Actual Student Enrollment					

	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget

DESCRIPTION OF ASSUMPTIONS

SCHOOL OPERATIONS

Board Expenses	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-
Special Ed Supplies & Materials	50,700	50,700	-	(50,700)	(50,700)
Textbooks / Workbooks	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-
Equipment / Furniture	5,450	5,450	-	(5,450)	(5,450)
Telephone	2,200	2,200	-	(2,200)	(2,200)
Technology	71,600	71,600	-	(71,600)	(71,600)
Student Testing & Assessment	-	-	-	-	-
Field Trips	2,300	2,300	-	(2,300)	(2,300)
Transportation (student)	-	-	-	-	-
Student Services - other	27,000	27,000	-	(27,000)	(27,000)
Office Expense	25,850	25,850	-	(25,850)	(25,850)
Staff Development	11,000	11,000	-	(11,000)	(11,000)
Staff Recruitment	7,000	7,000	-	(7,000)	(7,000)
Student Recruitment / Marketing	5,000	5,000	-	(5,000)	(5,000)
School Meals / Lunch	-	-	-	-	-
Travel (Staff)	5,500	5,500	-	(5,500)	(5,500)
Fundraising	7,000	7,000	-	(7,000)	(7,000)
Other	16,378	16,378	-	(16,378)	(16,378)
TOTAL SCHOOL OPERATIONS	236,978	236,978	-	(236,978)	(236,978)

FACILITY OPERATION & MAINTENANCE

Insurance	22,000	22,000	-	(22,000)	(22,000)
Janitorial	33,500	33,500	-	(33,500)	(33,500)
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-
Repairs & Maintenance	600	600	-	(600)	(600)
Equipment / Furniture	-	-	-	-	-
Security	-	-	-	-	-
Utilities	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	56,100	56,100	-	(56,100)	(56,100)

DEPRECIATION & AMORTIZATION

	-	-	-	-	-
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RESERVES / CONTINGENCY

	40,000	40,000	-	(40,000)	(40,000)
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DEFERRED RENT

	NEW YORK CENTER FOR AUTISM CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
	Budget / Operating Plan					
	2018-19					
Total Revenue	3,716,005	3,716,005	-	3,716,005	3,716,005	
Total Expenses	3,774,710	3,774,710	-	(3,774,710)	(3,774,710)	
Net Income	(58,705)	(58,705)	-	(58,705)	(58,705)	
Actual Student Enrollment						
	Total Year			VARIANCE		
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
TOTAL EXPENSES	3,774,710	3,774,710	-	(3,774,710)	(3,774,710)	
NET INCOME	(58,705)	(58,705)	-	(58,705)	(58,705)	

		NEW YORK CENTER FOR AUTISM CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan			2018-19		
Total Revenue		3,716,005	3,716,005	-	3,716,005	3,716,005	
Total Expenses		3,774,710	3,774,710	-	(3,774,710)	(3,774,710)	
Net Income		(58,705)	(58,705)	-	(58,705)	(58,705)	
Actual Student Enrollment							
		Total Year			VARIANCE		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
Number of Districts:							
NYC CHANCELLOR'S OFFICE							
-							
-							
-							
-							
-							
-							
-							
-							
-							
-							
-							
ALL OTHER School Districts: (Weighted Avg)							
TOTAL ENROLLMENT							
REVENUE PER PUPIL							
EXPENSES PER PUPIL							

	NEW YORK CENTER FOR AUTISM CHARTER SCHOOL Budget / Operating Plan 2018-19							
Total Revenue	-	898,039	-	-	968,889	-	-	954,039
Total Expenses	-	951,369	-	-	913,795	-	-	897,385
Net Income	-	(53,331)	-	-	55,094	-	-	56,654
Actual Student Enrollment	-	40	-	-	40	-	-	40
	Prior Year Actual 2017-18 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
CASH FLOW ADJUSTMENTS								
OPERATING ACTIVITIES {enter descriptions below}								
Example - Add Back Depreciation	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES {enter descriptions below}								
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES {enter descriptions below}								
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-
NET INCOME	-	(53,331)	-	-	55,094	-	-	56,654
Beginning Cash Balance	-	-	-	-	(53,331)	-	-	1,763
ENDING CASH BALANCE	-	(53,331)	-	-	1,763	-	-	58,417

Total Revenue	-	-	895,039	-	-
Total Expenses	-	-	1,012,160	-	-
Net Income	-	-	(117,121)	-	-
Actual Student Enrollment	-	-	40	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES {enter descriptions below}					
Example - Add Back Depreciation	-	-	-	-	-
Other	-	-	-	-	-
Total Operating Activities	-	-	-	-	-
INVESTMENT ACTIVITIES {enter descriptions below}					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-
Other	-	-	-	-	-
Total Investment Activities	-	-	-	-	-
FINANCING ACTIVITIES {enter descriptions below}					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-
NET INCOME	-	-	(117,121)	-	-
Beginning Cash Balance	-	-	58,417	-	-
ENDING CASH BALANCE	-	-	(58,705)	-	-

		NEW YORK CENTER FOR AUTISM CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan				2018-19	
Total Revenue		3,716,005	3,716,005	-	3,716,005	3,716,005	
Total Expenses		3,774,710	3,774,710	-	(3,774,710)	(3,774,710)	
Net Income		(58,705)	(58,705)	-	(58,705)	(58,705)	
Actual Student Enrollment							
		Total Year			VARIANCE		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
CASH FLOW ADJUSTMENTS							
OPERATING ACTIVITIES {enter descriptions below}							
Example - Add Back Depreciation		-	-	-	-	-	
Other		-	-	-	-	-	
Total Operating Activities		-	-	-	-	-	
INVESTMENT ACTIVITIES {enter descriptions below}							
Example - Subtract Property and Equipment Expenditures		-	-	-	-	-	
Other		-	-	-	-	-	
Total Investment Activities		-	-	-	-	-	
FINANCING ACTIVITIES {enter descriptions below}							
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-	
Other		-	-	-	-	-	
Total Financing Activities		-	-	-	-	-	
Total Cash Flow Adjustments		-	-	-	-	-	
NET INCOME		(58,705)	(58,705)	-	(58,705)	(58,705)	
Beginning Cash Balance		-	-	-	-	-	
ENDING CASH BALANCE		(58,705)	(58,705)	-	(58,705)	(58,705)	

**NEW YORK CENTER FOR AUTISM CHARTER SCHOOL
BALANCE SHEET
2018-19**

#N/A

	Prior Year	Q1	Q2	Q3	Q4
	2017-18	As of 9/30	As of 12/31	As of 3/31	As of 6/30
<u>ASSETS</u>					
<u>CURRENT ASSETS</u>					
Cash and cash equivalents	-	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
TOTAL CURRENT ASSETS	-	-	-	-	-
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>					
	-	-	-	-	-
<u>OTHER ASSETS</u>					
	-	-	-	-	-
TOTAL ASSETS	-	-	-	-	-
<u>LIABILITIES AND NET ASSETS</u>					
<u>CURRENT LIABILITIES</u>					
Accounts payable and accrued expenses	-	-	-	-	-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
TOTAL CURRENT LIABILITIES	-	-	-	-	-
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>					
	-	-	-	-	-
TOTAL LIABILITIES	-	-	-	-	-
<u>NET ASSETS</u>					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-	-

Budget / Operating Plan

2018-19

Total Revenue	-	898,039	-	-	968,889	-	-
Total Expenses	-	951,369	-	-	913,795	-	-
Net Income	-	(53,331)	-	-	55,094	-	-
Actual Student Enrollment	-	40	-	-	40	-	-

***NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**

1st Quarter - 7/1 - 9/30

2nd Quarter - 10/1 - 12/31

3rd C

Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
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REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

2018-19
Per Pupil Rate

NYC CHANCELLOR'S OFFICE

15,307

-						
-						
-						
-						
-						
-						
-						
-						
-						
-						
-						
-						
-						
-						
-						
-						
-						
-						
-						
-						
-						
-						
-						
ALL OTHER School Districts: (Count = 0)						
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	15,307	-	-	-	-	-
Special Education Revenue		893,539	-		893,539	-

ALL OTHER School Districts: (Count = 0)

TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)

15,307

Special Education Revenue

Grants

Stimulus

DYCD (Department of Youth and Community Development)

Other

NYC DoE Rental Assistance

Other

TOTAL REVENUE FROM STATE SOURCES

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs

Title I

Title Funding - Other

School Food Service (Free Lunch)

Grants

Charter School Program (CSP) Planning & Implementation

Other

2018-19

Total Revenue	-	898,039	-	-	968,889	-	-
Total Expenses	-	951,369	-	-	913,795	-	-
Net Income	-	(53,331)	-	-	55,094	-	-
Actual Student Enrollment	-	40	-	-	40	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
Other		-	-		-	-	
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE							
Contributions and Donations		3,000	-		-	-	
Fundraising		-	-		59,000	-	
Erate Reimbursement		-	-		-	-	
Earnings on Investments		-	-		-	-	
Interest Income		1,500	-		1,500	-	
Food Service (Income from meals)		-	-		-	-	
Text Book		-	-		-	-	
OTHER		-	-		-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	4,500	-	-	60,500	-	-
TOTAL REVENUE	-	898,039	-	-	968,889	-	-

2018-19

Total Revenue	-	898,039	-	-	968,889	-	-
Total Expenses	-	951,369	-	-	913,795	-	-
Net Income	-	(53,331)	-	-	55,094	-	-
Actual Student Enrollment	-	40	-	-	40	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual

EXPENSES

Quarter 0

No. of Positions

ADMINISTRATIVE STAFF PERSONNEL COSTS

Executive Management	-	23,333	-	23,333	-	-
Instructional Management	-	29,469	-	29,469	-	-
Deans, Directors & Coordinators	-	56,084	-	56,084	-	-
CFO / Director of Finance	-	15,225	-	15,225	-	-
Operation / Business Manager	-	23,750	-	17,054	-	-
Administrative Staff	-	22,432	-	22,432	-	-
TOTAL ADMINISTRATIVE STAFF	-	170,293	-	163,597	-	-

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	-	-	-	-	-
Teachers - SPED	-	152,700	-	152,700	-	-
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	175,220	-	175,220	-	-
Specialty Teachers	-	85,878	-	85,878	-	-
Aides	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-
Other	-	55,406	-	55,406	-	-
TOTAL INSTRUCTIONAL	-	469,203	-	469,203	-	-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	1,800	-	6,800	-	-
TOTAL NON-INSTRUCTIONAL	-	1,800	-	6,800	-	-

SUBTOTAL PERSONNEL SERVICE COSTS

	-	641,296	-	639,600	-	-
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PAYROLL TAXES AND BENEFITS

Payroll Taxes		49,245	-	49,245	-	-
Fringe / Employee Benefits		111,438	-	111,438	-	-
Retirement / Pension		10,750	-	10,750	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	171,433	-	171,433	-	-

TOTAL PERSONNEL SERVICE COSTS

	-	812,729	-	811,033	-	-
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2018-19

Total Revenue	-	898,039	-	-	968,889	-	-
Total Expenses	-	951,369	-	-	913,795	-	-
Net Income	-	(53,331)	-	-	55,094	-	-
Actual Student Enrollment	-	40	-	-	40	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
CONTRACTED SERVICES							
Accounting / Audit		12,500	-		12,500	-	
Legal		2,000	-		2,000	-	
Management Company Fee		-	-		-	-	
Nurse Services		-	-		-	-	
Food Service / School Lunch		-	-		-	-	
Payroll Services		10,500	-		10,500	-	
Special Ed Services		-	-		-	-	
Titlement Services (i.e. Title I)		-	-		-	-	
Other Purchased / Professional / Consulting		1,500	-		1,500	-	
TOTAL CONTRACTED SERVICES	-	26,500	-	-	26,500	-	-

2018-19

Total Revenue	-	898,039	-	-	968,889	-	-
Total Expenses	-	951,369	-	-	913,795	-	-
Net Income	-	(53,331)	-	-	55,094	-	-
Actual Student Enrollment	-	40	-	-	40	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-
Special Ed Supplies & Materials	25,350	-	-	12,675	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-
Equipment / Furniture	2,725	-	-	-	-	-	-
Telephone	550	-	-	550	-	-	-
Technology	17,900	-	-	17,900	-	-	-
Student Testing & Assessment	-	-	-	-	-	-	-
Field Trips	575	-	-	575	-	-	-
Transportation (student)	-	-	-	-	-	-	-
Student Services - other	6,750	-	-	6,750	-	-	-
Office Expense	6,463	-	-	6,463	-	-	-
Staff Development	2,750	-	-	2,750	-	-	-
Staff Recruitment	3,500	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-
Travel (Staff)	1,375	-	-	1,375	-	-	-
Fundraising	-	-	-	5,000	-	-	-
Other	5,178	-	-	8,200	-	-	-
TOTAL SCHOOL OPERATIONS	-	73,116	-	-	62,238	-	-
FACILITY OPERATION & MAINTENANCE							
Insurance	5,500	-	-	5,500	-	-	-
Janitorial	8,375	-	-	8,375	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-
Repairs & Maintenance	150	-	-	150	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	14,025	-	-	14,025	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-
RESERVES / CONTINGENCY	25,000	-	-	-	-	-	-
DEFERRED RENT							

2018-19

Total Revenue	-	898,039	-	-	968,889	-	-
Total Expenses	-	951,369	-	-	913,795	-	-
Net Income	-	(53,331)	-	-	55,094	-	-
Actual Student Enrollment	-	40	-	-	40	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
TOTAL EXPENSES	-	951,369	-	-	913,795	-	-
NET INCOME	-	(53,331)	-	-	55,094	-	-

2018-191st Quarter - 7/1 - 9/30

2nd Quarter - 10/1 - 12/31

3rd C

ENROLLMENT - *School Districts Are Linked To Above Entries*

NYC CHANCELLOR'S OFFICE

ALL OTHER School Districts: (Count = 0)

TOTAL ENROLLMENT

REVENUE PER PUPIL

EXPENSES PER PUPIL

ARTER SCHOOL

n

Total Revenue	954,039	-	-	895,039	-
Total Expenses	897,385	-	-	1,012,160	-
Net Income	56,654	-	-	(117,121)	-
Actual Student Enrollment	40	-	-	40	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

2018-19
Per Pupil Rate

NYC CHANCELLOR'S OFFICE

15,307

-

-

-

-

-

-

-

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ALL OTHER School Districts: (Count = 0)

TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)

15,307

Special Education Revenue

Grants

Stimulus

DYCD (Department of Youth and Community Development)

Other

NYC DoE Rental Assistance

Other

TOTAL REVENUE FROM STATE SOURCES

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs

Title I

Title Funding - Other

School Food Service (Free Lunch)

Grants

Charter School Program (CSP) Planning & Implementation

Other

ARTER SCHOOL n					
Total Revenue	954,039	-	-	895,039	-
Total Expenses	897,385	-	-	1,012,160	-
Net Income	56,654	-	-	(117,121)	-
Actual Student Enrollment	40	-	-	40	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed					
		Current Budget	Variance	Actual	Current Budget Variance
Other		-	-		- -
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	-
LOCAL and OTHER REVENUE					
Contributions and Donations		-	-		- -
Fundraising		59,000	-		- -
Erate Reimbursement		-	-		- -
Earnings on Investments		-	-		- -
Interest Income		1,500	-		1,500 -
Food Service (Income from meals)		-	-		- -
Text Book		-	-		- -
OTHER		-	-		- -
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		60,500	-	-	1,500 -
TOTAL REVENUE		954,039	-	-	895,039 -

ARTER SCHOOL

n

Total Revenue	954,039	-	-	895,039	-
Total Expenses	897,385	-	-	1,012,160	-
Net Income	56,654	-	-	(117,121)	-
Actual Student Enrollment	40	-	-	40	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	Quarter 0 No. of Positions				
Executive Management	-	23,333	-	23,333	-
Instructional Management	-	29,469	-	29,469	-
Deans, Directors & Coordinators	-	56,084	-	56,084	-
CFO / Director of Finance	-	28,975	-	28,975	-
Operation / Business Manager	-	13,706	-	13,706	-
Administrative Staff	-	22,432	-	22,432	-
TOTAL ADMINISTRATIVE STAFF	-	173,999	-	173,999	-

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	-	-	-	-
Teachers - SPED	-	152,700	-	152,700	-
Substitute Teachers	-	-	-	-	-
Teaching Assistants	-	175,220	-	175,220	-
Specialty Teachers	-	85,878	-	85,878	-
Aides	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-
Other	-	55,406	-	55,406	-
TOTAL INSTRUCTIONAL	-	469,203	-	469,203	-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-	-
Librarian	-	-	-	-	-
Custodian	-	-	-	-	-
Security	-	-	-	-	-
Other	-	5,800	-	1,800	-
TOTAL NON-INSTRUCTIONAL	-	5,800	-	1,800	-

SUBTOTAL PERSONNEL SERVICE COSTS

PAYROLL TAXES AND BENEFITS

Payroll Taxes	-	49,245	-	49,245	-
Fringe / Employee Benefits	-	111,438	-	211,438	-
Retirement / Pension	-	10,750	-	10,750	-
TOTAL PAYROLL TAXES AND BENEFITS	-	171,433	-	271,433	-
TOTAL PERSONNEL SERVICE COSTS	-	820,435	-	916,435	-

ARTER SCHOOL					
n					
Total Revenue	954,039	-	-	895,039	-
Total Expenses	897,385	-	-	1,012,160	-
Net Income	56,654	-	-	(117,121)	-
Actual Student Enrollment	40	-	-	40	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		ARTER SCHOOL			
		n	Current		
		Budget	Variance	Actual	Current
					Budget
					Variance
CONTRACTED SERVICES					
Accounting / Audit	-	-		-	-
Legal	2,000	-		2,000	-
Management Company Fee	-	-		-	-
Nurse Services	-	-		-	-
Food Service / School Lunch	-	-		-	-
Payroll Services	10,500	-		10,500	-
Special Ed Services	-	-		-	-
Titlement Services (i.e. Title I)	-	-		-	-
Other Purchased / Professional / Consulting	1,500	-		1,500	-
TOTAL CONTRACTED SERVICES	14,000	-		14,000	-

ARTER SCHOOL

n

Total Revenue	954,039	-	-	895,039	-
Total Expenses	897,385	-	-	1,012,160	-
Net Income	56,654	-	-	(117,121)	-
Actual Student Enrollment	40	-	-	40	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance
SCHOOL OPERATIONS					
Board Expenses	-	-		-	-
Classroom / Teaching Supplies & Materials	-	-		-	-
Special Ed Supplies & Materials	6,338	-		6,337	-
Textbooks / Workbooks	-	-		-	-
Supplies & Materials other	-	-		-	-
Equipment / Furniture	2,725	-		-	-
Telephone	550	-		550	-
Technology	17,900	-		17,900	-
Student Testing & Assessment	-	-		-	-
Field Trips	575	-		575	-
Transportation (student)	-	-		-	-
Student Services - other	6,750	-		6,750	-
Office Expense	6,463	-		6,463	-
Staff Development	2,750	-		2,750	-
Staff Recruitment	-	-		3,500	-
Student Recruitment / Marketing	-	-		5,000	-
School Meals / Lunch	-	-		-	-
Travel (Staff)	1,375	-		1,375	-
Fundraising	2,000	-		-	-
Other	1,500	-		1,500	-
TOTAL SCHOOL OPERATIONS	48,926	-	-	52,700	-
FACILITY OPERATION & MAINTENANCE					
Insurance	5,500	-		5,500	-
Janitorial	8,375	-		8,375	-
Building and Land Rent / Lease / Facility Finance Interest	-	-		-	-
Repairs & Maintenance	150	-		150	-
Equipment / Furniture	-	-		-	-
Security	-	-		-	-
Utilities	-	-		-	-
TOTAL FACILITY OPERATION & MAINTENANCE	14,025	-	-	14,025	-
DEPRECIATION & AMORTIZATION	-	-		-	-
RESERVES / CONTINGENCY	-	-		15,000	-
DEFERRED RENT					

ARTER SCHOOL					
n					
ARTER SCHOOL					
Total Revenue	954,039	-	-	895,039	-
Total Expenses	897,385	-	-	1,012,160	-
Net Income	56,654	-	-	(117,121)	-
Actual Student Enrollment	40	-	-	40	-
			Quarter - 1/1 - 3/31		
			4th Quarter - 4/1 - 6/30		
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed			Quarter - 1/1 - 3/31		
			Current	Current	
			Budget	Budget	Variance
			Actual	Actual	Variance
TOTAL EXPENSES	897,385	-	-	1,012,160	-
NET INCOME	56,654	-	-	(117,121)	-

ARTER SCHOOL						
n						
Total Revenue	954,039	-	-	895,039	-	
Total Expenses	897,385	-	-	1,012,160	-	
Net Income	56,654	-	-	(117,121)	-	
Actual Student Enrollment	Quarter - 1/1 - 3/31	40	-	40	-	
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		Current		Current		
		Budget	Variance	Actual	Budget	Variance
ENROLLMENT - *School Districts Are Linked To Above Entries*						
NYC CHANCELLOR'S OFFICE		40	-	-	40	-
-		-	-	-	-	-
-		-	-	-	-	-
-		-	-	-	-	-
-		-	-	-	-	-
-		-	-	-	-	-
-		-	-	-	-	-
-		-	-	-	-	-
-		-	-	-	-	-
-		-	-	-	-	-
-		-	-	-	-	-
-		-	-	-	-	-
-		-	-	-	-	-
-		-	-	-	-	-
-		-	-	-	-	-
ALL OTHER School Districts: (Count = 0)		-	-	-	-	-
TOTAL ENROLLMENT		40	-	-	40	-
REVENUE PER PUPIL		23,851	-	-	22,376	-
EXPENSES PER PUPIL		22,435	-	-	25,304	-

2018-19

Total Revenue	-	-	-	3,716,005	(3,716,005)	-	-	3,716,005
Total Expenses	-	-	-	3,774,710	3,774,710	-	-	3,774,710
Net Income	-	-	-	(58,705)	58,705	-	-	(58,705)
Actual Student Enrollment	-	-	-			-	-	

TOTALS AND VARIANCE ANALYSIS

	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget -
--	---	------------------------------------	------------------------	---------------------------------------	--	-------------------------------------	----------------------

2018-19
Per Pupil Rate

NYC CHANCELLOR'S OFFICE	15,307
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
ALL OTHER School Districts: (Count = 0)	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	15,307

[illegible]

Other

	-	-	-	-	-	-	-	
	-	-	-	-	-	-	-	
	-	-	-	-	-	-	-	
	-	-	-	-	-	-	-	
	-	-	-	-	-	-	-	
50-104	-	-	-	-	-	-	-	

				NEW YORK CENTER FOR AUTISM CHARTER SCHOOL				
				Budget / Operating Plan				
				2018-19				
Total Revenue	-	-	-	3,716,005	(3,716,005)	-	-	3,716,005
Total Expenses	-	-	-	3,774,710	3,774,710	-	-	3,774,710
Net Income	-	-	-	(58,705)	58,705	-	-	(58,705)
Actual Student Enrollment	-	-	-			-	-	
				TOTALS AND VARIANCE ANALYSIS				
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY
Other	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE								
Contributions and Donations	-	-	-	3,000	(3,000)	-	-	3,000
Fundraising	-	-	-	118,000	(118,000)	-	-	118,000
Erate Reimbursement	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-
Interest Income	-	-	-	6,000	(6,000)	-	-	6,000
Food Service (Income from meals)	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	127,000	(127,000)	-	-	127,000
TOTAL REVENUE				-	-	-	-	-

				NEW YORK CENTER FOR AUTISM CHARTER SCHOOL							
				Budget / Operating Plan							
				2018-19							
Total Revenue	-	-	-	3,716,005	(3,716,005)	-	-	3,716,005			
Total Expenses	-	-	-	3,774,710	3,774,710	-	-	3,774,710			
Net Income	-	-	-	(58,705)	58,705	-	-	(58,705)			
Actual Student Enrollment	-	-	-			-	-				
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed				TOTALS AND VARIANCE ANALYSIS							
				Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY
EXPENSES											
ADMINISTRATIVE STAFF PERSONNEL COSTS											
Executive Management	-	Quarter 0	No. of Positions	-	-	-	93,333	93,333	-	-	93,333
Instructional Management	-			-	-	-	117,875	117,875	-	-	117,875
Deans, Directors & Coordinators	-			-	-	-	224,336	224,336	-	-	224,336
CFO / Director of Finance	-			-	-	-	88,400	88,400	-	-	88,400
Operation / Business Manager	-			-	-	-	68,216	68,216	-	-	68,216
Administrative Staff	-			-	-	-	89,728	89,728	-	-	89,728
TOTAL ADMINISTRATIVE STAFF	-			-	-	-	681,888	681,888	-	-	681,888
INSTRUCTIONAL PERSONNEL COSTS											
Teachers - Regular	-			-	-	-	-	-	-	-	-
Teachers - SPED	-			-	-	-	610,800	610,800	-	-	610,800
Substitute Teachers	-			-	-	-	-	-	-	-	-
Teaching Assistants	-			-	-	-	700,879	700,879	-	-	700,879
Specialty Teachers	-			-	-	-	343,512	343,512	-	-	343,512
Aides	-			-	-	-	-	-	-	-	-
Therapists & Counselors	-			-	-	-	-	-	-	-	-
Other	-			-	-	-	221,622	221,622	-	-	221,622
TOTAL INSTRUCTIONAL	-			-	-	-	1,876,813	1,876,813	-	-	1,876,813
NON-INSTRUCTIONAL PERSONNEL COSTS											
Nurse	-			-	-	-	-	-	-	-	-
Librarian	-			-	-	-	-	-	-	-	-
Custodian	-			-	-	-	-	-	-	-	-
Security	-			-	-	-	-	-	-	-	-
Other	-			-	-	-	16,200	16,200	-	-	16,200
TOTAL NON-INSTRUCTIONAL	-			-	-	-	16,200	16,200	-	-	16,200
SUBTOTAL PERSONNEL SERVICE COSTS											
				-	-	-	2,574,901	2,574,901	-	-	2,574,901
PAYROLL TAXES AND BENEFITS											
Payroll Taxes				-	-	-	196,980	196,980	-	-	196,980
Fringe / Employee Benefits				-	-	-	545,751	545,751	-	-	545,751
Retirement / Pension				-	-	-	43,000	43,000	-	-	43,000
TOTAL PAYROLL TAXES AND BENEFITS				-	-	-	785,731	785,731	-	-	785,731
TOTAL PERSONNEL SERVICE COSTS											
				-	-	-	3,360,632	3,360,632	-	-	3,360,632

				NEW YORK CENTER FOR AUTISM CHARTER SCHOOL				
				Budget / Operating Plan				
				2018-19				
Total Revenue	-	-	-	3,716,005	(3,716,005)	-	-	3,716,005
Total Expenses	-	-	-	3,774,710	3,774,710	-	-	3,774,710
Net Income	-	-	-	(58,705)	58,705	-	-	(58,705)
Actual Student Enrollment	-	-	-			-	-	
				TOTALS AND VARIANCE ANALYSIS				
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed				Current	Actual	Current	Actual	Original
				Budget	vs.	Budget - TY	vs.	Budget
				(Current	Current		Current	(Current
				Quarter)	Budget		Budget TY	Quarter)
				Actual				Original
								Budget -
CONTRACTED SERVICES								
Accounting / Audit				-	-	-	25,000	25,000
Legal				-	-	-	8,000	8,000
Management Company Fee				-	-	-	-	-
Nurse Services				-	-	-	-	-
Food Service / School Lunch				-	-	-	-	-
Payroll Services				-	-	-	42,000	42,000
Special Ed Services				-	-	-	-	-
Titlement Services (i.e. Title I)				-	-	-	-	-
Other Purchased / Professional / Consulting				-	-	-	6,000	6,000
TOTAL CONTRACTED SERVICES				-	-	-	81,000	81,000

				NEW YORK CENTER FOR AUTISM CHARTER SCHOOL				
				Budget / Operating Plan				
				2018-19				
Total Revenue	-	-	-	3,716,005	(3,716,005)	-	-	3,716,005
Total Expenses	-	-	-	3,774,710	3,774,710	-	-	3,774,710
Net Income	-	-	-	(58,705)	58,705	-	-	(58,705)
Actual Student Enrollment	-	-	-			-	-	
				TOTALS AND VARIANCE ANALYSIS				
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed				Current	Actual	Current	Actual	Original
				Budget	vs.	Budget	vs.	Budget
				(Current	Current	Current	Current	(Current
				Quarter)	Budget	Budget - TY	Budget TY	Quarter)
				Actual				Original
								Budget -
SCHOOL OPERATIONS								
Board Expenses	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	50,700	50,700	-	-	50,700
Textbooks / Workbooks	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	5,450	5,450	-	-	5,450
Telephone	-	-	-	2,200	2,200	-	-	2,200
Technology	-	-	-	71,600	71,600	-	-	71,600
Student Testing & Assessment	-	-	-	-	-	-	-	-
Field Trips	-	-	-	2,300	2,300	-	-	2,300
Transportation (student)	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	27,000	27,000	-	-	27,000
Office Expense	-	-	-	25,850	25,850	-	-	25,850
Staff Development	-	-	-	11,000	11,000	-	-	11,000
Staff Recruitment	-	-	-	7,000	7,000	-	-	7,000
Student Recruitment / Marketing	-	-	-	5,000	5,000	-	-	5,000
School Meals / Lunch	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	5,500	5,500	-	-	5,500
Fundraising	-	-	-	7,000	7,000	-	-	7,000
Other	-	-	-	16,378	16,378	-	-	16,378
TOTAL SCHOOL OPERATIONS	-	-	-	236,978	236,978	-	-	236,978
FACILITY OPERATION & MAINTENANCE								
Insurance	-	-	-	22,000	22,000	-	-	22,000
Janitorial	-	-	-	33,500	33,500	-	-	33,500
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	600	600	-	-	600
Equipment / Furniture	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	56,100	56,100	-	-	56,100
DEPRECIATION & AMORTIZATION				-	-	-	-	-
RESERVES / CONTINGENCY				40,000	40,000	-	-	40,000
DEFERRED RENT								

				NEW YORK CENTER FOR AUTISM CHARTER SCHOOL				
				Budget / Operating Plan				
				2018-19				
Total Revenue	-	-	-	3,716,005	(3,716,005)	-	-	3,716,005
Total Expenses	-	-	-	3,774,710	3,774,710	-	-	3,774,710
Net Income	-	-	-	(58,705)	58,705	-	-	(58,705)
Actual Student Enrollment	-	-	-			-	-	
				TOTALS AND VARIANCE ANALYSIS				
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY
TOTAL EXPENSES	-	-	-	3,774,710	3,774,710	-	-	3,774,710
NET INCOME	-	-	-	(58,705)	58,705	-	-	(58,705)

				NEW YORK CENTER FOR BUSINESS CHARTER SCHOOL							
				2018-19 Budget / Operating Plan							
				2018-19							
Total Revenue	-	-	-	3,716,005	(3,716,005)	-	-	3,716,005			
Total Expenses	-	-	-	3,774,710	3,774,710	-	-	3,774,710			
Net Income	-	-	-	(58,705)	58,705	-	-	(58,705)			
Actual Student Enrollment	-	-	-		TOTALS	AND VARIANCE ANALYSIS					
				TOTALS AND VARIANCE ANALYSIS							
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed				Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY
ENROLLMENT - *School Districts Are Linked To Above Entries*				* Enrollment Data Based on Last Actual Quarter Completed							
NYC CHANCELLOR'S OFFICE				-	-	-			-	-	
-				-	-	-			-	-	
-				-	-	-			-	-	
-				-	-	-			-	-	
-				-	-	-			-	-	
-				-	-	-			-	-	
-				-	-	-			-	-	
-				-	-	-			-	-	
-				-	-	-			-	-	
-				-	-	-			-	-	
-				-	-	-			-	-	
-				-	-	-			-	-	
-				-	-	-			-	-	
-				-	-	-			-	-	
-				-	-	-			-	-	
ALL OTHER School Districts: (Count = 0)				-	-	-			-	-	
TOTAL ENROLLMENT				-	-	-			-	-	
REVENUE PER PUPIL				-	-	-			-	-	
EXPENSES PER PUPIL				-	-	-			-	-	

Total Revenue	(3,716,005)	-	-
Total Expenses	3,774,710	-	-
Net Income	58,705	-	-
Actual Student Enrollment		-	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY vs. Actual PY
REVENUE			
REVENUES FROM STATE SOURCES			
Per Pupil Revenue	2018-19 Per Pupil Rate		
NYC CHANCELLOR'S OFFICE	15,307	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-
ALL OTHER School Districts: (Count = 0)	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	15,307	-	-
Special Education Revenue		(3,574,155)	-
Grants			
Stimulus		-	-
DYCD (Department of Youth and Community Development)		-	-
Other		(14,850)	-
NYC DoE Rental Assistance		-	-
Other		-	-
TOTAL REVENUE FROM STATE SOURCES		(3,589,005)	-
REVENUE FROM FEDERAL FUNDING			
IDEA Special Needs		-	-
Title I		-	-
Title Funding - Other		-	-
School Food Service (Free Lunch)		-	-
Grants			
Charter School Program (CSP) Planning & Implementation		-	-
Other		-	-

Total Revenue	(3,716,005)	-	-
Total Expenses	3,774,710	-	-
Net Income	58,705	-	-
Actual Student Enrollment		-	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY vs. Actual PY)
Other	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-
LOCAL and OTHER REVENUE			
Contributions and Donations	(3,000)	-	-
Fundraising	(118,000)	-	-
Erate Reimbursement	-	-	-
Earnings on Investments	-	-	-
Interest Income	(6,000)	-	-
Food Service (Income from meals)	-	-	-
Text Book	-	-	-
OTHER	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	(127,000)	-	-
TOTAL REVENUE	(3,716,005)	-	-

Total Revenue		(3,716,005)	-	-
Total Expenses		3,774,710	-	-
Net Income		58,705	-	-
Actual Student Enrollment			-	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY
EXPENSES	Quarter 0			
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions			
Executive Management	-	93,333	-	-
Instructional Management	-	117,875	-	-
Deans, Directors & Coordinators	-	224,336	-	-
CFO / Director of Finance	-	88,400	-	-
Operation / Business Manager	-	68,216	-	-
Administrative Staff	-	89,728	-	-
TOTAL ADMINISTRATIVE STAFF	-	681,888	-	-
INSTRUCTIONAL PERSONNEL COSTS				
Teachers - Regular	-	-	-	-
Teachers - SPED	-	610,800	-	-
Substitute Teachers	-	-	-	-
Teaching Assistants	-	700,879	-	-
Specialty Teachers	-	343,512	-	-
Aides	-	-	-	-
Therapists & Counselors	-	-	-	-
Other	-	221,622	-	-
TOTAL INSTRUCTIONAL	-	1,876,813	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS				
Nurse	-	-	-	-
Librarian	-	-	-	-
Custodian	-	-	-	-
Security	-	-	-	-
Other	-	16,200	-	-
TOTAL NON-INSTRUCTIONAL	-	16,200	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	2,574,901	-	-
PAYROLL TAXES AND BENEFITS				
Payroll Taxes		196,980	-	-
Fringe / Employee Benefits		545,751	-	-
Retirement / Pension		43,000	-	-
TOTAL PAYROLL TAXES AND BENEFITS		785,731	-	-
TOTAL PERSONNEL SERVICE COSTS	-	3,360,632	-	-

Total Revenue	(3,716,005)	-	-
Total Expenses	3,774,710	-	-
Net Income	58,705	-	-
Actual Student Enrollment		-	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		Actual	PY Actual (PY TY
		OL vs.	/ No. of
		Original	COMPLETED
		Budget TY	Actual CY
			Actual CY
			vs.
			Actual PY
CONTRACTED SERVICES			
Accounting / Audit	25,000	-	-
Legal	8,000	-	-
Management Company Fee	-	-	-
Nurse Services	-	-	-
Food Service / School Lunch	-	-	-
Payroll Services	42,000	-	-
Special Ed Services	-	-	-
Titlement Services (i.e. Title I)	-	-	-
Other Purchased / Professional / Consulting	6,000	-	-
TOTAL CONTRACTED SERVICES	81,000	-	-

Total Revenue	(3,716,005)	-	-
Total Expenses	3,774,710	-	-
Net Income	58,705	-	-
Actual Student Enrollment		-	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY vs. Actual PY
SCHOOL OPERATIONS			
Board Expenses	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-
Special Ed Supplies & Materials	50,700	-	-
Textbooks / Workbooks	-	-	-
Supplies & Materials other	-	-	-
Equipment / Furniture	5,450	-	-
Telephone	2,200	-	-
Technology	71,600	-	-
Student Testing & Assessment	-	-	-
Field Trips	2,300	-	-
Transportation (student)	-	-	-
Student Services - other	27,000	-	-
Office Expense	25,850	-	-
Staff Development	11,000	-	-
Staff Recruitment	7,000	-	-
Student Recruitment / Marketing	5,000	-	-
School Meals / Lunch	-	-	-
Travel (Staff)	5,500	-	-
Fundraising	7,000	-	-
Other	16,378	-	-
TOTAL SCHOOL OPERATIONS	236,978	-	-
FACILITY OPERATION & MAINTENANCE			
Insurance	22,000	-	-
Janitorial	33,500	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-
Repairs & Maintenance	600	-	-
Equipment / Furniture	-	-	-
Security	-	-	-
Utilities	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	56,100	-	-
DEPRECIATION & AMORTIZATION	-	-	-
RESERVES / CONTINGENCY	40,000	-	-
DEFERRED RENT			

OL

OL			
Total Revenue	(3,716,005)	-	-
Total Expenses	3,774,710	-	-
Net Income	58,705	-	-
Actual Student Enrollment		-	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY
TOTAL EXPENSES	3,774,710	-	-
NET INCOME	58,705	-	-

OL				-
				-
Total Revenue	(3,716,005)	-	-	-
Total Expenses	3,774,710	-	-	-
Net Income	58,705	-	-	-
Actual Student Enrollment		-	-	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY
ENROLLMENT - *School Districts Are Linked To Above Entries*				
NYC CHANCELLOR'S OFFICE			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
ALL OTHER School Districts: (Count = 0)			-	-
TOTAL ENROLLMENT			-	-
REVENUE PER PUPIL			-	-
EXPENSES PER PUPIL			-	-



Annual Report Requirement
for SUNY Authorized Charter Schools
NEW YORK CENTER FOR AUTISM CHARTER SCHOOL
2018-19

Administrative
expenditures per pupil:

\$0.00

Per NYS Statute

Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

***NOTE: THIS TAB ONLY NEEDS TO BE COMPLETED FOR Q4**

<p align="center">Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee</p>

Trustee Name:
Mitchel A. Baum

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

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

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

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

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

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

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

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

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

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



July 18, 2018

Signature

Date

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

Business Telephone: [REDACTED]

Business Address: [REDACTED]

E-mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]

<p align="center">Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee</p>

Trustee Name:
Alberto Garcia

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

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

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

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

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

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

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

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

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

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

Alvin Ponce
Signature

7/13/18
Date

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

Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: Ny Autism Charter Schools
2. Trustee's name (print): Ashley Garrett
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):
Vice President / Secretary
4. Home address: _____
5. Business Address: _____
6. Daytime phone: _____
7. E-mail: _____
8. Is Trustee an employee of the education corporation? ____ Yes. ☒ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, 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)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
	<u>None</u>		
Please write "None" if applicable. Do not leave this space blank.			

10. 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank. <i>None</i>				

Ashley Garrett
Signature

6.18.18
Date

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

Trustee Name:
Benjamin Hartman

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

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

NONE

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

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

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

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

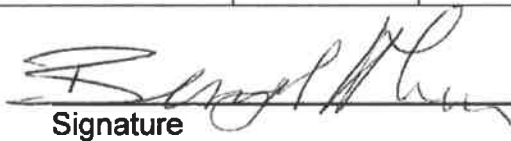
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the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

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

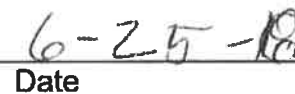
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5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
NONE				





Signature



Date


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

Business Telephone: 

Business Address: 

E-mail Address: 

Home Telephone: 

Home Address: 

<p align="center">Disclosure of Financial Interest by a Charter School Trustee or Proposed Board Member</p>
--

Name: Hannah Hoch

Charter School Name: NYC Autism Charter School

Charter School Address: 433 E 100th St, New York, NY 10029

1. List all positions held on board (e.g., president, treasurer, parent representative)
Trustee (Board member)

2. Is the trustee an employee of the school? ____Yes XNo

If **Yes**, please provide a description of the position you hold and 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? ____Yes XNo

If **Yes**, please provide a description of the position you hold and 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 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
N/A	None	None	None

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school 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
None	None	None	None	N/A

Hack

6/26/18

Signature

Date

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

Business Telephone: [REDACTED]

Business Address: [REDACTED]

E-mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: NYC Autism Charter Schools
2. Trustee's name (print): Ilene Lainer
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):
Trustee
4. Home address: [REDACTED]
5. Business Address: [REDACTED]
6. Daytime phone: [REDACTED]
7. E-mail: [REDACTED]
8. Is Trustee an employee of the education corporation? ___ Yes. ☒ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, 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)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>None</i> Please write "None" if applicable. Do not leave this space blank.			

10. 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
I am an employee of NEXT for Autism	From time to time we provide a grant to the charter school	Varies	Me	None when providing grant, except that other NEXT board members make grant decision

Helen Lainer
Signature

6/18/18
Date

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

Trustee Name:
Rick Larios

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

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

Operations Committee member

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

No

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

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

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

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

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

Richard Laríos

July 8, 2018

Signature

Date

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

Business Telephone: None

Business Address: None

E-mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]

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

Trustee Name:

Pier Le Gendre

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

NYC Autism Charter Schools +

NYC Autism Charter School Bronx

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

Board Member

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

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

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

___ Yes ☒ No

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

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

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
	<u>NONE</u>		

Please write in ink. Do not leave this space blank.

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

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

Per L. L. L. L.

Signature

Date

6/5/18

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

Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:

<p align="center">Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee</p>

Trustee Name:
Naeema Livingston

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

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

Operations Committee Member

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

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

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

___ Yes ☒ No

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

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

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 align="center"> None <i>Please write "None" if applicable. Do not leave this space blank.</i> </p>			

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

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

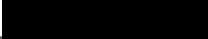


Signature

July 18, 2018

Date


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

Business Telephone: 

Business Address: 

E-mail Address: 

Home Telephone: _____

Home Address: 

<p align="center">Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee</p>

Trustee Name:
Paul O'Neill

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

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

Board member

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

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

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

___Yes ___X___No

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

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

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

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

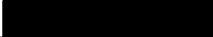
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps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



Signature


Date

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

Business Telephone: 

Business Address: 

E-mail Address: 

Home Telephone: 

Home Address: 

<p align="center">Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee</p>

Trustee Name:
Hugh O'Rourke

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

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

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

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

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

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

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

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

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

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

Signature

Date

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

Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address: _____



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: Nyc Autism Charter Schools
2. Trustee's name (print): Christine Sandler
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____
Trustee

4. Home address: _____

5. Business Address: _____

6. Daytime phone: _____

7. E-mail: _____

8. Is Trustee an employee of the education corporation? ____ Yes. ☒ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

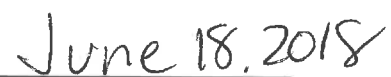
Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
None			
Please write "None" if applicable. Do not leave this space blank.			

10. 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
	None. <i>Please write "None" if applicable. Do not leave this space blank.</i>			



Signature



Date



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: NYC Autism Charter Schools
2. Trustee's name (print): Carol Santiago-DeJesus
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Chair

4. Home address: _____

5. Business Address: _____

6. Daytime phone: _____

7. E-mail: _____

8. Is Trustee an employee of the education corporation? ____ Yes. ☒ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, 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)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
	N/A		
Please write "None" if applicable. Do not leave this space blank.			
	None		

10. 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
	None			
Please write "None" if applicable. Do not leave this space blank.				

Signature

Date

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

Trustee Name:
Alvin Shih

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

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

Trustee

- Is the trustee an employee of any school operated by the Education Corporation?
___ Yes ☒ No

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

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

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

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

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

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

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

~~None~~

Signature ABZ

Date 2018-07-17

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

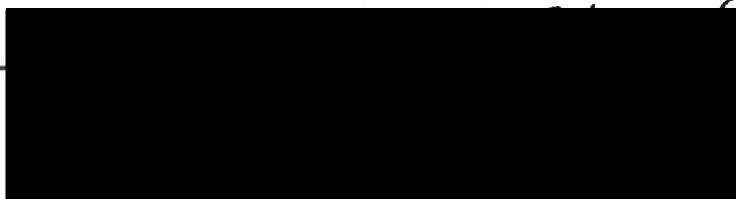
Business Telephone: _____

Business Address: _____

E-mail Address: _____

Home Telephone: _____

Home Address:



<p align="center">Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee</p>

Trustee Name:
Alysia Steinmann

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

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Current Trustee, just named Treasurer and Finance Chair Board approved 7/16).

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

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

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

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

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

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

Alycia R. Steinmann
Signature

July 16, 2018
Date

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

Business Telephone: [REDACTED]

Business Address: [REDACTED]

E-mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]



Entry 8 BOT Table

Created: 07/16/2018 • Last updated: 07/24/2018

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

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2017-18
1	Mitchell Baum Mbaum591@gmail.com	Trustee/Member	Operations	Yes	3	07/01/2016	06/30/2019	9
2	Alberto Garcia tandc9901@yahoo.com	Parent Rep	Finance	Yes	1	09/01/2017	06/30/2018	8
3	Ashley Garrett AshleyGarrettPhotography@gmail.com	Vice Chair	Executive, Operations (Both Vice Chair and Secretary)	Yes	2	07/01/2015	06/30/2018	12
4	Benjamin Hartman bhartman@yahoo.com	Trustee/Member	Finance	Yes	3	07/01/2017	06/30/2020	7
5	Hannah Hoch ch1hoch@gmail.com	Trustee/Member	Operations	Yes	1	07/01/2015	06/30/2018	9
6	Ilene Lainer ilainer@nextforautism.org	Trustee/Member	Governance	Yes	5	07/01/2016	06/30/2019	8

7	Rick Larios rlariosster@gmail.com	Trustee/Member	Operations	Yes	1	10/01/2015	06/30/2018	8
8	Pier Legendre pier.legendre@gmail.com	Trustee/Member	Governance	Yes	1	03/01/2017	05/31/2018	8
9	Naeema Livingston naeemalivingston@gmail.com	Trustee/Member	Operations	Yes	6	09/01/2017	6/30/2020	6

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

1b. Current Board Member Information

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2017-18
10	Paul O'Neill ptponeill@gmail.com	Trustee/Member	Executive, Governance	Yes	1	07/01/2015	06/30/2018	7
11	Hugh O'Rourke hcorourke@aol.com	Treasurer	Executive, Finance	Yes	4	07/01/2016	06/30/2019	11
12	Christine Sandler Christine.sandler@gmail.com	Trustee/Member	Finance	Yes	1	01/01/2017	06/30/2020	9
13	Carol Santiago de Jesus Mom2rafael@gmail.com	Chair	Executive	Yes	1	07/01/2015	06/30/2018	11
14	Alvin Shih Alvin.Shih@morganstanley.com	Trustee/Member	Operations	Yes	1	07/01/2015	06/30/2018	9
15	Alysia Steinmann alysia.steinmann@ey.com	Trustee/Member	Finance	Yes	1	11/01/2018	06/30/2020	6

1c. Are there more that 15 members of the Board of Trustees?	No
2. Total number of members on June 30, 2018	14
3. Total number of members joining the Board during the 2017-18 school year	3
4. Total number of members departing the Board during the 2017-18 school year	1
5. Number of voting members in 2017-18, as set by the by-laws, resolution or minutes	18
6. Number of Board meetings conducted during the 2017-18 School Year	12
7. Number of Board meetings scheduled for the coming 2018-19 school year	12

Thank you.



Entry 10 Enrollment and Retention of Special Populations

Created: 07/16/2018 • Last updated: 07/24/2018

Instructions for Reporting Enrollment and Retention Strategies

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

NEW YORK CENTER FOR AUTISM CS (SUNY TRUSTEES)Section Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2017-18	Describe Recruitment Plans in 2018-19)
Economically Disadvantaged	<p>In 2017-2018, 89% of NYC Autism Charter School students, or 29 of 33, were eligible for Free or Reduced Price Lunch (FRPL), surpassing the district economically disadvantaged enrollment target by 6%. NYC Autism Charter School consistently serves a high percentage of students eligible for FRPL. Within the context of enrolling high need/under-served students, the school made the following outreach efforts: print and/or electronic Open House and Information Session ads in English and Spanish in El Diario and Amsterdam News; presentations at 7 Open House and Information Sessions; distribution of flyers and/or electronic notices to 27 community organizations, service agencies, daycare facilities and city administrative councils; in person presentations to neighborhood and parent groups; and recruitment messages on the school's website and Facebook pages. In addition, recruitment and outreach to communities served by our sister school NYC Autism Charter School Bronx also bolstered recruitment at the East Harlem School, as parents were invited to submit lottery applications to both schools.</p>	<p>NYC Autism Charter School student recruitment will continue to target high need neighborhoods with a particular emphasis on East Harlem and the South Bronx. Electronic and print ads in English and Spanish will be placed in local publications. The school will continue to reach out to a wide variety of community organizations and agencies, in particular those in high need/under-served neighborhoods working with preschool aged children and their families. The school will make increased use of social media in order to reach as broad an audience as possible.</p>
	NYC Autism Charter School actively recruits	

English Language Learners	<p>high need students from heavily Spanish speaking neighborhoods in the surrounding community (School District 4), providing both English and Spanish literature and presentations. Additionally, translation services are utilized to reach families for whom the home language is other than English or Spanish. However, the school's effective outreach and recruitment practices are not correlated with the enrollment of ELL designated students for the following reason: all NYC Autism Charter School students have an autism diagnosis or classification and demonstrate significant language impairment as a component of their autism. Because they lack functional language skills, they are generally not evaluated by the Committees on Special Education using the English Language Learner (ELL) assessments that are otherwise given to the general education student population. As a result, NYC Autism Charter School students are not designated as ELL students and are not recommended for an ELL instructional program. Consequently the District 4 ELL recruitment target of 11% is not a meaningful goal for the school. Instead of recommendations for an ELL program, NYC Autism Charter School students are recommended for a program of intensive, individually designed language instruction to address deficits in the speech, language, and communication arena.</p>	<p>NYC Autism Charter School will continue to serve students who, as a component of their autism diagnosis, are significantly language impaired. Recruitment efforts will continue to reach out to families in heavily Spanish speaking neighborhoods and neighborhoods in which multiple languages are spoken.</p>
Students with Disabilities	<p>100% of NYC Autism Charter School's students are designated as Students with Disabilities, surpassing the district enrollment target of 20%. As defined by the school's charter, NYC Autism Charter School serves only students falling on the severe to moderate end of the autism spectrum who need a highly structured, staffing-intensive special education setting.</p>	<p>Students with Disabilities, specifically those with a diagnosis of Autism Spectrum Disorder or a classification of autism, will continue to make up 100% of the school's enrollment, as per the school's Charter.</p>

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2017-18	Describe Retention Plans in 2018-19)
Economically Disadvantaged	NYC Autism Charter School's retention of economically disadvantaged students was 100%, with 1 economically disadvantaged student moving to a less restrictive placement and being replaced by 2 economically disadvantaged students (twins).	Given the nature of the NYC Autism Charter Schools special education population and their specialized instructional needs, retention rates for all students will continue to be high, with the caveat that one of the school's accountability goals is to move 5% of its students to less restrictive placements over a 5 year period.
English Language Learners	The district retention target of 87% for students designated as ELL is not a meaningful target for NYC Autism Charter School, as its students are not designated as ELL students. This is due to the confounding nature of their significant language deficits, a component of their autism. Nonetheless, NYC Autism Charter School continues to work effectively with students with autism whose families speak languages other than or in addition to English.	NYC Autism Charter School will continue to work effectively with students with autism whose families speak languages other than or in addition to English
Students with Disabilities	NYC Autism Charter School's retention of Students with Disabilities was 97%, or 32 of 33 students, surpassing the district's target of 86%. The one student who left went to a less restrictive special educational placement, contributing to the school's goal of moving 5% of its students to less restrictive placements over a 5 year period.	Given the nature of the school's special education population and their specialized instructional needs, retention rates for Students with Disabilities will continue to be high, with the caveat that one of the school's accountability goals is to move 5% of its students to less restrictive placements over a 5 year period.



Entry 11 Classroom Teacher and Administrator Attrition

Created: 07/18/2018 • Last updated: 07/24/2018

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

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

1. Classroom Teacher Attrition Table

	FTE Classroom Teachers on 6/30/17	FTE Classroom Teachers Departed 7/1/17 - 6/30/18	FTE Classroom Teachers Filling Vacant Positions 7/1/17 - 6/30/18	FTE Classroom Teachers Added in New Positions 7/1/17 - 6/30/18	FTE of Classroom Teachers on 6/30/18
	8	4	7	0	8

2. Administrator Position Attrition Table

	FTE Administrative Positions on 6/30/17	FTE Administrators Departed 7/1/17 - 6/30/18	FTE Administrators Filling Vacant Positions 7/1/17 - 6/30/18	FTE Administrators Added in New Positions 7/1/17 - 6/30/18	FTE Administrative Positions on 6/30/18
	4.4	0	0	.5	4.4

3. Tell your school's story

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

NYCACS East Harlem had 4 teachers leave its employ in 2017-2018. Three additional East Harlem teachers moved to NYCACS Bronx in September. As a result, a total of 7 vacancies were filled in East Harlem (4 due to attrition and 3 due to shifting within the organization). Most NYCACS administrative staff are shared between the two schools. One new shared administrative position was added and one experienced director formerly assigned to East Harlem shared her time between the schools during 2017-2018.

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

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

Yes

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

	Not Applicable
--	----------------

Thank you

NYC Autism Charter Schools
2018-2019 School Year Calendar (Student)

Total 208 Days of School

Sep-18						
15 Days						
M	T	W	T	F	S	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

Sept 5 - First Day for Students; Sept 10 thru 11-Rosh Hashana; Sept 19 Yom Kippur

Nov-18						
18 Days						
M	T	W	T	F	S	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		

Nov 6 - Election Day; Nov 12 - Veterans Day; Nov 22 thru 23 - Thanksgiving

Jan-19						
21 Days						
M	T	W	T	F	S	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			

Dec 24 thru Jan 1 - Winter Recess; Jan 21 - MLK Day

Mar-19						
21 Days						
M	T	W	T	F	S	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

May-19						
22 Days						
M	T	W	T	F	S	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		

May 27 - Memorial Day

Jul-18						
18 Days						
M	T	W	T	F	S	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 27 thru July 5 - Summer Recess; July 8 - First Day of Summer Session

Oct-18						
22 Days						
M	T	W	T	F	S	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				

Oct 8 - Columbus Day

Dec-18						
15 Days						
M	T	W	T	F	S	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						

Dec 14 - Holiday Piano Recital ; Dec 24 thru Jan 1 - Winter Recess

Feb-19						
14 Days						
M	T	W	T	F	S	S
					1	2
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			

Feb 5 - Lunar New Year; Feb 18 thru 22 - Midwinter Recess

Apr-19						
16 Days						
M	T	W	T	F	S	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					

April 19 thru 26 - Spring Recess

Jun-19						
16 Days						
M	T	W	T	F	S	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

June 4 - Eid al-Fitr; June 6 - NYC DOE Anniversary Day; June 26 - Last Day of School; June 27 thru July 5 - Summer Recess

Aug-19						
12 Days						
M	T	W	T	F	S	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 16 - Last Day of Summer Session

No School
 School Wide Event



2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 14, 2018

By Julie Fisher

433 E 100 St
New York, NY 10029

212.860.2580

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

Julie Fisher, Executive Director, and Susan Michaelson, Compliance Specialist, prepared this 2017-18 Accountability Progress Report on behalf of the school's Board of Trustees:

Trustee's Name	Board Position
Mitchell Baum	Operations Committee
Alberto Garcia	Parent Member, Finance Committee
Ashley Garrett	Vice President, Secretary, Operations Committee Chair, Executive Committee
Benjamin Hartman	Finance Committee
Hannah Hoch	Operations Committee
Ilene Lainer	Governance Committee
Rick Larios	Operations Committee
Pier LeGendre	Operations Committee
Naeema Livingston	Operations Committee
Paul O'Neill	Governance Committee Chair, Executive Committee
Hugh O'Rourke	Treasurer, Finance Committee Chair, Executive Committee
Christine Sandler	Finance Committee
Carol Santiago-DeJesus	President, Executive Committee Chair
Alvin Shih	Operations Committee
Alysia Steinmann	Finance Committee

Julie Fisher has served as the Executive Director (initially Co-Director) since 2006.

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

Narrative description of the school:

The NYC Autism Charter School (NYCACS) East Harlem is a comprehensive educational program that serves the needs of individuals diagnosed with severe to moderate autism. As such, NYCACS East Harlem offers a high teacher: student ratio and utilizes a well-rounded, functional curriculum that enables a high level of individualized and differentiated instruction. Data are collected to ensure that learning is taking place and if not, to allow for timely and focused problem solving. In addition, family involvement is strongly encouraged with school observations (including clinic and planning meetings), home visits, and parent/caregiver training offered to all.

Opened in 2005, the school was initially authorized by the NYC Department of Education Chancellor to serve 28 students with severe to moderate degrees of autism ages 5-12 years in an ungraded setting. The school received full five-year Charter renewals in 2010 and 2015. Total size and ages served were adjusted as part of each renewal application. The school now operates as one of two schools under the SUNY CSI authorized NYC Autism Charter Schools Education Corporation along with its newly opened sister school, NYCACS Bronx, and currently serves 33 students with autism ages 5-21. The school will expand to serve 40 students in 2018-2019.

NYCACS East Harlem is committed to providing an effective, research-based education to each of its students with autism. Autism is characterized by deficits in language and social skills, and by behavioral excesses such as aggression, self-injury, and perseverative or stereotypic behavior. NYCACS East Harlem employs only those science-based education and treatment strategies empirically demonstrated to be effective with students on the autism spectrum, all of whom are at risk for academic failure. NYCACS East Harlem provides its students with a comprehensive program of academic and support services based on the principles of applied behavior analysis (ABA).

The educational philosophy of NYCACS East Harlem is aligned to its mission. It focuses on the treatment of individual students, recognizes the centrality of the environment in shaping behavior, includes the use of the scientific method (observation, collection and recording of data, use of data to structure instruction and interventions), and assumes that progress can be achieved by every student. This philosophy emphasizes the use of small classroom environments and optimal staff-student ratios to provide intensive, individualized instruction as prescribed by each student's Individualized Education Plan (IEP). Finally, NYCACS East Harlem holds that families are an integral part of each student's education and that parental involvement in the form of classroom observations, regularly scheduled clinic meetings, home and family consultations, annual reviews and transition planning meetings are all highly desired elements of the school's program.

The NYCACS East Harlem curriculum is aligned with and cross-walked to the New York State Next Generation Alternate Learning Standards and the Common Core Curriculum. The curriculum is comprised of research-based teaching procedures and individualized skill acquisition programs that facilitate the development of skills across 22 curriculum areas, including expressive language, social interaction, reading, mathematics, speech, fine motor, handwriting, behavior and self-care. Close to 1200 targeted instructional programs provide clearly defined behavioral objectives, specific teaching procedures, assessment procedures to determine the effectiveness of interventions, and terminal goals to ensure

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

maintenance and generalization. When appropriate, standardized curriculum materials (e.g., Everyday Mathematics) may be adapted for use with particular students. Data collection informs all decision-making. Educational goals for each student are developed as part of the student's IEP and skill acquisition list (updated quarterly), with voluntary parental input playing an integral role in program design.

NYCACS East Harlem students are assessed primarily by examining the percentage of objectives mastered on each student's IEP, and through assessments that are designed specifically for this population and delivered annually. As per their IEP recommendations, NYCACS East Harlem students do not take the statewide ELA, Math, and Science exams given to their typically developing age-matched peers. Instead they are assessed on the New York State Alternate Assessment (NYSAA) for students with severe disabilities. Consequently, the majority of the metrics requested in this template do not apply to our students.

The approved NYCACS East Harlem Accountability Plan identifies, 7 Goals and 27 Measures specifically designed to assess the school's success in meeting the needs of its students with severe to moderate degrees of autism. Progress toward each of those goals and measures for the 2017-2018 school year is set forth below.

ENROLLMENT, RETENTION, AND ATTENDANCE

School Enrollment by Grade Level and School Year															
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	Total
2013-14														32	32
2014-15														32	32
2015-16														32	32
2016-17														32	32
2017-18														33	33

Measure 1: Retention

Each year, 90 percent of all students enrolled during the course of the year return the following September.

METHOD

NYCACS East Harlem student enrollment and retention is tracked by the school and by the Committee on Special Education. Enrollment is stable, with student departures occurring primarily when the CSE with

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

school and parent input determines that a less or more restrictive placement is recommended or if the family leaves New York City.

RESULTS AND EVALUATION

The NYCACS East Harlem student retention rate for 2017-2018 was 88%, approaching the city target of 90%. However, the standard calculation is misleading in that it does not account for changes in placement made by the Committee on Special Education (CSE) for students needing a less or more restrictive educational placement.

Student Retention Rate 2017-2018			
2015-2016 Enrollment	Number of Students Who Left in 2015-2016	Number of Students Who Returned in 2016-2017	Retention Rate 2016-2017 Re-enrollment ÷ (2015-2016 Enrollment – Students Left)
36	4	28	88%

NYCACS East Harlem sets as an Accountability Goal moving 5% of its students in a 5-year period to less restrictive placements. While these students contribute to a lower retention rate, their departure is a success and contributes to meeting that goal. Additionally, there may be situations in which a student's behavioral challenges become extremely difficult for families to manage at home. In such cases, a family (with support from the Committee on Special Education) may decide to place their child in a residential facility that provides 24/7 care (a more restrictive environment or MRE). The school helps to support such transitions when deemed clinically appropriate (all MRE transitions to date have been considered such). The list below indicates the number of students who departed in the given year and the number of those who moved to less restrictive (LRE) or more restrictive (MRE) placements:

Year	Total Student Departures	Students Moved to LRE	Students Moved to MRE
2015-2016	4	2	2
2016-2017	1	1	0
2017-2018	1	1	0

ADDITIONAL EVIDENCE AND COMMENTS

Year	Retention Rate
2015-16	88%
2016-17	97%
2017-18	88%

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 2: Attendance

Each year the school will have a daily attendance rate of at least 95 percent.

METHOD

NYCACS East Harlem tracks attendance through the NYC DOE ATS system.

RESULTS AND EVALUATION

NYCACS East Harlem 2017-2018 10-month attendance rate was 95.5%.

Student Attendance Rate 2017-2018

Grade	Average Daily Attendance Rate
1	[%]
2	[%]
3	[%]
4	[%]
5	[%]
6	[%]
7	[%]
8	[%]
Ungraded	95.5%

EVALUATION

NYCACS East Harlem met the target 95% attendance rate. NYCACS East Harlem Teachers and Clinical Supervisors work closely with parents and students to monitor and improve attendance. Attendance is reviewed with parents at monthly clinic meetings, giving staff an opportunity to identify and address issues students and/or families may have surrounding attendance. Home visits are also used to establish and help parents and students implement evening and morning routines to facilitate the transition from home to school. Challenging behaviors that interfere with getting to school are also addressed.

ADDITIONAL EVIDENCE AND COMMENTS

Year	Average Daily Attendance Rate
2015-16	96%
2016-17	94%*
2017-18	96%

*Note: The NYCACS East Harlem 2016-2017 attendance rate was impacted by the fact that one student aging out of the school system spent a significant portion of his last 2 months at an adult

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

service placement on a trial basis. While the days off site facilitated the student's transition process, it negatively impacted his attendance rate.

ESSA

Measure 1: ESSA Accountability Standing

Under the state's ESSA accountability system, NYCACS East Harlem will continue to be identified as in good standing.

METHOD

NYCACS students, because of their disabilities, do not take the NYS ELA, Mathematics and Science exams or the Regents exams. Consequently, a performance Index (PI) and Measure of Interim Progress (MIP) are not calculated. Instead student and school performance are measured using alternative assessments detailed in Goals 1-7 below. Annually, the school submits a Self-Assessment of School Performance Report to the State Education Department that summarizes student performance on alternate measures.

RESULTS AND EVALUATION

The NYS Annual Report Card indicates NYCACS East Harlem is in Good Standing.

ADDITIONAL EVIDENCE AND COMMENTS

NYCACS East Harlem has been in Good Standing each year since its inception in 2005.

Accountability Status by Year

Year	Status
2015-16	In Good Standing
2016-17	In Good Standing
2017-18	In Good Standing

GOAL 1: STUDENT PROGRESS IN TARGETED PROGRAMMING

GOAL 1: Students will demonstrate progress in targeted skill acquisition programming.

Measure 1: Progress on IEP Objectives

Annually, at least 75% of students will master a minimum of 85% of the objectives (skill acquisition and behavior reduction) set forth in their IEPs.

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

This measure serves as an indicator of progress on skills contained within each student's Individualized Education Plan (IEP). Data are collected on all programs that support IEP goals and objectives. Annually, a percent score is generated by dividing the number of completed IEP objectives by the total number of objectives determined at each student's annual review. An IEP objective is considered complete once the student is able to demonstrate the corresponding skill at a predetermined level (e.g., 90% correct responding or better for at least three consecutive data points).

RESULTS AND EVALUATION

The table below contains a line for each student and highlights the total number of IEP objectives determined in the annual review, the number of completed IEP objectives, and the percentage mastery generated. **100% or 33/33 students mastered a minimum of 85% of their annual IEP objectives.**

Student IEP Objective Mastery 2017-2018			
Students	Completed IEP Objectives	Total IEP Objectives	Percentage of IEP Objectives Complete
Student 1	21	24	87.50%
Student 2	20	21	95.24%
Student 3	18	18	100.00%
Student 4	14	14	100.00%
Student 5	14	14	100.00%
Student 6	15	15	100.00%
Student 7	20	20	100.00%
Student 8	22	22	100.00%
Student 9	15	16	93.75%
Student 10	25	27	92.59%
Student 11	22	23	95.65%
Student 12	26	28	92.86%
Student 13	35	37	94.59%
Student 14	35	35	100.00%
Student 15	20	20	100.00%
Student 16	20	20	100.00%
Student 17	26	26	100.00%
Student 18	20	22	90.90%
Student 19	23	24	95.83%
Student 20	18	18	100.00%
Student 21	23	25	92.00%
Student 22	26	26	100.00%
Student 23	24	26	92.31%
Student 24	19	20	95.00%
Student 25	35	39	89.74%

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

Student 26	28	30	93.33%
Student 27	20	21	95.24%
Student 28	25	25	100.00%
Student 29	41	45	91.11%
Student 30	39	39	100.00%
Student 31	37	37	100.00%
Student 32	34	35	97.14%
Student 33	24	25	96.00%

ADDITIONAL EVIDENCE AND COMMENTS

IEP objective selection is based upon: 1) results from annual assessments (VB-MAPP and/or AFLS), 2) evidence of past learning history and rate of acquisition, and 3) input from parents. Teachers understand the importance of these objectives for each student, and monitor progress through weekly data collection via the Thread Learning application. NYCACS East Harlem has shown consistently high scores in this area as a result. While not evidenced during the 2017-2018 school year, a student may have difficulty meeting the 85% mastery goal if high rates of challenging behavior have led to a shift in focus toward behavior reduction rather than skill acquisition for a period of time.

Measure 2: Progress on Non-IEP Skill Acquisition Programs

Annually, at least 75% of students will show progress on a minimum of 85% of skill acquisition programs outside the scope of their IEPs.

METHOD

This measure serves as an indicator of progress on skills that fall outside those targeted within each student's Individualized Education Plan (IEP). A percent score will be generated by dividing the number of non-IEP skill acquisition programs (that have been in place for at least two months) in which progress was demonstrated from baseline, by the total number.

RESULTS AND EVALUATION

The table below contains a line for each student and highlights the number of Non-IEP skill acquisition programs in place for at least two months in which progress was demonstrated, the total number of Non-IEP skill acquisition programs in place for at least two months, and the percentage mastery generated. **100% or 33/33 students demonstrated progress on a minimum of 85% of Non-IEP skill acquisition programs.**

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

Student Non-IEP Objective Skill Acquisition Mastery 2017-2018

Students	Non-IEP Skill Acquisition Programs with demonstrated progress	Total Non-IEP Skill Acquisition Programs	Percentage of Non-IEP Skill Acquisition Programs with demonstrated progress
Student 1	18	18	100.00%
Student 2	12	12	100.00%
Student 3	14	14	100.00%
Student 4	13	13	100.00%
Student 5	11	11	100.00%
Student 6	14	14	100.00%
Student 7	14	14	100.00%
Student 8	12	12	100.00%
Student 9	8	8	100.00%
Student 10	13	13	100.00%
Student 11	10	10	100.00%
Student 12	11	11	100.00%
Student 13	10	10	100.00%
Student 14	16	16	100.00%
Student 15	15	15	100.00%
Student 16	8	8	100.00%
Student 17	5	5	100.00%
Student 18	7	7	100.00%
Student 19	14	14	100.00%
Student 20	10	10	100.00%
Student 21	13	13	100.00%
Student 22	6	6	100.00%
Student 23	10	10	100.00%
Student 24	14	14	100.00%
Student 25	3	3	100.00%
Student 26	5	5	100.00%
Student 27	8	8	100.00%
Student 28	9	9	100.00%
Student 29	6	6	100.00%
Student 30	7	7	100.00%
Student 31	7	7	100.00%
Student 32	10	10	100.00%
Student 33	9	9	100.00%

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE AND COMMENTS

Additional skill acquisition programs are initiated when and if: 1) IEP objectives have been mastered and there is room in a student's schedule for additional programming, 2) a student demonstrates skill deficits that were not identified prior to IEP development that are deemed critical in nature, or 3) parents raise challenges they are facing outside of school that are deemed critical nature. Progress on these skill acquisition programs is monitored through weekly data collection via the Thread Learning application. While not evidenced during the 2017-2018 school year, a student may have difficulty meeting the 85% demonstrated progress goal if high rates of challenging behavior have led to a shift in focus toward behavior reduction rather than skill acquisition for a period of time.

Measure 3: Annual Assessments

Annually, 75% of NYCACS students will increase their VB-MAPP score by a minimum of one point across at least two domains, or their AFLS score by a minimum of five points across five domains.

METHOD

Assessments are conducted twice each year for the first year of a student's enrollment at NYCACS East Harlem – once at the start of the year, and again at the end of the year. They are then conducted annually from that point on for the life of a student's enrollment at NYCACS East Harlem. Typically, one of two assessments are conducted – the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) or the Assessment of Functional Living Skills (AFLS). The former is focused primarily on language, communication, and academics, and thus geared toward younger students and those on the more sophisticated end of the autism spectrum. The latter is focused primarily on life skills and thus geared toward older students and those on the more profoundly affected end of the autism spectrum. By age 13, the assessment tool used for each student has shifted from the VB-MAPP to the AFLS. Scores are compared for each student year to year, and a determination is made as to whether there has been an increase that meets or surpasses the criteria set within the assessment accountability measure.

RESULTS AND EVALUATION

The table below contains a line for each student and highlights the previous year's or initial assessment score, the current year's or final assessment score, the difference between the two, and an indication of whether or not there was progress that met or exceeded the criteria set forth in the assessment accountability measure. **33/33 or 100% of students increased annual assessment scores by the number of points stipulated within the accountability measure.**

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

Student Assessment Score Comparison 2017-2018				
Students	Previous Year Total Score	Current Year Total Score	Score Difference	Met Improvement Criteria? (VBMAPP: min. 2 point increase; AFLS min. 5 point increase)
Student 1	VBMAPP 115.5	VBMAPP 119	3.5	Yes
Student 2	VBMAPP 90.5	VBMAPP 166	75.5	Yes
Student 3	VBMAPP 69	VBMAPP 153	84	Yes
Student 4	VBMAPP 52	VBMAPP 74	22	Yes
Student 5	VBMAPP 91.5	VBMAPP 108.5	17	Yes
Student 6	VBMAPP 151	VBMAPP 162	11	Yes
Student 7	VBMAPP 134	VBMAPP 147.5	13.5	Yes
Student 8	VBMAPP 70	VBMAPP 137.5	67.5	Yes
Student 9	VBMAPP 121	VBMAPP 127.5	6.5	Yes
Student 10	VBMAPP 112.5	VBMAPP 125.5	13	Yes
Student 11	VBMAPP 111.5	VBMAPP 120.5	9	Yes
Student 12	VBMAPP 118.5	VBMAPP 132	13.5	Yes
Student 13	AFLS 235	AFLS 279	44	Yes
Student 14	AFLS 1503	AFLS 1933	430	Yes
Student 15	AFLS 1503	AFLS 1611	108	Yes
Student 16	AFLS 960	AFLS 1114	154	Yes
Student 17	AFLS 1268	AFLS 1402	134	Yes
Student 18	AFLS 1283	AFLS 1358	75	Yes
Student 19	AFLS 962	AFLS 990	28	Yes
Student 20	AFLS 797	AFLS 860	63	Yes
Student 21	AFLS 1171	AFLS 1224	53	Yes
Student 22	AFLS 685	AFLS 734	49	Yes
Student 23	AFLS 131	AFLS 177	46	Yes
Student 24	AFLS 307	AFLS 410	103	Yes
Student 25	AFLS 3272	AFLS 3420	148	Yes
Student 26	AFLS 1952	AFLS 2266	314	Yes
Student 27	AFLS 2651	AFLS 2810	159	Yes
Student 28	AFLS 1846	AFLS 1875	29	Yes
Student 29	AFLS 2080	AFLS 2140	60	Yes
Student 30	AFLS 2066	AFLS 2090	24	Yes
Student 31	AFLS 1629	AFLS 1666	37	Yes
Student 32	AFLS 888	AFLS 970	82	Yes
Student 33	AFLS 1015	AFLS 1243	228	Yes

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE AND COMMENTS

Annual assessments not only document progress, but allow for teachers to identify ongoing areas for growth and development. They are conducted within a time frame that allows for results to be reviewed with parents at internal planning meetings (meetings scheduled at least annually with each family to discuss longer term goals and preparation for future transition) and utilized to inform IEP objective development in advance of annual reviews.

Measure 4: Student inclusion in a less restrictive environment

For those students demonstrating defined pre-requisite skills, 100% will participate in some form of inclusion in a less restrictive environment for part of the week.

METHOD

Students are assessed according to inclusion readiness criteria at the end of each year. If a student meets those criteria, inclusion in a less restrictive environment is planned for the following year. This measure looks at whether each student who demonstrated readiness criteria in the previous year did, in fact, participate in inclusion during the current year.

RESULTS AND EVALUATION

The table below contains a line for each student who demonstrated inclusion readiness by the end of the 2016-2017 school year and documents whether and where they were included during the 2017-2018 school year. It also accounts for the amount of time spent in that less restrictive environment. **1/1 or 100% of students who met pre-requisites participated in inclusion within a less restrictive environment.**

Students Included in Less Restrictive Educational Environments 2017-2018

Students	Prerequisites Met in 2016-17?	Inclusion Setting in 2017-18	Amount of Time
Student 1	Yes	Second Grade at PS50	4 hours/week throughout the school year

ADDITIONAL EVIDENCE AND COMMENTS

We are in the process of refining readiness criteria so as to give staff more clarity and ensure that students are set up for success. Additionally, while we have had great inclusive experiences with local schools (e.g., DREAM Charter School, PS50), these are often not the schools into which our students graduate. More often, our students move from NYCACS East Harlem to a less restrictive specialized environment such as an ASD Horizon classroom or an 8:1:1 or 12:1:1 District 75 classroom. We are looking to build relationships with such settings (ideally creating consistent pipelines for our graduates and personnel that become familiar with us and our students) so that students can be included in the environments into which they may ultimately transition.

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 5: Movement to less restrictive environments

In any five-year period, NYCACS will seek to move at least 5% of its students from their NYCACS classroom placement to a less restrictive educational setting.

METHOD

Across a given five year charter period, the number of students who transition to a less restrictive educational setting full time is tracked. Typically, students who participate in inclusion within a less restrictive environment (see Measure 4) - successfully and for increasing amounts of time - will ultimately graduate and transition into a less restrictive educational environment full time at some point.

RESULTS AND EVALUATION

The table below contains a line for each student who transitioned full time to a less restrictive educational setting within the current five-year charter period. **Two students (6%) transitioned to less restrictive educational settings between 2016-2018, the first two years of the 5-year period.**

Students Transitioning to Less Restrictive Educational Settings Full Time		
Students	Date of Transition	Educational Setting
Student 1	December, 2016	ASD Horizon Program
Student 2	August, 2017	Inclusion Program at P138M

ADDITIONAL EVIDENCE AND COMMENTS

As referenced in Measure 4 above, most of our graduates move from NYCACS East Harlem to a less restrictive specialized environment such as an ASD Horizon classroom or an 8:1:1 or 12:1:1 District 75 classroom. We are looking to create partnerships with and consistent pipelines to such settings so that transitions, and the process leading up to them, can be as successful as possible.

Measure 6: Progress within the area of community based instruction (ages 13 and up)

Annually, at least 85% of students aged 13 and over will improve by at least 1 point on an assessment of skills targeted in the community.

METHOD

All students aged 13 and over participate in some form of instruction within the community outside of school. This is referred to as Community Based Instruction (CBI). The amount of time spent engaged in CBI increases as students get older. Starting at age 13, students begin by learning to travel and shop in the community (grocery shopping dovetails with cooking instruction that takes place in the school's Life Skills Center). They also participate in a community fitness class at a local gym (currently Asphalt Green). Starting at age 16, students begin to participate in work internships at various organizations and businesses in the community. Students typically rotate to a new work internship site every year.

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

The table below contains a line for each student who participated in Community Based Instruction (CBI). Each line identifies (yes or no) whether or not a student improved by at least one point in each of the areas assessed through the NYCACS CBI assessment data sheet. These include: navigation/travel skills, production skills, and social skills. **All students over the age of 13 (17/17 or 100%) showed improvement of at least 1 point on each area of the three pronged community skills assessment.**

Students aged 13 and up showing progress in Community Based Instruction 2017-2018

Students	At least 1 point gain: Navigation/Travel Skills	At least 1 point gain: Production Skills	At least 1 point gain: Social Skills
Student 1	Yes	Yes	Yes
Student 2	Yes	Yes	Yes
Student 3	Yes	Yes	Yes
Student 4	Yes	Yes	Yes
Student 5	Yes	Yes	Yes
Student 6	Yes	Yes	Yes
Student 7	Yes	Yes	Yes
Student 8	Yes	Yes	Yes
Student 9	Yes	Yes	Yes
Student 10	Yes	Yes	Yes
Student 11	Yes	Yes	Yes
Student 12	Yes	Yes	Yes
Student 13	Yes	Yes	Yes
Student 14	Yes	Yes	Yes
Student 15	Yes	Yes	Yes
Student 15	Yes	Yes	Yes
Student 17	Yes	Yes	Yes

ADDITIONAL EVIDENCE AND COMMENTS

Community Based Instruction becomes increasingly important as students grow older. Moving into the 2018-2019 school year we are creating a better defined “upper school” (ages 13 and older) that will allow for increasing amounts of CBI as students age up. As part of this change, we will be looking for additional ways in which to track progress and account for all of the innovative work that we do with students to prepare them for adulthood.

Measure 7: New Community Partners

Within a five year period, the school will engage with a minimum of two new community partners focused on leisure/recreation or work readiness.

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

As referenced above, students aged 13 and over attend a community fitness class and those aged 16 and over participate in work internships each year. New community partner relationships are developed and maintained by the school's Director of Transition and Community Outreach in order to allow for such opportunities.

RESULTS AND EVALUATION

The table below lists all current Community Partners. New partners added this charter period are highlighted in yellow. **This goal was met last year with the addition of DREAM Data Entry and Snackworks as Community Partners. An additional partner, Two Forks Restaurant, was just added this summer (technically part of next year's reporting, but included since this is a 5-year goal).**

Community Partners 2017-18 (Newly Added Highlighted in Yellow)

Community Partner	Type
Asphalt Green	Fitness
Dave's Gourmet	Work
DREAM Data Entry	Work
DREAM Facilities	Work
El Museo del Barrio	Work
Facebook	Work
Fairway Market	Work
Shake Shack	Work
Snackworks	Work
TechKids Unlimited	Work
Two Forks	Work
White Castle	Work

ADDITIONAL EVIDENCE AND COMMENTS

The more community partners, the more experiences and opportunities our students have access to. When they agree to partner with us, organizations are expected to be engaged in a way that goes beyond just opening their doors. Each site is asked to have a point person on staff who acts as our student's supervisor. Directions and expectations come from him or her, with an NYCACS East Harlem staff member there to provide support to our student – not direction. Despite having met this goal, the NYCACS Director of Transition and Community Outreach will continue to work on establishing even more partnerships moving forward.

Measure 8: Work Internship site satisfaction

Annually, a minimum of 75% of staff within organizations hosting NYCACS East Harlem students in work internships will report that the experience was positive.

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

Work Internship Site staff were given surveys to complete in which they were asked to answer a short list of questions about the experience (e.g., “Did you receive enough training?”, “Were NYCACS staff responsive to your needs and requests?”), culminating in a final question, “Would you host NYCACS students at your organization again?” The number of yes responses to that question was divided by the total number of responses to that question to yield a percent score.

RESULTS AND EVALUATION

The table below contains a line for each work internship site and an indication of the site personnel’s response to the final survey question referenced in the method section above. **7/7 organizations whose staff supervised NYCACS East Harlem students responded to the survey. 100% indicated that they would host NYCACS East Harlem students again.** At an eighth site (Fairway Market), on-site supervision was provided by NYCACS East Harlem staff. Additionally, at a ninth site (TechKids Unlimited), the student placed there was not supported by NYCACS staff. Therefore, a survey was not administered to either.

Community Partner Experience Rating 2017-18	
Organization List	Positive Report?
Dave’s Gourmet	Yes
DREAM (Facilities and Data Entry)	Yes
El Museo del Barrio	Yes
Facebook	Yes
Fairway	N/A due to lack of on-site supervision
Shake Shack	Yes
Snackworks	Yes
TechKids Unlimited	N/A due to lack of on-site support from NYCACS
White Castle	Yes

ADDITIONAL EVIDENCE AND COMMENTS

Fairway Market was one of our first work internship sites many years ago when we began the program. Since that time, management has changed and, while they have agreed to continue to allow our students to practice work skills there, they are not able to provide an on-site supervisor. This is not optimal, but having access to a large chain supermarket is still valuable and affords our students many learning opportunities that would be difficult to recreate elsewhere within the local community. We will continue to work with that site in an effort to build in on-site supervision and/or identify an alternate option. Additionally, TechKids Unlimited was a unique of partnership for us. That setting is designed to train and support individuals on the autism spectrum and, as a result, our student who was placed there did not require support from NYCACS East Harlem staff. While our survey in it’s current form could not readily be administered given those differences, a modified survey will be developed in order to obtain feedback

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

from a range of partnerships. As an aside, the student placed at TechKids Unlimited has subsequently transitioned to a less restrictive educational setting full time – an excellent outcome.

SUMMARY OF GOAL 1: STUDENT PROGRESS IN TARGETED PROGRAMMING

All of the measures contained within this goal were mastered. Students overwhelmingly demonstrated progress in skill acquisition programming.

Measure	Outcome
Annually, at least 75% of students will master a minimum of 85% of the objectives (skill acquisition and behavior reduction) set forth in their Individualized Education Programs (IEP).	Mastered
Annually, at least 75% of students will show progress on a minimum of 85% of skill acquisition programs outside the scope of their Individualized Education Programs (IEP).	Mastered
Annually, at least 75% of NYCACS students will increase either their VB-MAPP score by a minimum of 1 point across at least two domains, or their AFLS score by a minimum of 5 points across 5 domains, depending upon which assessment is used.	Mastered
Annually, for those students demonstrating defined pre-requisite skills, 100% will participate in some form of inclusion in a less restrictive environment for part of the week.	Mastered
In any five-year period, NYCACS will seek to move at least 5% of its students from their NYCACS classroom placement to a less restrictive educational setting outside of NYCACS.	Mastered
Annually, at least 85% of students over the age of 13 will improve by at least 1 point on an assessment of skills targeted in the community (i.e., outside the school).	Mastered
Within a 5 year period, the school will engage with a minimum of 2 new Community Partners focused on leisure/recreation or work readiness.	Mastered
Annually, a minimum of 75% of staff within organizations hosting NYCACS students in work internships will report that the experience was positive.	Mastered

ACTION PLAN

NYCACS East Harlem mastered all of the measures set forth under Goal #1. In advance of next year's accountability goal submission, NYCACS will review each measure to determine if adjustments can be made that allow for increased stretch. Additionally, the school will attempt to identify additional measures that help better reflect the breadth of student progress as well as all of the innovative work and individualized instruction taking place at the school.

GOAL 2: PROGRESS TOWARD REDUCTION OF CHALLENGING BEHAVIOR

GOAL 2: Students will demonstrate reduced levels of challenging behavior (in frequency and/or magnitude). Additionally, staff will work to fade Behavior Intervention Plans in a thoughtful manner, always keeping in mind the safety and well-being of each student and those around him/her.

Measure 1: Reduction of challenging behavior

Annually, at least 75% of students who have had one or more Behavior Intervention Plans (BIP) in place to address challenging behavior for at least 6 months, will show a reduction in challenging behavior, either in terms of frequency, magnitude, or both.

METHOD

Data are collected on all student Behavior Intervention Plans daily. Progress is defined as movement in the desired direction from previous BIP and/or baseline measures (i.e., a reduction in rates of targeted behavior). Progress will be assessed across every BIP if more than one are associated with an individual student.

RESULTS AND EVALUATION

The table below contains a row for each student Behavior Intervention Plan (BIP) – some students have multiple BIPs addressing different forms of challenging behavior simultaneously – and indicates mean and range percentages or occurrences of behavior (depending upon measurement procedures utilized within each plan) from baseline or previous plan contrasted with the most recent month. The final column indicates if a reduction in behavior has been demonstrated. **6 students had BIPs in place for at least 6 months, and all 6 (100%) showed a decrease in rates of targeted challenging behavior across all Behavior Intervention Plans (14 total).**

Assessment of Student Behavior Intervention Plan Effectiveness 2017-2018

Student	Mean/Range of Previous BIP or Baseline	Mean/Range of Current BIP (most recent month)	Reduction?
Student 1	12% (5%-29%)	2.9% (0%-9%)	Yes
Student 2	8.9% (1%-26%)	.75% (0-4)	Yes
Student 3 – BIP A	12.6% (5%-22%)	1.6% (0%-6%)	Yes
Student 3 – BIP B	12.1(0%-28%)	.63%(0%-3%)	Yes

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

Student 4 – BIP A	1.22 (0-7)	.04 (0-1)	Yes
Student 4 – BIP B	1.06 (0-7)	0	Yes
Student 4 – BIP C	1.45 (0-4)	0	Yes
Student 4 – BIP D	101.50 (0-791)	13.6 (4-38)	Yes
Student 5 – BIP A	1.7% (0%-26%)	.68% (0%-5%)	Yes
Student 5 – BIP B	7.4 (0-29)	5.01 (0-34)	Yes
Student 5 – BIP C	1.8 (0-6)	.31 (0-2)	Yes
Student 6 – BIP A	87% (no range)	33% (9-34%)	Yes
Student 6 – BIP B	1.7 (0-7)	1 (0-6)	Yes
Student 6 – BIP C	4.1% (0%-9%)	3.8% (0-10)	Yes

ADDITIONAL EVIDENCE AND COMMENTS

Many NYCACS East Harlem students exhibit different forms of challenging behavior at different times during their enrollment as a result of their diagnosis. The school has never suspended or expelled a student since opening in 2005. Rather, we have demonstrated effectiveness in reducing levels of such challenging behavior through careful baseline and functional assessment procedures, intervention probes, and finally formal Behavior Intervention Plans. Parental consent is secured for every step of that process, starting with the baseline and assessment phase. Given how many different forms these plans can take, how long they may be in place for, and the general ebb and flow of rates of behavior for this population at different times in their lifespan, meaningfully capturing progress can be difficult. We will continue to look at how we report on these data given the critical nature of this area of programming.

SUMMARY OF GOAL 2: PROGRESS TOWARD REDUCTION OF CHALLENGING BEHAVIOR

The one measure contained within Goal #2 was mastered. All students with Behavior Intervention Plans in place for at least 6 months exhibited a reduction in the challenging behavior targeted.

Measure	Outcome
Annually, at least 75% of students who have had one or more Behavior Intervention Plans (BIP) in place to address challenging behavior for at least 6 months, will show a reduction in challenging behavior, either in terms of frequency, magnitude, or both.	Mastered

ACTION PLAN

As referenced above, Behavior Intervention Plans can take many different forms and be in place for varied amounts of time. Additionally, the general ebb and flow of rates of behavior for this population is different across their lifespan, making meaningful capture of progress difficult. Given how much time, planning, collaborating, and problem-solving goes into managing and reducing challenging behavior, NYCACS will continue to look at ways to capture all of the work that goes on in this arena.

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

GOAL 3: ASSESSMENT OF HUMAN RIGHTS COMMITTEE

GOAL 3: A Human Rights Committee (HRC) will meet two times per year and judge NYCACS programs and procedures as respecting the human rights of each individual student.

Measure 1: HRC Positive Assessment of Behavior Intervention Plans

A Human Rights Committee will positively respond to at least 80% of assessment items requested for each Behavior Intervention Plan reviewed. Any negative responses will be followed by immediate and documented modifications.

METHOD

Two times per year a Human Rights Committee (HRC) is convened. It consists of individuals from a variety of fields: a doctor, an attorney, an educator from another school, a journalist, and the parent of a child with autism who does not attend NYCACS. Over the year, all Behavior Intervention Plans (BIPs) with any restrictive component (e.g., time out, response cost) are reviewed by the HRC. For each, a history of challenging behavior is provided, as well as results from assessments, baseline data, and a rationale for the current BIP. Details of the BIP are reviewed along with data collected to date. HRC members are given the opportunity to discuss and seek clarification on any aspects of the plan. Then they are asked a series of questions including “Is there evidence of parental consent?”, “Was a functional behavior assessment conducted?”, and “Is there evidence of reinforcement procedures being utilized?” – the answers to which should, ideally, be “yes”. Committee member “yes” responses are tallied and divided by the total number of questions to determine a percentage of positive responses.

RESULTS AND EVALUATION

The table below contains a row for each student whose Behavior Intervention Plan (BIP) was reviewed by the HRC on each of the two meeting dates. The final column indicates if the HRC responded positively to at least 80% of assessment items. **The Human Rights Committee responded positively to at least 80% of assessment items for 3/3 or 100% of BIPs reviewed.**

Human Rights Committee Positive Review Responses 2017-18		
HRC Meeting Date	Students Reviewed	Did committee respond with "yes" to 80% of line items?
11/27/17	Student 1	Yes
11/27/17	Student 2	Yes
5/14/18	Student 3	Yes

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE AND COMMENTS

The purpose of the Human Rights Committee is to ensure that we are respecting the rights of NYCACS East Harlem students who, in many cases, are unable to advocate for themselves. Our close work with parents/caregivers around behavior reduction (and all other programming) is also evidence of the importance we place on this issue, as is the extensive training provided to staff on effective and ethical modes of instruction, respect and positivity, confidentiality, and professionalism.

Measure 2: HRC Evidence of Parental Consent

Evidence of parental consent will be demonstrated for 100% of plans reviewed.

METHOD

Two times per year a Human Rights Committee (HRC) is convened. It consists of individuals from a variety of fields: a doctor, an attorney, an educator from another school, a journalist, and the parent of a child with autism who does not attend NYCACS. Over the year, all Behavior Intervention Plans (BIPs) with any restrictive component (e.g., time out, response cost) are reviewed by the HRC. For each, a history of challenging behavior is provided, as well as results from assessments, baseline data, and a rationale for the current BIP. Details of the BIP are reviewed along with data collected to date. HRC members are given the opportunity to discuss and seek clarification on any aspects of the plan. Then they are asked a series of questions. The number of yes responses to the question, "Is there evidence of parental consent?" is divided by the total number of plans reviewed to determine a percentage of plans with parental consent.

RESULTS AND EVALUATION

The table below contains a row for each student whose Behavior Intervention Plan (BIP) was reviewed by the HRC on each of the two meeting dates. The final column indicates whether or not the HRC observed evidence of parental consent. **The Human Rights Committee observed evidence of parental consent for 3/3 or 100% of BIPs reviewed.**

Human Rights Committee Positive Review Responses 2017-18		
HRC Meeting Date	Students Reviewed	Was there evidence of parental consent?
11/27/17	Student 1	Yes
11/27/17	Student 2	Yes
5/14/18	Student 3	Yes

ADDITIONAL EVIDENCE AND COMMENTS

See Additional Evidence and Comments section from Measure #1 above.

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF GOAL 3: ASSESSMENT OF HUMAN RIGHTS COMMITTEE

Both measures contained within Goal #3 were mastered. The Human Rights Committee positively rated and observed evidence of parental consent in all of the Behavior Intervention Plans reviewed.

Measure	Outcome
A Human Rights Committee will positively respond to at least 80% of assessment items requested for each Behavior Intervention Plan reviewed. Any negative responses will be followed by immediate and documented modifications.	Mastered
Evidence of parental consent will be demonstrated for 100% of plans reviewed.	Mastered

ACTION PLAN

Given the forms of challenging behavior demonstrated by some of the students we serve – self-injury, aggression, property destruction – we must focus on ensuring the safety of students and staff at all times. While our primary focus is on antecedent management strategies (arranging a student’s schedule, environment, reinforcement system, etc., to minimize the occurrence of challenging behavior), there are times we must respond to incidents of such behavior, and times when those responses may be restrictive in nature in order to ensure the safety of all. Building in BIP reviews by a Human Rights Committee (in addition to parental consent at every step of the BIP process and ongoing dialogue with parents as rates of challenging behavior are monitored) is an extra step in ensuring students are protected. We will continue this important practice, assessing if the number of restrictive BIPs ever exceeds the number that can be reviewed within our two annual meetings and, if that is the case, lengthening meetings and/or increasing the number each year (this has not been an issue to date).

GOAL 4: PARENT ENGAGEMENT AND SATISFACTION

GOAL 4: Families will be actively involved in their children’s education program, gain a broader understanding of autism-related issues and how best to address them, and prepare for life after school has ended. They will express satisfaction with the NYCACS East Harlem educational program and judge it to be effective in achieving these goals.

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 1: Individualized Parent Training

Annually, 85% of parents/guardians whose children are 12 years old or younger will participate in a minimum of 10 hours of individualized parent training focused on school, home, and/or community learning on an annual basis. 85% of parents/guardians whose children are 13 years old or older will participate in a minimum of 5 hours.

METHOD

NYCACS East Harlem educational philosophy holds that families are an integral part of the students' education, and that parental involvement is a highly desired element of the school's programs. While no action is taken against parents, or children of parents, who do not choose to participate, NYCACS East Harlem has established a variety of initiatives and activities to engage parents in training focused on school, home and/or community for which participation hours are logged. These include the following: clinic meetings in which family members participate with clinical staff in reviewing, problem-solving, and enhancing educational programming; scheduled observations that allow parents to observe specific educational activities, some of which may take place off-site in the community; access to Home and Family Consultation by NYCACS East Harlem personnel and/or visits by parents to NYCACS East Harlem to develop specific skill acquisition and behavior reduction programs that improve quality of life for the child and the family outside of the school setting; and annual planning meetings in which future goals in the areas of work, living, and community participation are discussed.

RESULTS AND EVALUATION

The table below contains a row for each student and indicates the number of home hours conducted, the number of clinic hours in which a parent/guardian participated, and the total number of hours of such training activities. **For 88% or 29/33 students, parents/guardians participated in the required number of training hours (dependent upon a student's age – see below).**

Parent Instruction-Focused Hours 2017-2018			
Students	Home Hours	Clinic Hours	Total Hours
Students 12 Yrs. & Under			Target 10 Hours
Student 1	9.25	8	17.25
Student 2	3.25	7	10.25
Student 3	9	7	16
Student 4	8.25	6	14.25
Student 5	8.25	6	14.25
Student 6	7.5	6	13.5
Student 7	5	6	11
Student 8	4	3	7

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

Student 9	3	7	10
Student 10	8.25	6	14.25
Student 11	1	6	7
Student 12	4.5	6	10.5
Student 13	1	8	9
Student 14	0	8	8
Students 13 Yrs. & Over			Target 5 Hours
Student 15	2	9	11
Student 16	2.5	9	11.5
Student 17	5	1	6
Student 18	2	9	11
Student 19	11	9	21
Student 20	4.5	9	13.5
Student 21	0	7	7
Student 22	0	9	9
Student 23	2	8	10
Student 24	3	5	8
Student 25	10.5	8	18.5
Student 26	5	9	14
Student 27	5	7	12
Student 28	5	9	14
Student 29	7	8	15
Student 30	5	6	11
Student 31	4.5	9	13.5
Student 32	8	8	16
Student 33	7	9	16

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

Overall, 29/33 or 88% of parents/guardians met the required number of training hours as determined by their child's age, surpassing the goal of 85%. Meeting the target of 10 hours for the parents of younger students proved a challenge, with 10 of 14 families meeting criterion. The number of hours ranged from 7 to 17 hours with a mean of 12 hours per family. The target of 5 hours for the parents of older students was more readily met, with 19 of 19 or 100% meeting criterion. The number of hours ranged from 6-21 with a mean of 13 hours per family.

Historically, parents were allowed to opt out of home visits, as was the case for the parents of the 4 younger students who did not meet criterion. This measure was revised in the May 2018 final Accountability Plan. Going forward, parents may choose not to participate in home visits, but staff are still expected to find alternate ways of engaging parents in the requisite number of training hours.

ADDITIONAL EVIDENCE AND COMMENTS

Minutes of all clinic sessions, home consultation visits and annual planning meetings are maintained in each student's file and attest to the quality and value of these activities, all aimed at helping each parent gain a broader understanding of 1) autism-related issues, 2) how best to address them as they relate to their child(ren), and 3) how to prepare for their child's life ahead.

Measure 2: NYCACS Program Effectiveness Survey

Annually, 85% of parents/guardians will rate the NYCACS East Harlem education program as effective in the annual NYCACS Program Effectiveness Survey. The school will obtain a 75% participation rate.

METHOD

NYCACS East Harlem conducted an internally designed NYCACS Program Effectiveness Survey to determine parent satisfaction with the school. The survey consisted of 18 statements applicable specifically to NYCACS. Statements were scored using a Likert scale of 1 to 4, where 1 means Strongly Disagree and 4 means Strongly Agree. Comments and open-ended questions were solicited as well. The survey was distributed anonymously using the Survey Monkey Platform. It was made available in English and Spanish and could be completed online or by hand.

RESULTS and EVALUATION

NYCACS East Harlem received the highest rating on overall satisfaction with the program with a satisfaction rate of 100%. The response rate of 84%, exceeding the target of 75%, but was not as high as has historically been the case with this survey.

NYCACS Program Effectiveness Survey
Response Rate 2017-2018

Number of Responses	Number of Families	Response Rate
26	31	84%

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

NYCACS Program Effectiveness Survey Parent Satisfaction on Key Survey Results 2017-2018

Item	Percent Satisfied
"Overall, the school program is effective."	100%

NYCACS East Harlem parents indicated strong satisfaction with their child's program as evidenced by the 100% 'Strongly Agree' response to the summary statement, "Overall, the school program is effective." The weighted average across the 18 assessment questions was a very positive 3.77 out of a possible 4. The response rate of 84%, while surpassing the criterion of 75%, was lower than has historically been the case with this survey and reflects difficulties the school encountered in using the Survey Monkey platform, rather than parent disinclination to respond. The school will undertake additional follow-up in person and by phone next year.

ADDITIONAL EVIDENCE AND COMMENTS

The 2017-2018 Parent Effectiveness Survey was expanded this year to request more open ended responses, including the following: "Please list important skills your child has learned at NYCACS this year"; "Please list the strengths of the school and leadership team"; "Please list ways in which the school and/or leadership team could better support you"; and "Do you or your child have any stories you would like to share." Comments reinforced findings from this and other surveys, as well as capturing excellent stories and testimonials.

Measure 3: Parent Observation Form

Of the NYCACS Observation Forms completed by parents immediately following instruction-focused visits/parent training sessions, at least 85% will indicate overall satisfaction with the quality of education provided to their child.

METHOD

Parents/guardians are asked to complete a NYCACS Observation Form immediately following a visit or training session at school or in the community. Questions are presented in a yes/no format and request feedback on student engagement, instructional interaction, appropriateness of learning tasks, communication, learning environment, clarity of student performance data, safety, and overall satisfaction with the quality of education observed. Open-ended questions solicit further feedback on successes, concerns and recommendations. Observation Forms are then reviewed and signed by the Clinical Supervisor, and Head of School and, for community-based observations, the Director of Transition and Community Outreach. Translation support is provided where needed.

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Of the 211 NYCACS East Harlem School Observation Forms completed, 100% expressed overall satisfaction with the quality of education observed, surpassing the goal of 85% satisfaction.

NYCACS School Observation Survey Results Following Instruction-Focused Visits/Parent Training Sessions 2017-2018		
Item	Surveys Completed	Percent Satisfied
"Overall, did you feel the quality of education was satisfactory? (Yes/No)	211	100% Yes

ADDITIONAL EVIDENCE AND COMMENTS

The observation forms are particularly valuable in providing immediate feedback following instruction-focused visits/training sessions. The forms are straight forward and give parents a voice in the continued development and shaping of instruction. Reviews by Clinical Supervisors and the Head of School help ensure that any concerns are promptly considered and addressed.

Measure 4: NYC DOE Learning Environment Survey

Annually, parents/guardians will express satisfaction with the school's program, based on the NYC DOE Learning Environment Survey on which the school will receive scores of 75% or higher on each of the domains surveyed as designated by the NYC DOE. The school will obtain a 75% participation rate on the survey.

METHOD

The NYC DOE Learning Environment Survey is distributed to all parents/guardians of NYCACS East Harlem students and anonymously solicits parent/guardian responses to a variety of statements designed to measure parent satisfaction across 3 domains: Effective School Leadership; Strong Family Community Ties; and Trust. The survey can be completed by hand or online and is available in multiple languages as needed. By design, the survey's questions are general in nature, so as to pertain to schools citywide. The survey was distributed to 31 families, two of which have two students in the school.

RESULTS AND EVALUATION

Parents/Guardians expressed exceptionally high satisfaction with NYCACS East Harlem across domains and at a participation rate of 97%, representing all families but one.

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

NYC DOE Learning Environment Survey Parent Satisfaction Survey Response Rate 2017-2018

Number of Responses	Number of Families	Response Rate
30	31	97%

NYC DOE Learning Environment Survey Parent Satisfaction on Key Survey Results 2017-2018

Item	Percent of Respondents Satisfied
Effective School Leadership	100%
Strong Family Community Ties	99%
Trust	100%

Parents/guardians consistently rated NYCACS East Harlem at the highest levels of satisfaction across domains. The scores and participation rates are consistent with previous years. The levels of satisfaction consistently surpass those reported for District 75 schools (self-contained classrooms for students with significant disabilities), the school's comparison group. A new question on this year's survey asked parents to rank improvements they would most like their school to make. The results, below, suggest parents would like to see more offerings found in traditional schools serving a more typical population. NYCACS East Harlem maximizes its instructional time in order to address the highly significant needs of its students. The school's enrichment offerings--piano instruction, baseball, and fitness training—are specially designed to meet the needs of students with autism within an enrichment context. The school also assists parents in identifying appropriate afterschool and leisure programs in their community. Of note also are the areas where parents found no need for improvement—leadership, communication, quality teaching and class size—all areas where NYCACS East Harlem excels:

- Stronger enrichment programs (e.g. afterschool programs, clubs, teams) 63%
- Stronger arts programs 17%
- More challenging courses 13%
- More hands-on learning 4%
- Safer school environment 4%
- Stronger school leadership 0%
- Better communication with parents/guardians 0%
- Higher quality teaching 0%
- Smaller class size 0%

ADDITIONAL EVIDENCE AND COMMENTS

The NYC DOE Learning Environment Survey holds value as a generic measure of parent satisfaction in areas held in common with schools across the city. It is best appreciated in conjunction with the NYCACS-specific surveys that measure satisfaction in areas related to the unique educational program provided to

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

NYCACS students. These measures combined reflect an exceptionally high level of parent satisfaction with the program their students receive.

Measure 5: Preparation for Adulthood

Annually, 85% of parents/guardians of students over the age of 15 years (who have not already successfully completed transition readiness tasks) will participate in at least one preparatory action related to preparing for their children's adulthood.

METHOD

NYCACS East Harlem works with parents/guardians and their adolescent children to plan and initiate preparatory actions related to adulthood. It is anticipated that NYCACS East Harlem students will continue to need specialized support as adults after leaving the education system the school year they turn 21. While preliminary planning begins at an earlier age, the Director of Transition and Community Outreach works with families of students over 15 years to identify and begin implementing specific transition readiness tasks appropriate to their child. Transition workshops provide parents with an overview of options and timelines. Workshops are supplemented by the school's "NYC Transition Handbook: Planning Today for your Child's Tomorrow" and Parent Transition Planning Task worksheets identifying steps and resources. A log is maintained of actions taken by each family and is used by the Director of Transition and Community Outreach to facilitate planning and implementation of transition tasks.

RESULTS AND EVALUATION

85% or 11 of 13 families with students over the age of 15 years participated in at least one preparatory action related to preparing for their child's adulthood. Parents took a total of 23 actions, as itemized below:

- Attended Workshop: 10
- Toured Transitional Program: 2
- Enrolled in Benefits Program: 2
- Initiated Guardianship Process: 4
- Enrolled in Adult Services Program: 3
- Established Funding Stream: 3

The transition tasks taken on by NYCACS East Harlem families represent significant steps in a complex and challenging process. Of note, NYCACS presented three well received workshops on transition topics: Identifying and Accessing Adult Services (15 parents); AHRC Afterschool and Camp Opportunities (5 Parents); and Upcoming Changes to the Adult Service Systems (16 parents). Transition planning is an increasing priority at NYCACS East Harlem as the school's adolescent population approaches adulthood. The school actively works to support families in the process and to facilitate networking between families so that strategies and information are shared.

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE AND COMMENTS

NYCACS East Harlem conducted an informal survey of NYCACS East Harlem parents in July 2017 to help identify parents' priorities and concerns for their students. Of the 14 respondents (44% response rate) 92% ranked either living independently and/or who would take care of their child after their death as their primary concern. When asked whether they thought their child would be able to live independently, only 2 parents said yes. These findings confirm the critical importance of the transition planning NYCACS does with its families and the need for community and government agencies to better address the sparsity of appropriate adult services for our population.

Measure 6: Parent Alumni Survey

85% of parents or caregivers of children who have transitioned out of NYC Autism Charter Schools, and who complete a biennial survey, will positively rate their experience at NYC Autism Charter Schools and the impact it had on their children.

METHOD

NYCACS conducted a Parent Alumni Survey of 17 families whose students have left the school. The survey collected data on current school placement and living situation, and solicited overall parent feedback on their satisfaction while at NYCACS, the most important skills learned, and ways in which NYCACS could have done better to support both child and family. Using a 4-point scaled response from Strongly Disagree to Strongly Agree, the parents were asked to respond to the statement, "While at NYCACS, I felt that my child was part of a positive and supportive environment."

RESULTS AND EVALUATION

90% of respondents or 9 of 10, indicated that they "Strongly Agree" with the statement, "While at NYCACS, I felt that my child was part of a positive and supportive environment." 10% or 1 respondent indicated "Agree", and 1 skipped the question. Eleven of 17 families, or 65%, responded to the survey. The survey reached families whose child left NYCACS East Harlem to go to less restrictive placements, more restrictive placements, or who graduated at age 21. Current ages of the students ranged from 10-22 with 50% now 15 years and up. A number of open ended questions provided added depth to the survey. In response to the question about the "most important skills your child learned while at NYCACS," comments clustered around basic life skills, communication, and behavior regulation. In response to, "What could NYCACS have done better to support you and your child?" parents wrote, "Nothing," or asked for longer school hours, more support at home, more vigorous academics for students likely to move to less restrictive placements, and in 1 case, better communication having to do with the appropriateness of the placement for their student. Responses to, "What could NYCACS do to better support alumni?" parents asked for more support with job placement and placement services beyond age 21 and more social outreach. Additional comments about the NYCACS experience were laudatory and appreciative of the school experience and all that their child gained while in attendance.

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE AND COMMENTS

The survey outreach to alumni was limited due to the small number of families in the pool and the differences in the children who have left, one from another. Nonetheless, the response rate was good for this type of survey and the findings are consistent with findings from the other surveys discussed in Goal 4: Parent Engagement and Satisfaction. Taken together, they reflect a high level of parent satisfaction with NYCACS East Harlem and the significant challenges of meeting all the needs of our students, particularly as they age and begin to move toward adulthood and life in the community.

SUMMARY OF GOAL 4: PARENT ENGAGEMENT AND SATISFACTION

Measure	Outcome
Annually, 85% of parents/guardians whose children are 12 years or younger will participate in 10 hours of individualized parent training focused on school, home, and/or community learning. 85% of parents/guardians whose children are 13 years or older will participate in a minimum of 5 hours.	Mastered
85% of parents/guardians will rate the NYCACS education program as effective in the annual Program Effectiveness Survey. The school will obtain a response rate of 75%.	Mastered
Of those surveys completed by parents after instruction-focused visits/parent training sessions, at least 85% will indicate overall satisfaction with the quality of education provided to their child.	Mastered
Annually, parents/guardians will express satisfaction with the school's program based on the NYC DOE Learning Environment Survey in which the school will receive scores of 75% or higher in each of the domains surveyed as designated by the NYC DOE. The school will obtain a 75% participation rate on the survey.	Mastered
Annually, 85% of parents/guardians of students over the age of 15 (who have not already successfully completed transition readiness tasks) will participate in at least one action related to preparing for their children's adulthood.	Mastered
85% of parents or caregivers of children who have transitioned out of NYC Autism Charter Schools, and who complete a biennial survey, will positively rate their experience at the NYC Autism Charter Schools and the impact it had on their children.	Mastered

ACTION PLAN

NYCACS East Harlem demonstrates high levels of parent engagement and satisfaction across measures. The school will continue to work with students, parents and the broader community to enrich satisfaction

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

and to better identify, prepare for, and transition its adolescent students to (and ready their families for) post-school adult services.

GOAL 5: STAFF PROFICIENCY AND SATISFACTION

GOAL 5: NYCACS Teachers and Instructors will demonstrate proficiency in interventions and terminology related to applied behavior analysis and will judge the NYCACS educational program to be effective.

Measure 1: Staff understanding of training concepts

Pre- and post-test measures of staff understanding of concepts presented within training segments will show a minimum of 80% accuracy.

METHOD

NYCACS East Harlem Teachers and Instructors complete an intensive training program designed to enable them effectively to identify and meet the instructional and behavior management needs of special education students on the severe to moderate end of the autism spectrum, and to assist families in implementing appropriate strategies at home and in the community. Training combines small group presentations as well as online training modules developed by Rethink Autism, each bracketed by pre- and post-tests to ensure the content is learned. Training components include the following: Understanding Autism; Principles of Applied Behavior Analysis; Relationship Building; Discrete Trial Instruction; Response Chains; Data Collection; Prompting; Stimulus Control; Shaping; Incidental Teaching; Generalization and Maintenance; Describing Behaviors; Common Interventions; and Functional Assessment of Problem Behavior. An overall pre-test score and post-test score are calculated across components. An overall post-test of at least 80% is required.

RESULTS AND EVALUATION

The table below provides the pre- and post-test scores compiled for 12 staff members and indicates whether they met the criteria of at least 80% mastery. Data for one staff member who satisfactorily completed the training was subsequently lost due to a computer error and are not included in the calculation of percentage of staff meeting criteria on post-test measures. Her subsequent performance data and reviews, however, indicated that she obtained mastery of the training material. **100% of staff or 12 of 12 surpassed the 80% post-test criterion with an average post-test score of 97.4%.**

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

Staff Training Pre- and Post-Test Measures 2017-2018

Staff Member	Overall Pre-Test Score	Overall Post-Test Score	Criteria Met?
Staff Member 1	65	96	Yes
Staff Member 2	78	100	Yes
Staff Member 3	79	99	Yes
Staff Member 4	82	99	Yes
Staff Member 5	71	98	Yes
Staff Member 6	61	98	Yes
Staff Member 7	79	98	Yes
Staff Member 8	63	95	Yes
Staff Member 9	49	90	Yes
Staff Member 10	N/A*	N/A*	Yes*
Staff Member 11	67	100	Yes
Staff Member 12	79	88	Yes
Staff Member 13	81	98	Yes

ADDITIONAL EVIDENCE AND COMMENTS

The training summarized above represents only one component of the training program for new and experienced staff. All didactic training is accompanied by observation and practice of skills in the classroom with real time feedback and correction to ensure understanding, consistency of instruction, and reliability of data collection.

Measure 2: Key Learning Points

Of staff in attendance, 90% will provide satisfactory written summaries of key learning points for targeted staff development meetings held over the course of the school year.

METHOD

NYCACS East Harlem Teachers and Instructors are asked to complete brief written summaries of key learning points at the conclusion of topic specific staff development meetings held throughout the year. The summaries are scored from 1 to 3 using a Likert scale, where 3 means learning points are of a High Quality, 2 means learning points are of a Good Quality, and 1 means learning points Lack Quality. A satisfactory score (3 or 2) requires that 3 of 3 learning points are in direct relation to the topic and at least 2/3 learning points are accurate based on the information presented.

RESULTS AND EVALUATION

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

The table below summarizes the percentage of staff in attendance at targeted staff development meetings with satisfactory Learning Points (score of 3 or 2). (The attendance sheet for one of the guest presentations was not available.) **Overall, 95.7% of staff in attendance provided satisfactory written summaries of key learning points, surpassing the target of 90% for the measure.**

Staff Development Key Learning Points 2017-2018

Staff Development Topic	Number of Staff in Attendance	% of Staff with Satisfactory Learning Points
Dyad and Group Instruction	13	92%
Challenging Behavior Part One	15	100%
Fading Behavior Plans	17	100%
Token Economies	12	100%
Article Review - Errorless Teaching	25	86%
Using PowerPoint as a Teaching Tool	29	88%
Increasing Peer Interaction	25	91%
Guest Presenter: Genetics of Autism	N/A	100%
Learning About Our School - Open House Presentation	25	100%
Guest Presenter: History of Autism	29	100%

ADDITIONAL EVIDENCE AND COMMENTS

The Learning Point Summary requirement has proven an effective tool in maximizing the learning potential for meetings that occur at the end of a long day of teaching. The scoring rubric was added to provide consistency and to reinforce the importance of the meetings for training purposes.

Measure 3: Performance Proficiency Standards

100% of staff invited to return the following year will show proficiency in teaching techniques and satisfactory execution of job requirements on the NYCACS performance evaluation rubric.

METHOD

NYCACS utilizes a comprehensive, data-driven assessment of teacher and instructor performance to assess proficiency in teaching techniques and satisfactory execution of job requirements. An initial 3-month and comprehensive annual performance evaluation are conducted for all teachers and instructors. Data regarding each staff's performance of pivotal teaching skills are collected. The evaluations employ objective measures, including the following: frequency of behavior-specific praise; levels of engagement and on-task behavior of both students and staff; ability to implement a variety of teaching strategies;

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

ability to follow and implement a written behavior intervention plan; and ability to use and understand behavioral terminology. Data are collected on clearly defined areas (e.g., discrete trial instruction, incidental teaching, professionalism with colleagues, organization) that are further broken down into many discrete instructional skills (e.g. within discrete trial instruction, subcomponents include ensuring attending prior to presenting instruction, providing effective prompts, delivering appropriate levels of reinforcement). Points are assigned to each area according to a Likert Rating Scale ranging from Ineffective, to Developing, to Effective, to Highly Effective. Proficiency is defined as a rating of effective or above. To be invited to return the following year, staff must obtain a performance rating Effective or Highly Effective.

RESULTS AND EVALUATION

The table below verifies that 25 of 25, or 100%, of staff invited to return in 2018-2019 demonstrated proficiency in teaching techniques and satisfactory execution of job requirements.

Performance Proficiency Standards Met by Staff 2017-2018	
Staff Member	Performance Evaluation Rating Proficient (Yes/No)
Staff Member 1	Yes
Staff Member 2	Yes
Staff Member 3	Yes
Staff Member 4	Yes
Staff Member 5	Yes
Staff Member 6	Yes
Staff Member 7	Yes
Staff Member 8	Yes
Staff Member 9	Yes
Staff Member 10	Yes
Staff Member 11	Employment ended 5/17
Staff Member 12	Yes
Staff Member 13	Yes
Staff Member 14	Yes
Staff Member 15	Yes
Staff Member 16	Yes
Staff Member 17	Yes
Staff Member 18	Yes
Staff Member 19	Yes
Staff Member 20	Yes
Staff Member 21	Yes
Staff Member 22	Employment ended 6/18
Staff Member 23	Employment ended 6/18
Staff Member 24	Yes
Staff Member 25	Yes
Staff Member 26	Yes

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

Staff Member 27	Employment ended 6/18
Staff Member 28	Yes
Staff Member 29	Yes

ADDITIONAL EVIDENCE AND COMMENTS

The NYCACS Performance Evaluation rubric is both comprehensive and objective. Beginning at the 3-month evaluation, it provides a blueprint for individualized staff training and supervision. Areas to be strengthened are identified early and targeted for additional training and support. In the few cases where proficiency is not demonstrated after concerted effort, the decision not to continue employment is typically a mutual one.

Measure 4: Teacher Survey

Annually, teachers will express satisfaction with the school's program, based on the NYC DOE Learning Environment Survey in which the school will receive scores of 75% or higher in each of the domains surveyed by the NYC DOE. The school will obtain a 75% participation rate on the survey.

METHOD

The NYC DOE Learning Environment Survey is distributed to all NYCACS East Harlem Teachers and Instructors and anonymously solicits their responses to a variety of statements designed to measure teacher satisfaction and perception of the school across 6 domains: Rigorous Instruction; Collaborative Teachers; Supportive Environment; Effective School Leadership; Strong Family Community Ties; and Trust. The survey is completed online. By design, the survey's questions are general in nature so as to pertain to schools citywide. (Note: NYCACS students, unlike students in a typical school, do not take the survey due to their disability. As a result, scores that would otherwise combine teacher and student ratings on the same domain (Rigorous Instruction, Collaborative Teachers, Supportive Environment, Trust) reflect only the responses of NYCACS teachers.

RESULTS AND EVALUATION

NYCACS East Harlem Teachers rated NYCACS East Harlem highly in 5 of the 6 domains assessed— Collaborative Teaching, Supportive Environment, Effective School Leadership, Strong Family and Community Ties, and Trust. Participation rate was 100%, with 29 of 29 teachers and instructors responding.

NYCACS East Harlem exceeded the target of 75% and surpassed its comparison group, District 75 schools (self-contained special education programs for students with significant disabilities) in 5 of the 6 categories. The school did not meet the target for Rigorous Instruction (scoring 72%), largely due to the focus on items that are directly impacted by the nature of our students' autism: as an example, under "Quality of Student Discussion," teachers were asked the degree to which "students build on each

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

other's ideas during class discussion," "students use data or text references to support their ideas," or "students provide constructive feedback to their peers and teachers."

NYC DOE Learning Environment Survey Teacher Satisfaction Survey Response Rate 2017-2018

Number of Responses	Number of Instructional Staff	Response Rate
29	29	100%

NYC DOE Learning Environment Survey Teacher Satisfaction on Key Survey Results 2017-2018

Item	Percent of Respondents Satisfied
Rigorous Instruction	72%
Collaborative Teachers	94%
Supportive Environment	93%
Effective School Leadership	98%
Strong Family Community Ties	100%
Trust	98%

ADDITIONAL EVIDENCE AND COMMENTS

The NYC DOE Learning Environment Survey's has value as a generic measure of teacher satisfaction in areas held in common with schools across the city. It does NYCACS a disservice, however, when assessing performance that is directly impacted by our students' disabilities. The highly positive scores in the domains of Effective School Leadership, Strong Family Community Ties, and Trust, taken together with the equally positive scores from parents in these same domains as reported in Goal 4 Measure 2, reinforce the conclusion that NYCACS East Harlem is a highly positive environment in which to work as a professional and learn as a student.

Measure 5: BCBA Supervision

NYCACS will provide one hour per month of group and/or individual supervision for staff seeking Board Certification in Behavior Analysis (BCBA).

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The Board Certification in Behavior Analysis is a graduate level certification in behavior analysis. Certification requires the completion of a graduate degree in a related field, the completion of a defined period of supervised practical experience, and passing the BCBA certification exam. NYCACS offers experienced staff who are working toward their BCBA credential qualifying supervision hours by a board certified NYCACS staff member. Hours of supervision are documented according to the requirements of the Behavior Analysis Certification board.

RESULTS AND EVALUATION

Two staff members working towards BCBA certification successfully completed 1 hour/month of BCBA supervision from a qualified supervisor. The NYCACS instructional program is strongly enhanced by the expertise brought by its Board Certified Behavior Analysts, who in 2017-2018 numbered 5. To the extent that the school is able to support staff who are working towards their BCBA, both the program and staff retention are stronger.

BCBA Supervision 2017-2018		
Class #	Staff Member (Supervisee)	Completed 1 hr./mo. BCBA Supervision?
Class 1	Staff Member 1	Yes
Class 5	Staff Member 2	Yes

ADDITIONAL EVIDENCE AND COMMENTS

NYCACS East Harlem prides itself on attracting and retaining high-caliber ABA-trained instructors and teachers. The school will continue to provide incentives such as BCBA supervision in order to accomplish this goal.

SUMMARY OF GOAL 5: STAFF PROFFICIENCY AND SATISFACTION

Measure	Outcome
Pre- and post-test measures of staff understanding of concepts presented within training segments will show a minimum of 80% accuracy.	Mastered
Of staff in attendance, 90% will provide satisfactory written summaries of key learning points.	Mastered
100% of staff invited to return the following year, will show proficiency in teaching techniques.	Mastered

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

Annually, teachers will express satisfaction with the school's program, based on the NYC DOE Learning Environment Survey in which the school will receive scores of 75% or higher in each of the domains surveyed as designated by the NYC DOE. The school will obtain a 75% participation rate on the survey.	Domain 1 - Target Approached Domains 2 through 6 – Target Mastered Participation Target Mastered
NYCACS will provide one hour per month of group and/or individual supervision for staff seeking Board Certification in Behavior Analysis (BCBA).	Mastered

ACTION PLAN

NYCACS East Harlem will continue its highly successful staff development, supervisory and evaluation practices and continue to seek ways to enhance the satisfaction and well-being of its staff.

GOAL 6: COMMUNITY AND PROFESSIONAL OUTREACH

GOAL 6: Community and Professional Outreach

NYCACS will share practices with the broader community (including personnel, students, participants, and employees at other schools, organizations, and businesses) and raise awareness about autism and autism education. This is done through internships, training, observations, workshops, peer mentoring, conference presentations, and more.

Measure 1: Professional Observation Visits

A minimum of 10 professional observation visits across the East Harlem and Bronx sites will be conducted each year in which professionals from outside NYCACS will have the opportunity to hear a description of the NYCACS education model and observe students receiving instruction.

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

NYCACS welcomes visits by professionals from other schools, autism service providers, community organizations, charitable organizations, university students and international visitors seeking to learn more about effective autism education and the NYCACS program. NYCACS also reaches out to representatives from schools and adult services programs that may serve our students in the future, programs or enterprises that are potential resources for community based instruction, potential partners for peer mentoring, potential collaborative partners, and foundations interested in supporting autism initiatives. Finally, NYCACS actively reaches out to NYC DOE, community representatives, and government leaders to educate and advocate for high quality services for students with autism. The schools outreach efforts result in a stimulating exchange of expertise that inevitably benefits all involved.

RESULTS AND EVALUATION

NYCACS hosted a total of 16 professional observation visits across both NYCACS East Harlem and NYCACS Bronx sites, as listed below.

Professional Observations 2017-2018	
Visitor	Purpose
Curemark	Tour
Next for Autism, Inc.	Grant Site Visit
M108	Peer Mentoring Partner
Walton Family Foundation	Grant Site Visit
Project Sunshine	Tour Potential Collaboration
NYC Special Education Collaborative	Tour and Knowledge Sharing
Community Roots Charter School	Tour Observe Best Practices
NYC DOE Division of Special Education	Tour Observe Best Practices
Kennedy Child Study Center (Autism Service Provider)	Tour Potential Collaboration
The Creative Kitchen	Cooking Programming
The Center for Discovery (Autism Services Provider)	Tour Observe Best Practices
P138M	Tour Potential Collaboration
Job Path (Adult Services Provider, student focused visits)	Potential Supported Employment Placement
Rockmelon (Autism Provider, Australia)	Tour Observe Best Practices
Junior League Community Volunteer	Tour Observe Best Practices
41 st Police Precinct Auxiliary Unit	Tour Observe Best Practices

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE AND COMMENTS

In addition to the above outreach visits, NYCACS hosted students from three college and universities needing to complete classroom observation requirements for their degree programs.

Measure 2: Student Interns

During non-expansion years, a minimum of 8 student interns will be placed within NYCACS classrooms each year. If applicable, pre- and post-test scores will show understanding of concepts.

METHOD

Student interns from surrounding colleges and universities are placed at NYCACS East Harlem for either a series of observations or a hands-on 8-week training and practice period. NYCACS has formed working relationships with the sending institutions. Student interns are interviewed and are expected to meet all professional standards. The 8-week internship placements are competitive and highly sought after. In addition, NYCACS East Harlem hosts Child and Adolescent Psychiatry Fellows from Weill-Cornell Hospital seeking to gain a better understanding of autism and the impact of non-medication intervention.

RESULTS AND EVALUATION

A total of 10 interns were placed at NYCACS East Harlem, 2 from Sarah Lawrence College, 1 from Teachers College Columbia University, 1 from Cabrini University, and 6 from Weill-Cornell Hospital. Assessment of understanding of autism concepts was handled by the sending institutions.

ADDITIONAL EVIDENCE AND COMMENTS

NYCACS is pleased to offer student interns an opportunity to observe and work with students on the autism spectrum. For many of the college and university student interns, it is their first exposure to children with autism and to applied behavior analysis. NYCACS at times is fortunate to be able to hire former interns when they complete their programs. The opportunity to work with and learn from the professionals from Weill-Cornell Hospital is an added bonus for the school.

Measure 3: Peer Mentors

During non-expansion years, a minimum of 4 peer mentors will participate in the Peer Mentoring Program.

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The NYCACS Peer Mentoring Program introduces public school students, generally middle or high schoolers, to autism through highly structured training sessions. The peers then become mentors to NYCACS students working under the supervision of the NYCACS Peer Mentoring Coordinator and classroom teachers. Mentors must apply for the position, make a commitment to attend the twice weekly sessions for up to 14 weeks sessions, be on time, be professional in their interactions with NYCACS students, and share what they learn with their own classmates, friends and family.

RESULTS AND EVALUATION

5 students (one from MESA Charter High School who came on three separate occasions throughout the year, and 4 from M108 in East Harlem who came twice a week over a 4 month period) participated in the Peer Mentoring Program. The experience was highly rewarding for the mentors as well as their NYCACS peers. The program leads to a greater sense of responsibility among the mentors and cultivates a level of sensitivity and acceptance of students with autism.

ADDITIONAL EVIDENCE AND COMMENTS

The Peer Mentoring Program is a ground-breaking program, developed by NYCACS in 2006 and since replicated nationally.

Measure 4: Autism Awareness

NYCACS will conduct a minimum of 5 autism awareness outreach efforts across the East Harlem and Bronx sites, reaching at least 100 people annually.

METHOD

NYCACS conducts autism awareness outreach efforts reaching a variety of parent, community and school audiences with the intent of informing, educating, and networking. Sessions are a result of outreach by NYCACS and requests from interested groups. Attendance logs are maintained to verify the audiences reached.

RESULTS AND EVALUATION

NYCACS conducted 15 Autism Awareness sessions across the East Harlem and Bronx sites reaching an audience of 250. NYCACS Autism Awareness outreach efforts reach a broad range of audiences and address autism in general, as well as topics of specific relevance to the particular attendees.

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

Autism Awareness Presentations 2017-2018		
Topic	Audience	Attendees
Challenging Behavior	Weill-Cornell Hospital - Interdisciplinary Teams	28
Intro to Autism & Working Together	Bus Personnel, OPT Personnel (East Harlem)	11
Setting Up for Success - Medical Exams	NY Pres Pediatric Outpatient Clinic Staff: Doctors/Nurses/SW/Techs/Registrars	16
Intro to Autism, Diagnosis, and Effective Practices to Address Challenging Behavior	Kindercare: Early Intervention Therapists, Pre-K Educators, and Supervisors	28
Understanding Autism	New View Baptist Church Congregation	50
Understanding Autism & Interactive Classroom Experiences	Dream Charter School Middle School Students (session 1)	8
Interactive Classroom Experiences	Dream Charter School Middle School Students (session 2)	"
Leadership Coalition on Special Education Workshop: Individualized Curriculum	School Leaders and Professionals	15
Understanding Autism	Aim Academy Students	35
Inclusive Practices	DREAM/Real Kids Staff	27
Intro to Autism & NYCACS	X116 Co-located Campus/Teachers (session 1)	10
Including Students with Different Abilities	X116 Co-located Campus/Teachers (session 2)	"
Introduction to Autism- Peer Mentor Presentation	Introduction to Autism- Peer Mentor Presentation IS217	4
Intro to Autism and Early Detection	Lutheran Social Services of New York	7
OPT Staff and Bus Personnel	Autism Intro/School Tour (Bronx)	11

ADDITIONAL EVIDENCE AND COMMENTS

NYCACS Autism Awareness efforts contribute as well to NYCACS student recruitment efforts. The Lottery Open Houses and Information Sessions also have the effect of raising autism awareness.

Measure 5: Conference Presentation

NYC Autism Charter Schools staff will present annually at a minimum of one local, national, or international conference sharing research and/or best practices to educate students with autism.

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

NYCACS staff submit proposals to present research and best practices or speak on a panel at national, state and city professional conferences for professionals in the field of autism education and applied behavior analysis.

RESULTS AND EVALUATION

NYC Autism Charter Schools' Director of Transition and Community Outreach was a panel presenter at the New York State Applied Behavior Analysis Conference, speaking on Transition Planning for Young Adults with Autism, and reaching an audience of approximately 75 professionals.

ADDITIONAL EVIDENCE AND COMMENTS

Invitations to present at professional conferences are highly competitive. NYCACS is proud of its track record of annual presentations at major ABA conferences.

SUMMARY OF GOAL 6: COMMUNITY AND PROFESSIONAL OUTREACH

Measure	Outcome
A minimum of 10 professional observation visits across the East Harlem and Bronx sites will be conducted each year in which professionals from outside NYCACS will have the opportunity to hear a description of the NYCACS education model and observe students receiving instruction.	Mastered
During non-expansion years, a minimum of 8 student interns or 1 per class will be placed within NYCACS classrooms each year. If applicable, pre- and post-test scores will show understanding of concepts.	Mastered
During non-expansion years, a minimum of 4 peer mentors will participate in the Peer Mentoring program.	Mastered
NYCACS will conduct a minimum of 5 autism awareness outreach efforts across the East Harlem and Bronx sites, reaching an audience of at least 100 people annually.	Mastered
NYCACS staff across the East Harlem and Bronx sites will present annually at a minimum of one local, national, or international conference sharing research and/or best practices in educating students with autism.	Mastered

ACTION PLAN

NYC Autism Charter Schools' commitment to outreach to professionals, communities and parents has been part of its mission since the school's founding in 2005 and will remain so. As both the East Harlem and Bronx schools expand in 2018-2019 and the Bronx expands again in 2019-2020, we are conscious of

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

the need to focus our professional attention on maintaining the high caliber of programming for which we are known. Consequently, the NYC Autism Charter Schools will not operate full internship or peer mentoring programs during these periods. We will, however, continue all other outreach and awareness efforts, as the momentum is great and the enrichment in both directions is invaluable.

GOAL 7: FISCAL SOUNDNESS

Goal 7: Fiscal Soundness

NYCACS will establish and adhere to effective financial controls and policies that assure that it will consistently operate within its budget.

METHOD

NYCACS has established and continuously monitors all necessary internal financial control practices and procedures necessary to operate in a fiscally sound and compliant manner. Separation of responsibilities and oversight by the NYCACS Board of Trustees and its Finance Committee are ongoing. The annual independent financial audit for the fiscal year ending June 2018 is currently underway and will be submitted together with all additional required documentation by November 1, 2018.

RESULTS AND EVALUATION

Awaiting completion of Independent Fiscal Audit.