



Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2018-19 school year are not required to complete or submit an annual report this year).

Created: 06/27/2019 • Last updated: 07/25/2019

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2019)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME NEW YORK CENTER FOR AUTISM CHARTER SCHOOL BRONX

(Select name from the drop down menu)

a1. Popular School Name (Optional) NYC Autism Charter School Bronx

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

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

c. DISTRICT / CSD OF LOCATION NYC CSD 12

d. DATE OF INITIAL CHARTER 08/2016

e. DATE FIRST OPENED FOR INSTRUCTION 06/2019

h. SCHOOL WEB ADDRESS (URL) www.nycautismcharterschool.org

i. TOTAL MAX APPROVED 24
ENROLLMENT FOR THE 2018-19
SCHOOL YEAR (exclude Pre-K
program enrollment)

j. TOTAL STUDENT ENROLLMENT 19
ON JUNE 30, 2019 (exclude Pre-K
program enrollment)

k. GRADES SERVED IN SCHOOL YEAR 2018-19 (does not include Pre-K program
students)

Check all that apply

Grades Served	Ungraded
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l. DOES THE SCHOOL CONTRACT No
WITH A CHARTER OR
EDUCATIONAL MANAGEMENT
ORGANIZATION?

FACILITIES INFORMATION

m. FACILITIES

Does the school maintain or operate multiple sites?

	No, just one site.
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School Site 1 (Primary)

m1. SCHOOL SITES

Please provide the following information for site 1.

	Physical Address	Phone Number	District/CSD	Grades Served at Site (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	1180 Tinton Ave., 4th Fl. Bronx, NY 10456	(718) 860-5910	NYC CSD 12	Ungraded	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Julie Fisher	718-860-5910		jfisher@nycacharterschool.org
Operational Leader	Mark Saretsky	718-860-5910		msaretsky@nycacharterschool.org
Compliance Contact	Erin Solomon	718-860-5910		esolomon@nycacharterschool.org
Complaint Contact	Julie Fisher	718-860-5910		jfisher@nycacharterschool.org
DASA Coordinator	Julie Fisher	718-860-5910		jfisher@nycacharterschool.org
Phone Contact for After Hours Emergencies	Julie Fisher	718-860-5910		jfisher@nycacharterschool.org

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

Co-located Space

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

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

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

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

Site 1 Certificate of Occupancy (COO)

(No response)

Site 1 Fire Inspection Report

(No response)

CHARTER REVISIONS DURING THE 2018-19 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2018-19 school year? (Please include approved or pending material and non-material charter revisions).

No

ATTESTATION

o. Individual Primarily Responsible for Submitting the Annual Report.

Name	Erin Solomon
Position	Compliance Specialist
Phone/Extension	646-705-5754
Email	esolomon@nycacharterschool.org

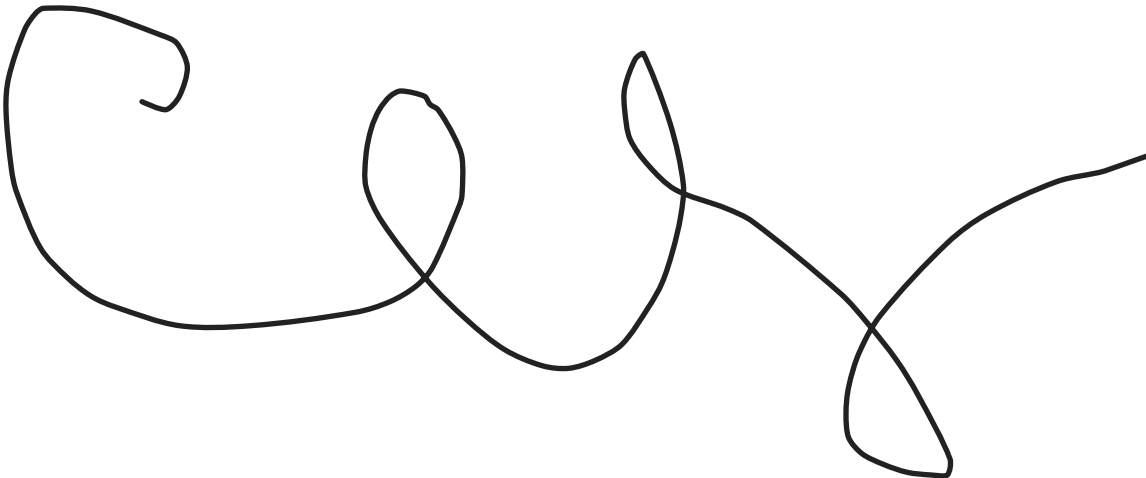
p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws,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

Yes

Signature, Head of Charter School

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

Signature, President of the Board of Trustees

A handwritten signature in black ink, featuring a large, circular loop on the left side, followed by a series of smaller loops and a long, sweeping horizontal stroke that extends to the right.

Date

2019/06/27

Thank you.



Entry 2 NYS School Report Card Link

Created: 06/27/2019 • Last updated: 07/25/2019

NEW YORK CENTER FOR AUTISM CHARTER SCHOOL BRONX

1. CHARTER AUTHORIZER (As of June 30th, 2019)

SUNY-Authorized Charter School

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

2. NEW YORK STATE REPORT CARD

<https://data.nysed.gov/profile.php?instid=800000087932>

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.)



2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 16, 2019

By Julie Fisher

1180 Tinton Ave
Bronx, NY 10456
718.860.5910

2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

Julie Fisher, Executive Director, and Erin Solomon, Compliance Specialist, prepared this 2018-2019 Accountability Progress Report on behalf of the school's board of trustees:

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

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

2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

The NYC Autism Charter School Bronx (NYCACS Bronx or NYCACS-B) is a comprehensive educational program that serves the needs of individuals diagnosed with severe to moderate autism. As such, NYCACS Bronx 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.

NYCACS Bronx was chartered by the SUNY CSI in August 2016 and opened to serve students in September 2017. The school is approved to serve (at capacity) 32 students with severe to moderate degrees of autism ages 5-12 years in an ungraded setting. NYCACS Bronx served 12 students ages 5-7 in 2017-2018, served 20 students ages 5-8 in 2018-2019, and will reach its full enrollment of 32 students in the 2019-2020 school year. NYCACS Bronx is modeled on its sister school, NYCACS East Harlem, which met its full enrollment of 40 students in the 2018-2019 school year. Both schools operate under the SUNY CSI authorized NYC Autism Charter Schools Education Corporation.

NYCACS Bronx 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 Bronx 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 Bronx 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 Bronx 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 or 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 Bronx holds that families are an integral part of the students' 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 Bronx curriculum is aligned with and cross-walked to the New York State Next Generation Alternate Learning Standards. The curriculum is comprised of research-based teaching procedures and individualized skill acquisition programs that facilitate the development of skills across 23 curriculum areas, including expressive language, social interaction, reading, mathematics, speech, fine motor, gross-motor, 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 maintenance and generalization. When appropriate, standardized curriculum materials (e.g., Everyday Mathematics, Foundations) 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.

2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

NYCACS Bronx 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 conducted annually. As per their IEP recommendations, NYCACS Bronx students do not take the statewide ELA, math, and science exams given to their typically developing age-matched peers. Instead, once they meet grade three age equivalence, 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.

Instead, the approved NYCACS Bronx Accountability Plan identifies seven goals and 17 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 2018-19 school year is set forth below.

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
2014-15															
2015-16															
2016-17															
2017-18														12	12
2018-19														20	20

2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

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 percentage 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. **95% or 19/20 students mastered a minimum of 85% of their annual IEP objectives, exceeding the target of 75%.**

Student IEP Objective Mastery 2018-2019			
Students	Completed IEP Objectives	Total IEP Objectives	Percentage of IEP Objectives Complete
Student 1	31	35	88.57%
Student 2	27	30	90.00%
Student 3	33	36	91.67%
Student 4	28	30	93.33%
Student 5	22	25	88.00%
Student 6	24	24	100.00%
Student 7	21	23	91.30%

2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

Student 8	20	23	86.96%
Student 9	24	27	88.89%
Student 10	24	26	92.31%
Student 11	24	24	100.00%
Student 12	23	24	95.83%
Student 13	17	17	100.00%
Student 14	16	18	88.89%
Student 15	11	19	57.89%
Student 16	21	21	100.00%
Student 17	20	21	95.24%
Student 18	21	21	100.00%
Student 19	11	13	84.62%
Student 20	18	19	94.74%

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 electronic data collection via the Thread Learning application. In its two years of operation, NYCACS Bronx has shown consistently levels of objective mastery. While not evidenced during the 2018-19 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.

2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

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 any skills that fall outside those targeted within each student's Individualized Education Plan (IEP). A percent score is generated by dividing the total non-IEP acquisition programs mastered by the baseline, or total number¹.

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 20/20 students, demonstrated progress on a minimum of 85% of non-IEP skill acquisition programs.**

¹ Non-IEP skill acquisition programs include those that have been in place for more than two months.
NYC Autism Charter School Bronx 2018-2019 Accountability Plan Progress Report

2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

Student Non-IEP Objective Skill Mastery Acquisition Mastery 2018-2019			
Students	Non-IEP Skill Acquisition Programs with Demonstrated Progress	Total Non-IEP Skill Acquisition Programs	Percentage of Non-IEP Skill Acquisition Program with Demonstrated Progress
Student 1	7	7	100.00%
Student 2	11	11	100.00%
Student 3	7	7	100.00%
Student 4	10	10	100.00%
Student 5	15	15	100.00%
Student 6	13	13	100.00%
Student 7	18	18	100.00%
Student 8	12	12	100.00%
Student 9	14	14	100.00%
Student 10	10	10	100.00%
Student 11	18	18	100.00%
Student 12	16	16	100.00%
Student 13	12	12	100.00%
Student 14	15	15	100.00%
Student 15	8	8	100.00%
Student 16	12	12	100.00%
Student 17	17	17	100.00%
Student 18	18	18	100.00%
Student 19	17	17	100.00%
Student 20	11	11	100.00%

2018-2019 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. Progress on these skill acquisition programs is monitored through weekly data collection via the Thread Learning application. While not evidenced during the 2018-2019 school year, a student may have difficulty meeting the 85% demonstrated progress goal if high rates of challenging behavior lead to a temporary shift in focus to reduction of challenging behavior.

Measure 3: Annual Assessments

Annually, 75% of NYCACS students will increase in 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 Bronx – once at the start of the year, and again at the end of the year. After students' first year, these assessments are conducted on an annual basis. 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. 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. Given the ages of students served at NYCACS Bronx, the VB-MAPP assessment was used for all students.

RESULTS AND EVALUATION

The table below contains a line for each student and highlights their initial assessment score, the 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. **Twenty of twenty, or 100% of students, increased annual assessment scores by the number of points stipulated within the accountability measure.**

2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

Student Assessment Score Comparison 2018-2019					
Students	Previous Year Total Score	Current Year Total Score	Score Difference	Number of Domains showing increased scores (VBMAPP min. 2 domains. AFLS min. 5 domains.)	Met Improvement Criteria? (VBMAPP minimum of 1 point increase; AFLS minimum of 5 point increase)
Student 1	146	163.5	17.5	10/16	Y
Student 2	129.5	151	21.5	13/16	Y
Student 3	126.5	148.5	22	9/16	Y
Student 4	116.5	144.5	28	11/16	Y
Student 5	112	131	19	12/16	Y
Student 6	54	69	15	12/16	Y
Student 7	71	86.5	15.5	10/16	Y
Student 8	62	74.5	12.5	13/16	Y
Student 9	58	71.5	13.5	10/16	Y
Student 10	133	150	17	9/16	Y
Student 11	43	55.5	12.5	12/16	Y
Student 12	135.5	151.5	16	10/16	Y
Student 13	23	55.5	32.5	12/16	Y
Student 14	74	88.5	14.5	8/16	Y
Student 15	139.5	156.5	17	11/16	Y
Student 16	111.5	161	49.5	14/16	Y
Student 17	100	147	47	15/16	Y
Student 18	138.5	164	25.5	14/16	Y
Student 19	7	29	22	8/16	Y
Student 20	107	147.5	40.5	16/16	Y

2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE AND COMMENTS

Annual assessments not only document progress, but allows for teachers to identify ongoing areas for growth and development. They are conducted within a timeframe that allows for results to be reviewed with parents at internal planning meetings², 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 school 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

This measure is not applicable, as we did not have any students that met the defined pre-requisite skills for a less restrictive environment. In the 2018-19 school year, NYCACS Bronx worked on building relationships at the new site with partner schools in the building. Classrooms have been identified as a potential appropriate placement for two students in the 2019-20 school year. Additionally, we have worked on identifying and streamlining curriculum to create a less-restrictive program within our own walls. In the Fall of 2019, we will place six students in a classroom with a reduced student to teacher ratio (6:1:2).

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, NYCACS Bronx tracks the number of students who transition to a full-time less restrictive educational setting. 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.

² Meetings are scheduled at least annually with each family to discuss longer term goals and preparation for future transition.

2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

The first NYCACS Bronx student transitioned to a less restrictive educational setting at the end of June 2019. Given that this goal spans the entire five-year charter period, the school is well-positioned to meet it.

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.	Not Applicable Year 2
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.	Not Applicable Year 2 – one student successfully transitioned

ACTION PLAN

NYCACS Bronx mastered the three applicable measures set forth under Goal #1. Given the nature of autism and the ways in which it manifests differently in each student, the NYCACS leadership team from both schools will continue to seek better ways to capture student learning and stretch us as an organization. Additionally, the team will look to build in measures that further reflect the breadth of student progress, as well as all of the innovative work and individualized instruction taking place at the school.

2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

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

NYCACS Bronx collects student Behavior Intervention Plan data on a daily basis. Student 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).

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. Each BIP 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. **Three students had BIPs in place for at least six months. All three showed a decrease in rates of targeted challenging behavior across all Behavior Intervention Plans (100%).**

2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

Assessment of Student Behavior Intervention Plan Effectiveness 2018-2019			
Student	Mean/Range previous BIP or baseline	Mean/Range current BIP (last month)	Reduction?
Student 1			Yes
Target: Agg	5% (0-8% range)	3.45% (0-9% range)	
Target: PD	3% (0-6% range)	0% (0-0% range)	
Student 2			Yes
Target: Agg	17% (7-27% range)	7.75% (0-23% range)	
Student 3			Yes
Target: Agg	2.91% (0-26% range)	0.6% (0-2% range)	
Target: Refusal	11.35% (0-45% range)	3.5% (0-10% range)	
Target: PD	4.83% (0-43% range)	0.6% (0-2% range)	

ADDITIONAL EVIDENCE AND COMMENTS

Many NYCACS Bronx students exhibit different forms of challenging behavior at different times during their enrollment as a result of their diagnosis. Neither school has ever suspended or expelled a student since opening in East Harlem in 2005. Rather, NYCACS Bronx has demonstrated effectiveness in reducing levels of such challenging behavior through careful baseline and functional assessment procedures, intervention probes, and 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, 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. NYCACS Bronx will continue to look at how it reports on these data, given the critical nature of this area of programming.

2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF GOAL 2: PROGRESS TOWARD REDUCTION OF CHALLENGING BEHAVIOR

The single 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 take many different forms and be in place for varied amounts of time. The nature of autism, paired with changes that come during adolescence and/or the appearance of co-morbid conditions, means that the challenging behavior can appear suddenly or change in magnitude and topography at different points. Given the time, planning, collaborating, and problem-solving that 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. Minimally, it may be a more accurate measure if progress on each plan is assessed, rather than for each individual student.

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.

2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

Two times per year a Human Rights Committee (HRC) is convened. This committee 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. 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?” 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 two of two, or 100% of BIPs reviewed.**

Human Rights Committee Positive Review Responses 2018-2019		
HRC Meeting Date	Students Reviewed	Did committee respond with "yes" to 80% of line items?
11/19/18	Student 1	Yes
5/13/19	Student 2	Yes

ADDITIONAL EVIDENCE AND COMMENTS

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

2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

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 two of two, or 100% of BIPs reviewed.**

Human Rights Committee Positive Review Responses 2018-2019		
HRC Meeting Date	Students Reviewed	Was there evidence of parental consent?
11/19/18	Student 1	Yes
5/13/19	Student 2	Yes

ADDITIONAL EVIDENCE AND COMMENTS

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

2018-2019 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 served– including self-injury, aggression, property destruction – NYCACS Bronx must focus on ensuring the safety of students and staff at all times. Given the school’s 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 that staff 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) ensures students are protected. NYCACS Bronx will continue this important practice, assessing if the number of restrictive BIPs ever exceeds the number that can be reviewed within its 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).

2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

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 educational program and judge it to be effective in achieving these goals.

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.

METHOD

The NYCACS Bronx educational philosophy holds that families are an integral part of 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 Bronx 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 Bronx personnel and/or visits by parents to NYCACS Bronx 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 85% or 17/20 of students, parents/guardians participated in the required number of training hours, meeting the goal.**

2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

Parent Instruction-Focused Hours			
Students	Home Hours	Clinic Hours	Total (Target 10)
Student 1	8.53	6	14.53
Student 2	2.5	9	11.5
Student 3	0	9	9
Student 4	1.75	6	7.75
Student 5	6.25	9	15.25
Student 6	21.5	6	27.5
Student 7	17	8	25
Student 8	0	3	3
Student 9	34	5.5	39.5
Student 10	3.5	9	12.5
Student 11	4	8	12
Student 12	7.75	6	13.75
Student 13	9	7.5	16.5
Student 14	3	9	12
Student 15	15	7	22
Student 16	3	7	10
Student 17	7	8	15
Student 18	8	8.5	16.5
Student 19	1	9	10
Student 20	2	8	10

The number of hours completed ranged from three to almost 40 hours. Historically, parents have been allowed to opt out of home visits. Since the May 2018 revision of the Accountability Plan, 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. This continues to be a challenge but is something the school is committed to working on given how important training and education is for parents of children with autism.

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.

2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 2: NYCACS Program Effectiveness Survey

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

METHOD

NYCACS Bronx conducted an internally designed NYCACS Program Effectiveness Survey to determine parent satisfaction with the school. The survey consisted of 24 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 Bronx received the highest rating on overall satisfaction with the program with a satisfaction rate of 100%. The response rate of 79% exceeds the target.

NYCACS Program Effectiveness Survey

Response Rate 2018-2019

Number of Responses	Number of Families	Response Rate
15	19	75%

NYCACS Program Effectiveness Survey

Parent Satisfaction on Key Survey Results 2018-2019

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

NYCACS Bronx parents indicated strong satisfaction with their child's program. In response to the question "Overall, the school program is effective," 100% of parents either agreed or strongly agreed. The response rate of 75% met the criterion of 75%.

2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE AND COMMENTS

The Parent Program Effectiveness Survey offers open ended questions, 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 and anecdotes reinforced numerical findings from this and other surveys. A few responses to open-ended questions include the following:

- “The school has been a blessing for our child and family. This school should be the model for others to follow.”
- “They are thorough, detailed, observant, caring, intuitive, genuine, patient, and analytical.”
- “The strengths of the school and leadership team are: 1 good communication and organization, 2 innovative teaching and educational practices., and 3 providing a well-balanced educational environment in and out of school, as well as a good space for both students and parent.”

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. Translation support is provided where needed.

RESULTS AND EVALUATION

Of the 144 NYCACS Bronx School observation forms completed, 100% expressed overall satisfaction with the quality of education observed, surpassing the goal of 85% satisfaction.

2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

NYCACS School Observation Survey

Results Following Instruction-Focused Visits/Parent Training Sessions 2018-2019

Item	Surveys Completed	Percent Satisfied
"Overall, did you feel the quality of education was satisfactory? (Yes/No)	144	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 straightforward and give parents a voice in the continued development and shaping of instruction. NYCACS Bronx will continue to look at ways of enhancing content and process to maximize value. One such change may be to send surveys directly to the Head of School so that each parent/caregiver feels as comfortable as possible sharing both good and critical feedback about their child's classroom staff. The Head of School will continue to 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 students and anonymously elicits parent/guardian responses to a variety of statements designed to measure parent satisfaction across three 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 19 families.

RESULTS AND EVALUATION

Parents/guardians expressed exceptionally high satisfaction with NYCACS across domains. Eighteen of 19 families completed the survey, for a participation rate of 95%. This exceeds the target of a 75% participation rate.

2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

NYC DOE Learning Environment Survey Parent Satisfaction Survey Response Rate 2018-2019

Number of Responses	Number of Families	Response Rate
18	19	95%

NYC DOE Learning Environment Survey Parent Satisfaction on Key Survey Results 2018-2019

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

Parents/guardians consistently rated NYCACS Bronx at the highest levels of satisfaction across domains. 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.

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

2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	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

ACTION PLAN

NYC Autism Charter School Bronx demonstrates high levels of parent engagement and satisfaction across measures. The school will continue to work with students, parents and the community, looking for ways to enrich satisfaction and engage parents who traditionally may have found it difficult to participate.

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

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

2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

NYCACS Bronx teachers and instructors complete an intensive training program designed to enable them to effectively 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 culminating in 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 post-test score is calculated across components with a criterion of at least 80% is required for mastery.

RESULTS AND EVALUATION

The table below provides the post-test scores compiled for five staff members and indicates whether they met the criteria of at least 80% mastery. **All staff, or eight of eight, surpassed the 80% post-test criterion with an average post-test score of 98%.**

Staff Training Post-Test Measures 2018-2019		
Staff Name	Average Post-Test Score	Criteria Met (Yes/No)
Staff 1	97%	Yes
Staff 2	94%	Yes
Staff 3	97%	Yes
Staff 4	98%	Yes
Staff 5	97%	Yes
Staff 6	100%	Yes
Staff 7	100%	Yes
Staff 8	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.

2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

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 Bronx 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

The table below summarizes the percentage of staff in attendance at targeted staff development meetings with satisfactory Learning Points (score of 3 or 2). **Overall and on average, 99% of staff in attendance provided satisfactory written summaries of key learning points, surpassing the target of 90% for the measure.**

Staff Development Key Learning Development 2018-2019		
Staff Development Topic	Number of Staff in Attendance	% of Staff with Satisfactory Learning Points (Score of a 2 or 3)
Compassion in ABA	19	100%
Article Review- Script and Script Fading	18	100%
Common Teaching Mistakes	20	100%
Teaching Sight Words- Research Review	20	95%
Article Review- Decreasing Latent Responding	15	100%
Baseline, Pre-/Post-Tests/Probe Data/Prompt Sequences	14	100%

ADDITIONAL EVIDENCE AND COMMENTS

The Learning Point Summaries, while providing some sense of concept understanding, are rather cumbersome and time consuming, both for staff who complete them and Heads of School who score them. With so little time available for professional development, the NYCACS leadership team is looking to identify adjustments to this format that will offer comparable information more efficiently.

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

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 three-month and comprehensive annual performance evaluation are conducted for all teachers and instructors. Data regarding each staff's performance of pivotal teaching skills is 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; 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) 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 between Developing and Highly Effective.

RESULTS AND EVALUATION

The table below verifies that 19 of 19, or 100% of staff invited to return in 2019-2020 school year demonstrated proficiency in teaching techniques and satisfactory execution of job requirements.

2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

Performance Proficiency Standards Met by Staff 2018-2019	
Staff Member	Above 2.0 Total Average (Yes/No)
Staff Member 1	Yes- 2.17
Staff Member 2	Yes- 2.57
Staff Member 3	Yes- 2.72
Staff Member 4	Yes- 2.60
Staff Member 5	Yes- 2.33
Staff Member 6	Yes- 2.86
Staff Member 7	Yes- 2.78
Staff Member 8	Yes- 3.02
Staff Member 9	Yes- 2.98
Staff Member 10	Yes- 3.17
Staff Member 11	Yes- 2.66
Staff Member 12	Yes- 3.04
Staff Member 13	Yes- 2.89
Staff Member 14	Yes- 2.99
Staff Member 15	Yes- 2.63
Staff Member 16	Yes- 2.80
Staff Member 17	Yes- 2.55
Staff Member 18	Yes- 2.90
Staff Member 19	Yes- 3.10

ADDITIONAL EVIDENCE AND COMMENTS

The NYCACS Performance Evaluation rubric is both comprehensive and objective. Beginning at the three-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. There have been several modifications to the performance evaluation rubric over the years of its development. The hope is, once in its final form and consistent year over year, another accountability metric may be included to assess improvement in performance evaluation scores over time.

2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

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 teachers and instructors and anonymously elicits their responses to a variety of statements designed to measure teacher satisfaction and perception of the school across six domains: Rigorous Instruction; Collaborative Teachers; Supportive Environment; Effective School Leadership; Strong Family Community Ties; and Trust. The survey can be completed by 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 Bronx teachers rated NYCACS Bronx highly in the domains assessed— Collaborative Teaching, Supportive Environment, Effective School Leadership, Strong Family and Community Ties, and Trust. Participation rate was 100%, with 19 of 19 teachers and instructors responding. **NYCACS Bronx teachers exceeded the target of 75% and surprised its comparison group, District 75 schools, in six of six the domains assessed— Collaborative Teaching, Supportive Environment, Effective School Leadership, Strong Family and Community Ties, Trust, and Rigorous Instruction.** The overall score for Rigorous Discussion was 76%, due to a lower sub-score of 27% for quality of student discussion, as this question was not applicable to some students (many NYCACS Bronx students are non-verbal or unable to participate in a quality student discussion due to their disabilities).

NYC DOE Learning Environment Survey
Teacher Satisfaction Survey Response Rate 208-2019

Number of Responses	Number of Instructional Staff	Response Rate
19	19	100%

2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Item	Percent of Respondents Satisfied
Rigorous Instruction	76%
Collaborative Teachers	95%
Supportive Environment	95%
Effective School Leadership	99%
Strong Family Community Ties	99%
Trust	98.5%

ADDITIONAL EVIDENCE AND COMMENTS

The NYC DOE Learning Environment Survey 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 Bronx is a highly positive environment in which to work as a professional and to 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).

METHOD

The Board Certification in Behavior Analysis is a graduate level certification in Applied Behavior Analysis (ABA). Certification requires: 1) the completion of a graduate degree in a related field, 2) the completion of a defined period of supervised practical experience, and 3) 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.

2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Nine staff members working towards BCBA certification successfully completed at least one hour/month of BCBA supervision from a qualified supervisor. In fact, supervision hours per staff members ranged from 13-68 hours, far exceeding the goal. The NYCACS instructional program is strongly enhanced by the expertise brought by its Board Certified Behavior Analysts, who in 2018-2019 numbered 3. 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 2018-2019	
Staff Member (Supervisee)	Cumulative Hours Supervised
Staff Member 1	68.58 hours across 12 months
Staff Member 2	33 hours across 10 months
Staff Member 3	39 hours across 12 months
Staff Member 4	24.34 hours across 12 months
Staff Member 5	26.35 hours across 6 months
Staff Member 6	26.50 hours across 12 months
Staff Member 7	16.78 hours across 5 months
Staff Member 8	5.5 hours across 2 months
Staff Member 9	13.83 hours across 3 months

ADDITIONAL EVIDENCE AND COMMENTS

NYCACS Bronx 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.

2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF GOAL 5: STAFF PROFICIENCY 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
100% of staff invited to return the following year, will show proficiency in teaching techniques.	Mastered
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.	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 Bronx 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.

2018-2019 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 its 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 the 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 19 professional observation visits across both NYCACS East Harlem and NYCACS Bronx sites, as listed below.

Professional Observations 2018-2019		
Date	Name/Organization	Purpose
7/19/18	Janine Harrington, Principal, from Halswell Residential College New Zealand	Tour of School and Share Best Practices
9/13/18	Kristyn Roth, President, from Roth Family Foundation	Tour of School and Share Best Practices
9/18/18	Larry Worth Vice President Corporate Consulting & Lauren Steinbacher, Director of Corporate Consulting, from Next for Autism	Tour and discuss collaborative efforts
10/5/18	Tyrone Bentley MD, Developmental Behavioral Pediatrician NYC H+H Gotham I Sydenham Developmental Evaluation Center	Tour and discuss collaborative efforts
10/25/18	Dr. Lisa Lian, Professor from Columbia Pediatric Dentistry	Tour and discuss collaborative efforts
10/29/18	Miquel Rivera and Leonard Bradley, Neighborhood Coordination Officers from 23rd Precinct Neighborhood	Tour
11/15/18	Staff from City Pro Group/Applied Behavioral Interventions	Discussion of school structure, City Pro Group services, school tour
11/26/18	Allyson Kroneberger, Clinical Lead Manager, and Daniel Neil, Intern, from CARD, Center for Autism and Related Disorders	Tour and discuss collaborative efforts
12/11/18	Staff from NYU Children's Hospital, Child Study Center	School Tour
1/18/19	Occupational Therapists from The New York City Department of Education	School Tour and discuss Training Options

2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

1/18/19	Diane Paigen, Social Worker, and Theresa Moran, Psychologist, from NYC DOE CSE 9	Introduction to school, school tour, discussion of upcoming IEP meetings
1/31/19 & 2/1/19	Staff from The Joshua School, Denver, Co.	School Observation, Share Best Practices
3/1/19	Caitlin Erickson, Social Worker, and Shanae Frajoso, Program Manager, from Dream Real Kids Program	Discuss Inclusion for Summer 2019
3/20/19	Staff from Abu Dhabi Khuloud Aldhaferi Education Institution	School Tour
3/25/19	Sze Wee Tan, Director of Program Development, from the Rainbow Centre, Singapore	School Tour
3/26/19	Instructional and related services staff from The Rebecca School	School Tour
4/1/19	Councilman Rafael Salamanca	School Tour(BX)
4/11/2019 (BX)	NYC Police Officer Victor Gonzalez Hernandez	Neighborhood Coordination Officers for the 42nd Precinct (Bx)
4/30/2019	Staff from Achievement First (mainly Empower Program)	School overview, discussion of staff training and behavior management, observation of group instruction, observation of use of augmentative communication systems (older students as well as younger students initiating training)

ADDITIONAL EVIDENCE AND COMMENTS

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

Measure 2: Student Interns

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

Not applicable during NYCACS Bronx year 2, given that it was an expansion year.

2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 3: Peer Mentors

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

Not applicable during NYCACS Bronx year 2, given that it was an expansion year.

Measure 4: Autism Awareness

NYCACS will conduct a minimum of five 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 11 autism awareness sessions reaching 260 people across the East Harlem and Bronx sites. 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.

2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

Autism Awareness Presentations 2018-2019			
Date	Topic	Audience	Number of Attendees
10/12/18	Introduction to Autism and Collaboration	EH Bus Personnel	10
10/29/18	Intro to Autism	Bx Bus Personnel	7
1/9/19	Intro to Autism	Mesa Charter High School	22
3/25/19	Understanding Behavior and How It's Impacted	Mt. Sinai Child and Adolescent In Patient Unit Staff	11
3/29/19	Including children with Different	Children's Aid College Prep Charter School Instructional Staff	8
4/15/19	Intro To Autism	PS 468 Urban Scholars Tw 2nd Grade & 2 3rd Grade Classrooms	28 2nd Graders, 29 3rd Graders 2 Teachers
5/6/19	Intro to NYC Autism Charter School	Clinical Team NYU Child & Adolescent Psych. Dept ASD Service	12 MD's & Psy D's
5/13/19	Intro To Autism	PS212	20 3rd Graders, 18 4th Graders, 26 5th Graders
5/16/19	Intro to Autism	CPE II	26 4th Graders, 3 Teachers
5/29/19	Intro to Autism	Aim Academy	26 Seniors and 3 Teachers
6/24/19	Intro to Autism & Inclusion	Dream Real Kids Staff	9 Admin & Coaches

ADDITIONAL EVIDENCE AND COMMENTS

NYCACS autism awareness efforts are beneficial not only to the students and families of NYCACS, but to the broader autism community. The more educated the general public is about autism, the more likely individuals on the autism spectrum will be treated with respect and compassion, and the more opportunities they may have moving forward. These efforts have a secondary benefit of contributing to NYCACS student recruitment efforts. The school's lottery open houses and information sessions (not listed in the table above) 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.

METHOD

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

RESULTS AND EVALUATION

In September 2018, one of the NYCACS Bronx Head Teachers, Hannah Miller, gave a poster presentation in Saratoga Springs, NY at the annual New York State Association of Behavior Analysis Conference. The title of the poster was “The Use of a Multi-Component Intervention Package to Teach Sight Words and Minimize Errors in a Child with Autism,” and summarized some of the innovative work that took place within her classroom. The conference was attended by several hundred people, with approximately 50 at the poster session. This conference was an opportunity to highlight NYCACS and to share important practices working with individuals on the autism spectrum.

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 behavior analytic and autism specific conferences.

2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

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 eight student interns or one per class will be placed within NYCACS classrooms each year. If applicable, pre- and post-test scores will show understanding of concepts.	N/A (expansion year)
During non-expansion years, a minimum of four peer mentors will participate in the Peer Mentoring program.	N/A (expansion year)
NYCACS will conduct a minimum of five 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. Given the expansion across both schools in the 2018-19 school year, staff were conscious of the time and resources required for meaningful dissemination of information and practices. As NYCACS Bronx continues to expand in the 2019-20 school year and as both schools face staffing adjustments, the school will remain focused on maintaining the high caliber of programming for which we are known.

2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2019 is currently underway and will be submitted together with all additional required documentation by November 1, 2019. Struggles related to per pupil funding are ongoing as the school has not received any increase for seven years. This begins to significantly impact the budget for the 2018-19 school year, with deficits rising every year thereafter.

RESULTS AND EVALUATION

Awaiting completion of Independent Fiscal Audit.

GOAL 8: ESSA

Goal 8: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: The state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

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.

2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

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

ADDITIONAL EVIDENCE

NYCACS Bronx has been in Good Standing each year since its inception in 2017-2018.

Accountability Status by Year

Year	Status
2017-18	In Good Standing
2018-19	In Good Standing

APPENDIX A: OPTIONAL GOALS

Optional Goal 1: Retention

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

METHOD

NYCACS Bronx student enrollment and retention is tracked by the school and by the Committee on Special Education (CSE). Enrollment is stable, with student departures occurring primarily when the CSE with school and parent input determines that a less or more restrictive placement is recommended, or if the family leaves New York City.

RESULTS

The NYCACS Bronx student retention rate for 2018-2019 was 92%, exceeding the 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.

2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

2018-19 Student Retention Rate

2017-18 Enrollment	Number of Students Who Graduated in 2017-18	Number of Students Who Returned in 2018-19	Retention Rate 2018-19 Re-enrollment ÷ (2017-19 Enrollment – Graduates)
12	0	11	92%

EVALUATION

The NYCACS Bronx student retention rate for 2018-2019 was 92%, exceeding the target of 90%. NYCACS Bronx sets as an accountability goal moving 5% of its students in a five-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
2017-2018			
2018-2019	1	1	0

ADDITIONAL EVIDENCE

Year	Retention Rate
2015-16	N/A
2016-17	N/A
2017-18	N/A
2018-19	92%

2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

Optional Goal 2: Attendance

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

METHOD

NYCACS Bronx tracks attendance through the NYC DOE ATS system.

RESULTS

NYCACS Bronx 2018-2019 attendance rate was 96%.

2018-19 Attendance

Grade	Average Daily Attendance Rate
1	[%]
2	[%]
3	[%]
4	[%]
5	[%]
6	[%]
7	[%]
8	[%]
Ungraded	96%

EVALUATION

NYCACS Bronx exceeded the 95% Attendance Rate Target. The school's 10-month attendance rate for 2018-2019 school year was 96%. 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. NYCACS Bronx will continue to monitor attendance and reach out to parents by phone, email, and letter when early indicators of absenteeism become apparent.

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2015-16	[%]
2016-17	[%]
2017-18	94%
2018-2019	96%



Entry 4 Expenditures per Child

Last updated: 07/11/2019

NEW YORK CENTER FOR AUTISM CHARTER SCHOOL BRONXSection Heading

Financial Information

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

1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2018-19 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

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

Line 1: Total Expenditures	2264673
Line 2: Year End FTE student enrollment	20
Line 3: Divide Line 1 by Line 2	113234

2. Administrative Expenditures per Child

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

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2018-19 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year-end FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

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

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

Line 1: Relevant Personnel Services Cost (Row)	453807
Line 2: Management and General Cost (Column)	108013
Line 3: Sum of Line 1 and Line 2	561820
Line 5: Divide Line 3 by the Year End FTE student enrollment	28091

Thank you.



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 >" Prior Year " column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
4.) Yearly Budget	Enter Yearly Budget information. Includes: >" Prior Year " column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> 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. >" Prior Year " column may be <i>initially</i> completed based upon preliminary data, and <i>subsequently</i> 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. 20190603

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 Bronx

SCHOOL

Name:	New York Center for Autism Charter School Bronx
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CONTACT INFORMATION

Contact Name:	Tiffney Jones
Contact Title:	Director of Finance
Contact Email:	tjones@nycacharterschool.org
Contact Phone:	212-860-2580

REPORT PERIOD

Current Academic Year:	2019-20
Prior Academic Year:	2018-19

**NEW YORK CENTER FOR AUTISM CHARTER SCHOOL BRONX
2019-20**

ENROLLMENT BY GRADES

GRADES	K	1	2	3	4	5	6	7
INITIAL BUDGETED ENROLLMENT								
TOTAL ENROLLMENT = 32								

ENROLLMENT BY DISTRICT

		PRIOR YEAR	ANNUAL BUDGET						
		ACTUAL	TOTAL DISTRICTS/ENROLLMENT BY QUARTER						
			QUARTER 1		QUARTER 2		QUARTER 3		QUAR
			Original	Revised	Original	Revised	Original	Revised	Original
NUMBER OF SCHOOL DISTRICTS ENROLLED:		1	1	0	1	0	1	0	1
NUMBER OF STUDENTS ENROLLED:		20	32	0	32	0	32	0	32
			*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns affected quarter(s) must be completed on tabs 2, 3 and 4.						
		PRIOR YEAR	ANNUAL BUDGET						
		2018-19	QUARTER 1		QUARTER 2		QUARTER 3		QUAR
			Original	Revised	Original	Revised	Original	Revised	Original
PRIMARY/OTHER		Actual	Budgeted	Budgeted	Budgeted	Budgeted	Budgeted	Budgeted	Budgeted
DISTRICT NAME(S)		Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment
PRIMARY District	NYC CHANCELLOR'S OFFICE	20	32		32		32		32
SECONDARY District	(Select from drop-down list) →								

[illegible]

8	9	10	11	12

[illegible]

NEW YORK CENTER FOR AUTISM CHARTER SCHOOL BRONX

2019-20

STAFFING PLAN - FULL TIME EQUIVALENT ("FTE")

***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:** Each quarter, the actual FTE should be entered.

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

PRIOR YEAR
2018-19
ACTUAL
0.5
1.0
0.5
1.0
0.5
1.5
5.0

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	
1.0		1.0		1.0		1.0	
1.0		1.0		1.0		1.0	
1.0		1.0		1.0		1.0	
4.5	0.0	4.5	0.0	4.5	0.0	4.5	0.0

ACTUAL QUARTERLY FTE		
Q1	Q2	Q3
Actual	Actual	Actual
0.0	0.0	0.0

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

PRIOR YEAR
2018-19
ACTUAL
5.2
10.0
5.0
3.0
23.2

ANNUAL BUDGETED FTE							
Q1		Q2		Q3		Q4	
Original	Revised	Original	Revised	Original	Revised	Original	Revised
7.0		7.0		7.0		7.0	
14.0		14.0		14.0		14.0	
8.0		8.0		8.0		8.0	
2.0		2.0		2.0		2.0	
31.0	0.0	31.0	0.0	31.0	0.0	31.0	0.0

ACTUAL QUARTERLY FTE		
Q1	Q2	Q3
Actual	Actual	Actual
0.0	0.0	0.0

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

PRIOR YEAR
2018-19
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

ACTUAL QUARTERLY FTE		
Q1	Q2	Q3
Actual	Actual	Actual
0.0	0.0	0.0

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

28.2

35.7	0.0	35.7	0.0	35.7	0.0	35.7	0.0
------	-----	------	-----	------	-----	------	-----

0.0	0.0	0.0
-----	-----	-----

ITER FOR AUTISM CHARTER 2019-20

PLAN - FULL TIME EQUIVALE

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

ld be input.

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

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

INSTRUCTIONAL PERSONNEL FTE		Description of Assumptions	
	Q4		
	Actual		
Teachers - Regular			
Teachers - SPED			
Substitute Teachers			
Teaching Assistants		Instructors	
Specialty Teachers		Lead Instructors	
Aides			
Therapists & Counselors			
Other		Clinical Supervisors	
TOTAL INSTRUCTIONAL	0.0		

NON-INSTRUCTIONAL PERSONNEL FTE		Description of Assumptions	
	Q4		
	Actual		
Nurse			
Librarian			
Custodian			
Security			
Other		Fundraiser	
TOTAL NON-INSTRUCTIONAL	0.0		

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

		NEW YORK CENTER FOR AUTISM CHARTER SCHOOL BRONX Budget / Operating Plan 2019-20							
Total Revenue		-	693,764	-	-	695,981	-	-	724,254
Total Expenses		-	689,043	-	-	694,544	-	-	679,043
Net Income		-	4,721	-	-	1,437	-	-	45,211
Actual Student Enrollment		20	32	-	-	32	-	-	32
		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
		2018-19 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	2019-20	PPR %/Qtr->	25.0%	25.0%		25.0%	25.0%		25.0%
Per Pupil Revenue	Per Pupil Rate								
NYC CHANCELLOR'S OFFICE	-		-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-
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-	-		-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-		-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	-		-	-	-	-	-	-	-
Special Education Revenue			687,338		-	687,338		-	687,338
Grants									
Stimulus					-			-	
DYCD (Department of Youth and Community Development)					-			-	
Other					-			-	
NYC DoE Rental Assistance									
Other			6,176		-			-	
TOTAL REVENUE FROM STATE SOURCES		-	693,514	-	-	687,338	-	-	687,338
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs					-			-	
Title I					-	1,727		-	
Title Funding - Other					-			-	
School Food Service (Free Lunch)					-			-	
Grants									

	NEW YORK CENTER FOR AUTISM CHARTER SCHOOL BRONX Budget / Operating Plan 2019-20							
Total Revenue	-	693,764	-	-	695,981	-	-	724,254
Total Expenses	-	689,043	-	-	694,544	-	-	679,043
Net Income	-	4,721	-	-	1,437	-	-	45,211
Actual Student Enrollment	20	32	-	-	32	-	-	32
	Prior Year Actual 2018-19 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	-	-	-	-	1,727	-	-	-
LOCAL and OTHER REVENUE								
Contributions and Donations		-		-	-		-	30,000
Fundraising		-		-	6,667		-	6,667
Erate Reimbursement				-			-	
Earnings on Investments				-			-	
Interest Income		250		-	250		-	250
Food Service (Income from meals)				-			-	
Text Book				-			-	
OTHER				-			-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	250	-	-	6,917	-	-	36,917
TOTAL REVENUE	-	693,764	-	-	695,981	-	-	724,254

			NEW YORK CENTER FOR AUTISM CHARTER SCHOOL BRONX							
			Budget / Operating Plan							
			2019-20							
Total Revenue			-	693,764	-	-	695,981	-	-	724,254
Total Expenses			-	689,043	-	-	694,544	-	-	679,043
Net Income			-	4,721	-	-	1,437	-	-	45,211
Actual Student Enrollment			20	32	-	-	32	-	-	32
			Prior Year Actual 2018-19 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 10/1 - 12/31 Original Budget
				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		24,500		-	24,500		-	24,500
Instructional Management		1.00		30,353		-	30,353		-	30,353
Deans, Directors & Coordinators		-				-			-	
CFO / Director of Finance		1.00		13,922		-	13,922		-	13,922
Operation / Business Manager		1.00		18,261		-	18,261		-	18,261
Administrative Staff		1.00		14,219		-	14,219		-	14,219
TOTAL ADMINISTRATIVE STAFF		4.50	-	101,255	-	-	101,255	-	-	101,255
INSTRUCTIONAL PERSONNEL COSTS										
Teachers - Regular		-				-			-	
Teachers - SPED		7.00		105,921		-	105,921		-	105,921
Substitute Teachers		-				-			-	
Teaching Assistants		14.00		137,557		-	137,557		-	137,557
Specialty Teachers		8.00		76,773		-	76,773		-	76,773
Aides		-				-			-	
Therapists & Counselors		-				-			-	
Other		2.00		38,134		-	38,134		-	38,134
TOTAL INSTRUCTIONAL		31.00	-	358,385	-	-	358,385	-	-	358,385
NON-INSTRUCTIONAL PERSONNEL COSTS										
Nurse		-				-			-	
Librarian		-				-			-	
Custodian		-				-			-	
Security		-				-			-	
Other		0.20		6,250		-	12,501		-	6,250
TOTAL NON-INSTRUCTIONAL		0.20	-	6,250	-	-	12,501	-	-	6,250
SUBTOTAL PERSONNEL SERVICE COSTS		35.70	-	465,889	-	-	472,140	-	-	465,889
PAYROLL TAXES AND BENEFITS										
Payroll Taxes				35,880		-	35,880		-	35,880
Fringe / Employee Benefits				88,149		-	88,149		-	88,149

		NEW YORK CENTER FOR AUTISM CHARTER SCHOOL BRONX							
		Budget / Operating Plan							
		2019-20							
Total Revenue		-	693,764	-	-	695,981	-	-	724,254
Total Expenses		-	689,043	-	-	694,544	-	-	679,043
Net Income		-	4,721	-	-	1,437	-	-	45,211
Actual Student Enrollment		20	32	-	-	32	-	-	32
		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
		2018-19 Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
Retirement / Pension			5,750		-	5,750		-	5,750
TOTAL PAYROLL TAXES AND BENEFITS		-	129,779	-	-	129,779	-	-	129,779
TOTAL PERSONNEL SERVICE COSTS	35.70	-	595,668	-	-	601,919	-	-	595,668
CONTRACTED SERVICES									
Accounting / Audit			9,250		-	9,250		-	
Legal			1,250		-	1,250		-	1,250
Management Company Fee					-			-	
Nurse Services					-			-	
Food Service / School Lunch					-			-	
Payroll Services					-			-	
Special Ed Services					-			-	
Titlement Services (i.e. Title I)					-			-	
Other Purchased / Professional / Consulting			14,325		-	14,325		-	14,325
TOTAL CONTRACTED SERVICES		-	24,825	-	-	24,825	-	-	15,575

	NEW YORK CENTER FOR AUTISM CHARTER SCHOOL BRONX							
	Budget / Operating Plan							
	2019-20							
Total Revenue	-	693,764	-	-	695,981	-	-	724,254
Total Expenses	-	689,043	-	-	694,544	-	-	679,043
Net Income	-	4,721	-	-	1,437	-	-	45,211
Actual Student Enrollment	20	32	-	-	32	-	-	32
	Prior Year Actual 2018-19 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
SCHOOL OPERATIONS								
Board Expenses				-			-	
Classroom / Teaching Supplies & Materials		9,125		-	9,125		-	9,125
Special Ed Supplies & Materials				-			-	
Textbooks / Workbooks				-			-	
Supplies & Materials other		1,875		-	1,875		-	1,875
Equipment / Furniture		750		-	750		-	750
Telephone		350		-	350		-	350
Technology		11,700		-	11,700		-	11,700
Student Testing & Assessment				-			-	
Field Trips		250		-	250		-	250
Transportation (student)				-			-	
Student Services - other		4,750		-	4,750		-	4,750
Office Expense		2,525		-	2,525		-	2,525
Staff Development		11,750		-	11,750		-	11,750
Staff Recruitment		1,500		-	1,500		-	1,500
Student Recruitment / Marketing		1,125		-	1,125		-	1,125
School Meals / Lunch				-			-	
Travel (Staff)		750		-	750		-	750
Fundraising		250		-	250		-	250
Other		5,500		-	4,750		-	4,750
TOTAL SCHOOL OPERATIONS	-	52,200	-	-	51,450	-	-	51,450
FACILITY OPERATION & MAINTENANCE								
Insurance		7,225		-	7,225		-	7,225
Janitorial		8,000		-	8,000		-	8,000
Building and Land Rent / Lease / Facility Finance Interest				-			-	
Repairs & Maintenance		1,125		-	1,125		-	1,125
Equipment / Furniture				-			-	
Security				-			-	
Utilities				-			-	
TOTAL FACILITY OPERATION & MAINTENANCE	-	16,350	-	-	16,350	-	-	16,350
DEPRECIATION & AMORTIZATION				-			-	
RESERVES / CONTINGENCY				-			-	
DEFERRED RENT				-			-	

	NEW YORK CENTER FOR AUTISM CHARTER SCHOOL BRONX Budget / Operating Plan 2019-20							
Total Revenue	-	693,764	-	-	695,981	-	-	724,254
Total Expenses	-	689,043	-	-	694,544	-	-	679,043
Net Income	-	4,721	-	-	1,437	-	-	45,211
Actual Student Enrollment	20	32	-	-	32	-	-	32
	Prior Year Actual 2018-19 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	-	689,043	-	-	694,544	-	-	679,043
NET INCOME	-	4,721	-	-	1,437	-	-	45,211

	NEW YORK CENTER FOR AUTISM CHARTER SCHOOL BRONX							
	Budget / Operating Plan							
	2019-20							
Total Revenue	-	693,764	-	-	695,981	-	-	724,254
Total Expenses	-	689,043	-	-	694,544	-	-	679,843
Net Income	-	4,721	-	-	1,437	-	-	45,211
Actual Student Enrollment	20	32	-	-	32	-	-	32
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	2018-19 Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
ENROLLMENT - *School Districts Are Linked To Above Entries*								
Number of Districts:	1	1	-	-	1	-	-	1
NYC CHANCELLOR'S OFFICE	20	32	-	-	32	-	-	32
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	20	32	-	-	32	-	-	32
REVENUE PER PUPIL	-	21,680	-	-	21,749	-	-	22,633
EXPENSES PER PUPIL	-	21,533	-	-	21,705	-	-	21,220

Total Revenue		-	-	694,255	-	-
Total Expenses		-	-	735,294	-	-
Net Income		-	-	(41,039)	-	-
Actual Student Enrollment		-	-	32	-	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
		Revised Budget	Variance	Original Budget	Revised Budget	Variance
REVENUE		On the 'REVISED' Column(s) COMPLETELY BLANK. Selected quarter(s) must be completed on tabs 2, 3 and 4.				
REVENUES FROM STATE SOURCES						
Per Pupil Revenue	2019-20 Per Pupil Rate	25.0%		25.0%	25.0%	
NYC CHANCELLOR'S OFFICE	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	-	-	-	-	-	-
Special Education Revenue			-	687,338		-
Grants						
Stimulus			-			-
DYCD (Department of Youth and Community Development)			-			-
Other			-			-
NYC DoE Rental Assistance						
Other			-			-
TOTAL REVENUE FROM STATE SOURCES		-	-	687,338	-	-
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs			-			-
Title I			-			-
Title Funding - Other			-			-
School Food Service (Free Lunch)			-			-
Grants						

Total Revenue	-	-	694,255	-	-
Total Expenses	-	-	735,294	-	-
Net Income	-	-	(41,039)	-	-
Actual Student Enrollment	-	-	32	-	-
	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		-	6,667		-
Erate Reimbursement		-			-
Earnings on Investments		-			-
Interest Income		-	251		-
Food Service (Income from meals)		-			-
Text Book		-			-
OTHER		-			-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	6,918	-	-
TOTAL REVENUE	-	-	694,255	-	-

Total Revenue			-	-	694,255	-	-
Total Expenses			-	-	735,294	-	-
Net Income			-	-	(41,039)	-	-
Actual Student Enrollment			-	-	32	-	-
			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			-	24,500		-
Instructional Management	1.00			-	30,353		-
Deans, Directors & Coordinators	-			-			-
CFO / Director of Finance	1.00			-	13,922		-
Operation / Business Manager	1.00			-	18,261		-
Administrative Staff	1.00			-	14,219		-
TOTAL ADMINISTRATIVE STAFF	4.50		-	-	101,255	-	-
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	-			-			-
Teachers - SPED	7.00			-	105,921		-
Substitute Teachers	-			-			-
Teaching Assistants	14.00			-	137,557		-
Specialty Teachers	8.00			-	76,773		-
Aides	-			-			-
Therapists & Counselors	-			-			-
Other	2.00			-	38,134		-
TOTAL INSTRUCTIONAL	31.00		-	-	358,385	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-			-			-
Librarian	-			-			-
Custodian	-			-			-
Security	-			-			-
Other	0.20			-	12,501		-
TOTAL NON-INSTRUCTIONAL	0.20		-	-	12,501	-	-
SUBTOTAL PERSONNEL SERVICE COSTS		35.70	-	-	472,140	-	-
PAYROLL TAXES AND BENEFITS							
Payroll Taxes				-	35,880		-
Fringe / Employee Benefits				-	138,149		-

Total Revenue		-	-	694,255	- -
Total Expenses		-	-	735,294	- -
Net Income		-	-	(41,039)	- -
Actual Student Enrollment		-	-	32	- -
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
		Revised Budget	Variance	Original Budget	Revised Budget Variance
Retirement / Pension			-	5,750	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	179,779	- -
TOTAL PERSONNEL SERVICE COSTS		-	-	651,919	- -
CONTRACTED SERVICES					
Accounting / Audit			-		-
Legal			-	1,250	-
Management Company Fee			-		-
Nurse Services			-		-
Food Service / School Lunch			-		-
Payroll Services			-		-
Special Ed Services			-		-
Titlement Services (i.e. Title I)			-		-
Other Purchased / Professional / Consulting			-	14,325	-
TOTAL CONTRACTED SERVICES		-	-	15,575	- -

Total Revenue	-	-	694,255	-	-
Total Expenses	-	-	735,294	-	-
Net Income	-	-	(41,039)	-	-
Actual Student Enrollment	-	-	32	-	-
	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		-	9,125		-
Special Ed Supplies & Materials		-			-
Textbooks / Workbooks		-			-
Supplies & Materials other		-	1,875		-
Equipment / Furniture		-	750		-
Telephone		-	350		-
Technology		-	11,700		-
Student Testing & Assessment		-			-
Field Trips		-	250		-
Transportation (student)		-			-
Student Services - other		-	4,750		-
Office Expense		-	2,525		-
Staff Development		-	11,750		-
Staff Recruitment		-	1,500		-
Student Recruitment / Marketing		-	1,125		-
School Meals / Lunch		-			-
Travel (Staff)		-	750		-
Fundraising		-	250		-
Other		-	4,750		-
TOTAL SCHOOL OPERATIONS	-	-	51,450	-	-
FACILITY OPERATION & MAINTENANCE					
Insurance		-	7,225		-
Janitorial		-	8,000		-
Building and Land Rent / Lease / Facility Finance Interest		-			-
Repairs & Maintenance		-	1,125		-
Equipment / Furniture		-			-
Security		-			-
Utilities		-			-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	16,350	-	-
DEPRECIATION & AMORTIZATION		-			-
RESERVES / CONTINGENCY		-			-
DEFERRED RENT		-			-

Total Revenue	-	-	694,255	-	-	-
Total Expenses	-	-	735,294	-	-	-
Net Income	-	-	(41,039)	-	-	-
Actual Student Enrollment	-	-	32	-	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30			
	Revised Budget	Variance	Original Budget	Revised Budget	Variance	
TOTAL EXPENSES	-	-	735,294	-	-	-
NET INCOME	-	-	(41,039)	-	-	-

Total Revenue	-	-	694,255	-	-
Total Expenses	Quarter - 1/1 - 3/31	-	735,294	-	-
Net Income	-	-	(41,039)	-	-
Actual Student Enrollment	-	-	32	-	-
	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:	-	-	1	-	-
NYC CHANCELLOR'S OFFICE	-	-	32	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-
TOTAL ENROLLMENT	-	-	32	-	-
REVENUE PER PUPIL	-	-	21,695	-	-
EXPENSES PER PUPIL	-	-	22,978	-	-

NEW YORK CENTER FOR AUTISM CHARTER SCHOOL BRONX
Budget / Operating Plan

2019-20

Total Revenue	2,808,254	2,808,254	-	2,808,254	2,808,254
Total Expenses	2,797,924	2,797,924	-	(2,797,924)	(2,797,924)
Net Income	10,330	10,330	-	10,330	10,330
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	1,727	1,727	-	1,727	1,727
LOCAL and OTHER REVENUE					
Contributions and Donations	30,000	30,000	-	30,000	30,000
Fundraising	20,000	20,000	-	20,000	20,000
Erate Reimbursement	-	-	-	-	-
Earnings on Investments	-	-	-	-	-
Interest Income	1,001	1,001	-	1,001	1,001
Food Service (Income from meals)	-	-	-	-	-
Text Book	-	-	-	-	-
OTHER	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	51,001	51,001	-	51,001	51,001
TOTAL REVENUE	<u>2,808,254</u>	<u>2,808,254</u>	-	<u>2,808,254</u>	<u>2,808,254</u>

DESCRIPTION OF ASSUMPTIONS

NEW YORK CENTER FOR AUTISM CHARTER SCHOOL BRONX
Budget / Operating Plan

2019-20

Total Revenue	2,808,254	2,808,254	-	2,808,254	2,808,254
Total Expenses	2,797,924	2,797,924	-	(2,797,924)	(2,797,924)
Net Income	10,330	10,330	-	10,330	10,330
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	98,000	98,000	-	(98,000)	(98,000)
Instructional Management	1.00	121,411	121,411	-	(121,411)	(121,411)
Deans, Directors & Coordinators	-	-	-	-	-	-
CFO / Director of Finance	1.00	55,688	55,688	-	(55,688)	(55,688)
Operation / Business Manager	1.00	73,044	73,044	-	(73,044)	(73,044)
Administrative Staff	1.00	56,876	56,876	-	(56,876)	(56,876)
TOTAL ADMINISTRATIVE STAFF	4.50	405,019	405,019	-	(405,019)	(405,019)

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	-	-	-	-	-
Teachers - SPED	7.00	423,685	423,685	-	(423,685)	(423,685)
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	14.00	550,228	550,228	-	(550,228)	(550,228)
Specialty Teachers	8.00	307,091	307,091	-	(307,091)	(307,091)
Aides	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-
Other	2.00	152,534	152,534	-	(152,534)	(152,534)
TOTAL INSTRUCTIONAL	31.00	1,433,538	1,433,538	-	(1,433,538)	(1,433,538)

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	0.20	37,502	37,502	-	(37,502)	(37,502)
TOTAL NON-INSTRUCTIONAL	0.20	37,502	37,502	-	(37,502)	(37,502)

SUBTOTAL PERSONNEL SERVICE COSTS

35.70	1,876,059	1,876,059	-	(1,876,059)	(1,876,059)
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PAYROLL TAXES AND BENEFITS

Payroll Taxes	143,519	143,519	-	(143,519)	(143,519)
Fringe / Employee Benefits	402,596	402,596	-	(402,596)	(402,596)

NEW YORK CENTER FOR AUTISM CHARTER SCHOOL BRONX
Budget / Operating Plan

2019-20

Total Revenue	2,808,254	2,808,254	-	2,808,254	2,808,254
Total Expenses	2,797,924	2,797,924	-	(2,797,924)	(2,797,924)
Net Income	10,330	10,330	-	10,330	10,330
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
Retirement / Pension	23,000	23,000	-	(23,000)	(23,000)
TOTAL PAYROLL TAXES AND BENEFITS	569,115	569,115	-	(569,115)	(569,115)
TOTAL PERSONNEL SERVICE COSTS	2,445,174	2,445,174	-	(2,445,174)	(2,445,174)
CONTRACTED SERVICES					
Accounting / Audit	18,500	18,500	-	(18,500)	(18,500)
Legal	5,000	5,000	-	(5,000)	(5,000)
Management Company Fee	-	-	-	-	-
Nurse Services	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-
Payroll Services	-	-	-	-	-
Special Ed Services	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-
Other Purchased / Professional / Consulting	57,300	57,300	-	(57,300)	(57,300)
TOTAL CONTRACTED SERVICES	80,800	80,800	-	(80,800)	(80,800)

DESCRIPTION OF ASSUMPTIONS

NEW YORK CENTER FOR AUTISM CHARTER SCHOOL BRONX
Budget / Operating Plan

2019-20

Total Revenue	2,808,254	2,808,254	-	2,808,254	2,808,254
Total Expenses	2,797,924	2,797,924	-	(2,797,924)	(2,797,924)
Net Income	10,330	10,330	-	10,330	10,330
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	36,500	36,500	-	(36,500)	(36,500)
Special Ed Supplies & Materials	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-
Supplies & Materials other	7,500	7,500	-	(7,500)	(7,500)
Equipment / Furniture	3,000	3,000	-	(3,000)	(3,000)
Telephone	1,400	1,400	-	(1,400)	(1,400)
Technology	46,800	46,800	-	(46,800)	(46,800)
Student Testing & Assessment	-	-	-	-	-
Field Trips	1,000	1,000	-	(1,000)	(1,000)
Transportation (student)	-	-	-	-	-
Student Services - other	19,000	19,000	-	(19,000)	(19,000)
Office Expense	10,100	10,100	-	(10,100)	(10,100)
Staff Development	47,000	47,000	-	(47,000)	(47,000)
Staff Recruitment	6,000	6,000	-	(6,000)	(6,000)
Student Recruitment / Marketing	4,500	4,500	-	(4,500)	(4,500)
School Meals / Lunch	-	-	-	-	-
Travel (Staff)	3,000	3,000	-	(3,000)	(3,000)
Fundraising	1,000	1,000	-	(1,000)	(1,000)
Other	19,750	19,750	-	(19,750)	(19,750)
TOTAL SCHOOL OPERATIONS	206,550	206,550	-	(206,550)	(206,550)

FACILITY OPERATION & MAINTENANCE

Insurance	28,900	28,900	-	(28,900)	(28,900)
Janitorial	32,000	32,000	-	(32,000)	(32,000)
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-
Repairs & Maintenance	4,500	4,500	-	(4,500)	(4,500)
Equipment / Furniture	-	-	-	-	-
Security	-	-	-	-	-
Utilities	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	65,400	65,400	-	(65,400)	(65,400)

DEPRECIATION & AMORTIZATION

RESERVES / CONTINGENCY

DEFERRED RENT

NEW YORK CENTER FOR AUTISM CHARTER SCHOOL BRONX
Budget / Operating Plan

2019-20

Total Revenue	2,808,254	2,808,254	-	2,808,254	2,808,254
Total Expenses	2,797,924	2,797,924	-	(2,797,924)	(2,797,924)
Net Income	10,330	10,330	-	10,330	10,330
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
TOTAL EXPENSES	<u>2,797,924</u>	<u>2,797,924</u>	-	<u>(2,797,924)</u>	<u>(2,797,924)</u>
NET INCOME	<u>10,330</u>	<u>10,330</u>	-	<u>10,330</u>	<u>10,330</u>

DESCRIPTION OF ASSUMPTIONS

		NEW YORK CENTER FOR AUTISM CHARTER SCHOOL BRONX Budget / Operating Plan 2019-20						DESCRIPTION OF ASSUMPTIONS
Total Revenue		2,808,254	2,808,254	-	2,808,254	2,808,254		
Total Expenses		2,797,924	2,797,924	-	(2,797,924)	(2,797,924)		
Net Income		10,330	10,330	-	10,330	10,330		
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 BRONX Budget / Operating Plan 2019-20							
Total Revenue	-	693,764	-	-	695,981	-	-	724,254
Total Expenses	-	689,043	-	-	694,544	-	-	679,043
Net Income	-	4,721	-	-	1,437	-	-	45,211
Actual Student Enrollment	20	32	-	-	32	-	-	32
	Prior Year Actual 2018-19 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	-	4,721	-	-	1,437	-	-	45,211
Beginning Cash Balance	-	-	-	-	4,721	-	-	6,158
ENDING CASH BALANCE	-	4,721	-	-	6,158	-	-	51,369

Total Revenue	-	-	694,255	-	-
Total Expenses	-	-	735,294	-	-
Net Income	-	-	(41,039)	-	-
Actual Student Enrollment	-	-	32	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES <i>{enter descriptions below}</i>					
Example - Add Back Depreciation	-	-	-	-	-
Other	-	-	-	-	-
Total Operating Activities	-	-	-	-	-
INVESTMENT ACTIVITIES <i>{enter descriptions below}</i>					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-
Other	-	-	-	-	-
Total Investment Activities	-	-	-	-	-
FINANCING ACTIVITIES <i>{enter descriptions below}</i>					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-
NET INCOME	-	-	(41,039)	-	-
Beginning Cash Balance	-	-	51,369	-	-
ENDING CASH BALANCE	-	-	10,330	-	-

		NEW YORK CENTER FOR AUTISM CHARTER SCHOOL BRONX Budget / Operating Plan 2019-20					DESCRIPTION OF ASSUMPTIONS
Total Revenue		2,808,254	2,808,254	-	2,808,254	2,808,254	
Total Expenses		2,797,924	2,797,924	-	(2,797,924)	(2,797,924)	
Net Income		10,330	10,330	-	10,330	10,330	
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							
		10,330	10,330	-	10,330	10,330	
Beginning Cash Balance							
		-	-	-	-	-	
ENDING CASH BALANCE							
		10,330	10,330	-	10,330	10,330	

NEW YORK CENTER FOR AUTISM CHARTER SCHOOL BRONX
BALANCE SHEET
2019-20

Please enter balance sheet data for the Ed Corp
 NYC Autism Charter Schools (Combined)
 only on this template.
 The balance sheet should include data for
 all charter schools operated by the Ed Corp.

	Prior Year	Q1	Q2	Q3	Q4
	2018-19	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	-	-	-	-	-

2019-20

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

REVENUE

REVENUES FROM STATE SOURCES

2019-20
Per Pupil Rate

-		-	-		-	-	
-		-	-		-	-	
-		-	-		-	-	
-		-	-		-	-	
-		-	-		-	-	
-		-	-		-	-	
-		-	-		-	-	
-		-	-		-	-	
-		-	-		-	-	
-		-	-		-	-	
-		-	-		-	-	
-		-	-		-	-	
-		-	-		-	-	
-		-	-		-	-	
-		-	-		-	-	
-		-	-		-	-	
-		-	-		-	-	
-		-	-		-	-	
-		-	-		-	-	
-		-	-		-	-	
-	-	-	-	-	-	-	-
	687,338	-		687,338	-		

Grants						
Stimulus		-	-		-	-
DYCD (Department of Youth and Community Development)		-	-		-	-
Other		-	-		-	-
NYC DoE Rental Assistance		-	-		-	-
Other		6,176	-		-	-
TOTAL REVENUE FROM STATE SOURCES	-	693,514	-	-	687,338	-

Other

	-	-		-	-	
	-	-		1,727	-	
	-	-		-	-	
	-	-		-	-	

	-	-		-	-	
	-	-		-	-	

2019-20

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NEW YORK CENTER FOR AUTISM CHART

Budget / Operating Plan

2019-20

Total Revenue	-	693,764	-	-	695,981	-	-
Total Expenses	-	689,043	-	-	694,544	-	-
Net Income	-	4,721	-	-	1,437	-	-
Actual Student Enrollment	-	32	-	-	32	-	-

*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	-	24,500	-	24,500	-	-
Instructional Management	-	30,353	-	30,353	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-
CFO / Director of Finance	-	13,922	-	13,922	-	-
Operation / Business Manager	-	18,261	-	18,261	-	-
Administrative Staff	-	14,219	-	14,219	-	-
TOTAL ADMINISTRATIVE STAFF	-	101,255	-	101,255	-	-

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	-	-	-	-	-
Teachers - SPED	-	105,921	-	105,921	-	-
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	137,557	-	137,557	-	-
Specialty Teachers	-	76,773	-	76,773	-	-
Aides	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-
Other	-	38,134	-	38,134	-	-
TOTAL INSTRUCTIONAL	-	358,385	-	358,385	-	-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	6,250	-	12,501	-	-
TOTAL NON-INSTRUCTIONAL	-	6,250	-	12,501	-	-

SUBTOTAL PERSONNEL SERVICE COSTS

-	-	465,889	-	472,140	-	-
---	---	---------	---	---------	---	---

PAYROLL TAXES AND BENEFITS

Payroll Taxes	35,880	-	35,880	-	-
Fringe / Employee Benefits	88,149	-	88,149	-	-
Retirement / Pension	5,750	-	5,750	-	-
TOTAL PAYROLL TAXES AND BENEFITS	129,779	-	129,779	-	-

TOTAL PERSONNEL SERVICE COSTS

-	-	595,668	-	601,919	-	-
---	---	---------	---	---------	---	---

NEW YORK CENTER FOR AUTISM CHART

Budget / Operating Plan

2019-20

Total Revenue	-	693,764	-	-	695,981	-	-
Total Expenses	-	689,043	-	-	694,544	-	-
Net Income	-	4,721	-	-	1,437	-	-
Actual Student Enrollment	-	32	-	-	32	-	-

*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 - 1/1 - 3/31
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
CONTRACTED SERVICES							
Accounting / Audit		9,250	-		9,250	-	
Legal		1,250	-		1,250	-	
Management Company Fee		-	-		-	-	
Nurse Services		-	-		-	-	
Food Service / School Lunch		-	-		-	-	
Payroll Services		-	-		-	-	
Special Ed Services		-	-		-	-	
Titlement Services (i.e. Title I)		-	-		-	-	
Other Purchased / Professional / Consulting		14,325	-		14,325	-	
TOTAL CONTRACTED SERVICES	-	24,825	-	-	24,825	-	-

NEW YORK CENTER FOR AUTISM CHART

Budget / Operating Plan

2019-20

Total Revenue	-	693,764	-	-	695,981	-	-
Total Expenses	-	689,043	-	-	694,544	-	-
Net Income	-	4,721	-	-	1,437	-	-
Actual Student Enrollment	-	32	-	-	32	-	-

*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	9,125	-	-	9,125	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-
Supplies & Materials other	1,875	-	-	1,875	-	-	-
Equipment / Furniture	750	-	-	750	-	-	-
Telephone	350	-	-	350	-	-	-
Technology	11,700	-	-	11,700	-	-	-
Student Testing & Assessment	-	-	-	-	-	-	-
Field Trips	250	-	-	250	-	-	-
Transportation (student)	-	-	-	-	-	-	-
Student Services - other	4,750	-	-	4,750	-	-	-
Office Expense	2,525	-	-	2,525	-	-	-
Staff Development	11,750	-	-	11,750	-	-	-
Staff Recruitment	1,500	-	-	1,500	-	-	-
Student Recruitment / Marketing	1,125	-	-	1,125	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-
Travel (Staff)	750	-	-	750	-	-	-
Fundraising	250	-	-	250	-	-	-
Other	5,500	-	-	4,750	-	-	-
TOTAL SCHOOL OPERATIONS	-	52,200	-	-	51,450	-	-
FACILITY OPERATION & MAINTENANCE							
Insurance	7,225	-	-	7,225	-	-	-
Janitorial	8,000	-	-	8,000	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-
Repairs & Maintenance	1,125	-	-	1,125	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	16,350	-	-	16,350	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-
RESERVES / CONTINGENCY	-	-	-	-	-	-	-
DEFERRED RENT	-	-	-	-	-	-	-

NEW YORK CENTER FOR AUTISM CHART

Budget / Operating Plan

2019-20

Total Revenue	-	693,764	-	-	695,981	-	-
Total Expenses	-	689,043	-	-	694,544	-	-
Net Income	-	4,721	-	-	1,437	-	-
Actual Student Enrollment	-	32	-	-	32	-	-

*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 - 1/1 - 3/31
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
	-	-	-	-	-	-	-
TOTAL EXPENSES	-	689,043	-	-	694,544	-	-
NET INCOME	-	4,721	-	-	1,437	-	-

NEW YORK CENTER FOR AUTISM CHART
Budget / Operating Plan

Total Revenue	-	693,764	-	-	695,981	-	-
Total Expenses	-	689,043	-	-	694,544	-	-
Net Income	-	4,721	-	-	1,437	-	-
Actual Student Enrollment	-	32	-	-	32	-	3rd Q

*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 - 1/1 - 3/31
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual

ENROLLMENT - *School Districts Are Linked To Above Entries*

NYC CHANCELLOR'S OFFICE

[illegible]

ALL OTHER School Districts: (Count = 0)

TOTAL ENROLLMENT

:	21,680	:	:	21,749	:	:
---	--------	---	---	--------	---	---

REVENUE PER PUPIL

-	21,533	-	-	21,705	-	-
---	--------	---	---	--------	---	---

EXPENSES PER PUPIL

ER SCHOOL BRONX

n

Total Revenue	724,254	-	-	694,255	-
Total Expenses	679,043	-	-	735,294	-
Net Income	45,211	-	-	(41,039)	-
Actual Student Enrollment	32	-	-	32	-

*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

2019-20
Per Pupil Rate

NYC CHANCELLOR'S OFFICE

-

-

-

-

-

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ALL OTHER School Districts: (Count = 0)

TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)

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

ER SCHOOL BRONX n					
Total Revenue	724,254	-	-	694,255	-
Total Expenses	679,043	-	-	735,294	-
Net Income	45,211	-	-	(41,039)	-
Actual Student Enrollment	32	-	-	32	-
		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		30,000	-		-
Fundraising		6,667	-		6,667 -
Erate Reimbursement		-	-		-
Earnings on Investments		-	-		-
Interest Income		250	-		251 -
Food Service (Income from meals)		-	-		-
Text Book		-	-		-
OTHER		-	-		-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		36,917	-	-	6,918 -
TOTAL REVENUE		724,254	-	-	694,255 -

ER SCHOOL BRONX

n

Total Revenue	724,254	-	-	694,255	-
Total Expenses	679,043	-	-	735,294	-
Net Income	45,211	-	-	(41,039)	-
Actual Student Enrollment	32	-	-	32	-

*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	-	24,500	-		24,500	-
Instructional Management	-	30,353	-		30,353	-
Deans, Directors & Coordinators	-	-	-		-	-
CFO / Director of Finance	-	13,922	-		13,922	-
Operation / Business Manager	-	18,261	-		18,261	-
Administrative Staff	-	14,219	-		14,219	-
TOTAL ADMINISTRATIVE STAFF	-	101,255	-	-	101,255	-

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	-	-		-	-
Teachers - SPED	-	105,921	-		105,921	-
Substitute Teachers	-	-	-		-	-
Teaching Assistants	-	137,557	-		137,557	-
Specialty Teachers	-	76,773	-		76,773	-
Aides	-	-	-		-	-
Therapists & Counselors	-	-	-		-	-
Other	-	38,134	-		38,134	-
TOTAL INSTRUCTIONAL	-	358,385	-	-	358,385	-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-		-	-
Librarian	-	-	-		-	-
Custodian	-	-	-		-	-
Security	-	-	-		-	-
Other	-	6,250	-		12,501	-
TOTAL NON-INSTRUCTIONAL	-	6,250	-	-	12,501	-

SUBTOTAL PERSONNEL SERVICE COSTS

	-	465,889	-	-	472,140	-
--	---	---------	---	---	---------	---

PAYROLL TAXES AND BENEFITS

Payroll Taxes		35,880	-		35,880	-
Fringe / Employee Benefits		88,149	-		138,149	-
Retirement / Pension		5,750	-		5,750	-
TOTAL PAYROLL TAXES AND BENEFITS		129,779	-	-	179,779	-

TOTAL PERSONNEL SERVICE COSTS

	-	595,668	-	-	651,919	-
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ER SCHOOL BRONX n					
Total Revenue	724,254	-	-	694,255	-
Total Expenses	679,043	-	-	735,294	-
Net Income	45,211	-	-	(41,039)	-
Actual Student Enrollment	32	-	-	32	-
		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		ER SCHOOL BRONX n			
		Current Budget	Variance	Actual	Current Budget Variance
CONTRACTED SERVICES					
Accounting / Audit		-	-		- -
Legal		1,250	-		1,250 -
Management Company Fee		-	-		- -
Nurse Services		-	-		- -
Food Service / School Lunch		-	-		- -
Payroll Services		-	-		- -
Special Ed Services		-	-		- -
Titlement Services (i.e. Title I)		-	-		- -
Other Purchased / Professional / Consulting		14,325	-		14,325 -
TOTAL CONTRACTED SERVICES		15,575	-	-	15,575 -

ER SCHOOL BRONX

n

Total Revenue	724,254	-	-	694,255	-
Total Expenses	679,043	-	-	735,294	-
Net Income	45,211	-	-	(41,039)	-
Actual Student Enrollment	32	-	-	32	-

	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance
<p>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>					
SCHOOL OPERATIONS					
Board Expenses	-	-		-	-
Classroom / Teaching Supplies & Materials	9,125	-		9,125	-
Special Ed Supplies & Materials	-	-		-	-
Textbooks / Workbooks	-	-		-	-
Supplies & Materials other	1,875	-		1,875	-
Equipment / Furniture	750	-		750	-
Telephone	350	-		350	-
Technology	11,700	-		11,700	-
Student Testing & Assessment	-	-		-	-
Field Trips	250	-		250	-
Transportation (student)	-	-		-	-
Student Services - other	4,750	-		4,750	-
Office Expense	2,525	-		2,525	-
Staff Development	11,750	-		11,750	-
Staff Recruitment	1,500	-		1,500	-
Student Recruitment / Marketing	1,125	-		1,125	-
School Meals / Lunch	-	-		-	-
Travel (Staff)	750	-		750	-
Fundraising	250	-		250	-
Other	4,750	-		4,750	-
TOTAL SCHOOL OPERATIONS	51,450	-	-	51,450	-
FACILITY OPERATION & MAINTENANCE					
Insurance	7,225	-		7,225	-
Janitorial	8,000	-		8,000	-
Building and Land Rent / Lease / Facility Finance Interest	-	-		-	-
Repairs & Maintenance	1,125	-		1,125	-
Equipment / Furniture	-	-		-	-
Security	-	-		-	-
Utilities	-	-		-	-
TOTAL FACILITY OPERATION & MAINTENANCE	16,350	-	-	16,350	-
DEPRECIATION & AMORTIZATION	-	-		-	-
RESERVES / CONTINGENCY	-	-		-	-
DEFERRED RENT	-	-		-	-

ER SCHOOL BRONX					
n					
ER SCHOOL BRONX					
Total Revenue	724,254	-	-	694,255	-
Total Expenses	679,043	-	-	735,294	-
Net Income	45,211	-	-	(41,039)	-
Actual Student Enrollment	32	-	-	32	-
		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 Budget	Variance	Actual	Current Budget Variance
TOTAL EXPENSES		679,043	-	-	735,294 -
NET INCOME		45,211	-	-	(41,039) -

ER SCHOOL BRONX					
n					
Total Revenue	724,254	-	-	694,255	-
Total Expenses	679,043	-	-	735,294	-
Net Income	45,211	-	-	(41,039)	-
Actual Student Enrollment	Quarter - 1/1 - 3/31	-	-	32	-
		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
ENROLLMENT - *School Districts Are Linked To Above Entries*					
NYC CHANCELLOR'S OFFICE	32	-	-	32	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: (Count = 0)	-	-	-	-	-
TOTAL ENROLLMENT	32	-	-	32	-
REVENUE PER PUPIL	22,633	-	-	21,695	-
EXPENSES PER PUPIL	21,220	-	-	22,978	-

				NEW YORK CENTER FOR AUTISM CHARTER SCHOOL					
				Budget / Operating Plan					
				2019-20					
Total Revenue				-	-	-	2,808,254	(2,808,254)	-
Total Expenses				-	-	-	2,797,924	2,797,924	-
Net Income				-	-	-	10,330	(10,330)	-
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 Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)
				Actual					Actual vs. Original Budget
REVENUE									
REVENUES FROM STATE SOURCES									
Per Pupil Revenue			2019-20 Per Pupil Rate						
NYC CHANCELLOR'S OFFICE			-	-	-	-	-	-	-
-			-	-	-	-	-	-	-
-			-	-	-	-	-	-	-
-			-	-	-	-	-	-	-
-			-	-	-	-	-	-	-
-			-	-	-	-	-	-	-
-			-	-	-	-	-	-	-
-			-	-	-	-	-	-	-
-			-	-	-	-	-	-	-
-			-	-	-	-	-	-	-
-			-	-	-	-	-	-	-
-			-	-	-	-	-	-	-
-			-	-	-	-	-	-	-
-			-	-	-	-	-	-	-
-			-	-	-	-	-	-	-
ALL OTHER School Districts: (Count = 0)			-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)			-	-	-	-	-	-	-
Special Education Revenue				-	-	-	2,749,350	(2,749,350)	-
Grants									
Stimulus				-	-	-	-	-	-
DYCD (Department of Youth and Community Development)				-	-	-	-	-	-
Other				-	-	-	-	-	-
NYC DoE Rental Assistance				-	-	-	-	-	-
Other				-	-	-	6,176	(6,176)	-
TOTAL REVENUE FROM STATE SOURCES				-	-	-	2,755,526	(2,755,526)	-
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs				-	-	-	-	-	-
Title I				-	-	-	1,727	(1,727)	-
Title Funding - Other				-	-	-	-	-	-
School Food Service (Free Lunch)				-	-	-	-	-	-
Grants									
Charter School Program (CSP) Planning & Implementation				-	-	-	-	-	-
Other				-	-	-	-	-	-

				NEW YORK CENTER FOR AUTISM CHARTER SCHOOL							
				Budget / Operating Plan							
				2019-20							
Total Revenue	-	-	-	2,808,254	(2,808,254)	-	-	2,808,254			
Total Expenses	-	-	-	2,797,924	2,797,924	-	-	2,797,924			
Net Income	-	-	-	10,330	(10,330)	-	-	10,330			
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 Budget	Actual vs.	Current Budget	Actual vs.	Original Budget	Actual vs.	Original Budget	
				(Current Quarter)	Current Budget	Budget - TY	Current Budget TY	(Current Quarter)	Original Budget	Budget - TY	
Other				-	-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES				-	-	-	1,727	(1,727)	-	-	1,727
LOCAL and OTHER REVENUE											
Contributions and Donations				-	-	-	30,000	(30,000)	-	-	30,000
Fundraising				-	-	-	20,000	(20,000)	-	-	20,000
Erate Reimbursement				-	-	-	-	-	-	-	-
Earnings on Investments				-	-	-	-	-	-	-	-
Interest Income				-	-	-	1,001	(1,001)	-	-	1,001
Food Service (Income from meals)				-	-	-	-	-	-	-	-
Text Book				-	-	-	-	-	-	-	-
OTHER				-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES				-	-	-	51,001	(51,001)	-	-	51,001
TOTAL REVENUE				-	-	-	2,808,254	(2,808,254)	-	-	2,808,254

2019-20

Total Revenue	-	-	-	2,808,254	(2,808,254)	-	-	2,808,254
Total Expenses	-	-	-	2,797,924	2,797,924	-	-	2,797,924
Net Income	-	-	-	10,330	(10,330)	-	-	10,330
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 -
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Quarter 0
No. of Positions

-	-	-	-	98,000	98,000	-	-	98,000
-	-	-	-	121,411	121,411	-	-	121,411
-	-	-	-	-	-	-	-	-
-	-	-	-	55,688	55,688	-	-	55,688
-	-	-	-	73,044	73,044	-	-	73,044
-	-	-	-	56,876	56,876	-	-	56,876
-	-	-	-	405,019	405,019	-	-	405,019

-	-	-	-	-	-	-	-	-
-	-	-	-	423,685	423,685	-	-	423,685
-	-	-	-	-	-	-	-	-
-	-	-	-	550,228	550,228	-	-	550,228
-	-	-	-	307,091	307,091	-	-	307,091
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	152,534	152,534	-	-	152,534
-	-	-	-	1,433,538	1,433,538	-	-	1,433,538

-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	37,502	37,502	-	-	37,502
-	-	-	-	37,502	37,502	-	-	37,502

-	-	-	-	1,876,059	1,876,059	-	-	1,876,0
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-	-	-	143,519	143,519	-	-	143,519
-	-	-	402,596	402,596	-	-	402,596
-	-	-	23,000	23,000	-	-	23,000
-	-	-	569,115	569,115	-	-	569,115

-	-	-	-	2,445,174	2,445,174	-	-	2,445,174
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				NEW YORK CENTER FOR AUTISM CHARTER SCHOOL				
				Budget / Operating Plan				
				2019-20				
Total Revenue	-	-	-	2,808,254	(2,808,254)	-	-	2,808,254
Total Expenses	-	-	-	2,797,924	2,797,924	-	-	2,797,924
Net Income	-	-	-	10,330	(10,330)	-	-	10,330
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 Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)
				Actual	vs. Original Budget	vs. Original Budget	vs. Original Budget	Original Budget - TY
CONTRACTED SERVICES								
Accounting / Audit				-	-	18,500	18,500	-
Legal				-	-	5,000	5,000	-
Management Company Fee				-	-	-	-	-
Nurse Services				-	-	-	-	-
Food Service / School Lunch				-	-	-	-	-
Payroll Services				-	-	-	-	-
Special Ed Services				-	-	-	-	-
Titlement Services (i.e. Title I)				-	-	-	-	-
Other Purchased / Professional / Consulting				-	-	57,300	57,300	-
TOTAL CONTRACTED SERVICES				-	-	80,800	80,800	-

				NEW YORK CENTER FOR AUTISM CHARTER SCHOOL				
				Budget / Operating Plan				
				2019-20				
Total Revenue	-	-	-	2,808,254	(2,808,254)	-	-	2,808,254
Total Expenses	-	-	-	2,797,924	2,797,924	-	-	2,797,924
Net Income	-	-	-	10,330	(10,330)	-	-	10,330
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	Original
				Quarter)	Budget		Quarter)	Budget
				Actual				Budget -
SCHOOL OPERATIONS								
Board Expenses	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	36,500	36,500	-	-	36,500
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	7,500	7,500	-	-	7,500
Equipment / Furniture	-	-	-	3,000	3,000	-	-	3,000
Telephone	-	-	-	1,400	1,400	-	-	1,400
Technology	-	-	-	46,800	46,800	-	-	46,800
Student Testing & Assessment	-	-	-	-	-	-	-	-
Field Trips	-	-	-	1,000	1,000	-	-	1,000
Transportation (student)	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	19,000	19,000	-	-	19,000
Office Expense	-	-	-	10,100	10,100	-	-	10,100
Staff Development	-	-	-	47,000	47,000	-	-	47,000
Staff Recruitment	-	-	-	6,000	6,000	-	-	6,000
Student Recruitment / Marketing	-	-	-	4,500	4,500	-	-	4,500
School Meals / Lunch	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	3,000	3,000	-	-	3,000
Fundraising	-	-	-	1,000	1,000	-	-	1,000
Other	-	-	-	19,750	19,750	-	-	19,750
TOTAL SCHOOL OPERATIONS	-	-	-	206,550	206,550	-	-	206,550
FACILITY OPERATION & MAINTENANCE								
Insurance	-	-	-	28,900	28,900	-	-	28,900
Janitorial	-	-	-	32,000	32,000	-	-	32,000
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	4,500	4,500	-	-	4,500
Equipment / Furniture	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	65,400	65,400	-	-	65,400
DEPRECIATION & AMORTIZATION				-	-	-	-	-
RESERVES / CONTINGENCY				-	-	-	-	-
DEFERRED RENT				-	-	-	-	-

				NEW YORK CENTER FOR AUTISM CHARTER SCHOOL							
				Budget / Operating Plan							
				2019-20							
Total Revenue	-	-	-	2,808,254	(2,808,254)	-	-	2,808,254			
Total Expenses	-	-	-	2,797,924	2,797,924	-	-	2,797,924			
Net Income	-	-	-	10,330	(10,330)	-	-	10,330			
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 Budget	Actual vs.	Current Budget - TY	Actual vs.	Original Budget	Actual vs.	Original Budget - TY	
				Actual	(Current Quarter)	Current Budget	Current Budget TY	(Current Quarter)	Original Budget		
TOTAL EXPENSES				-	-	-	2,797,924	2,797,924	-	-	2,797,924
NET INCOME				-	-	-	10,330	(10,330)	-	-	10,330

				NEW YORK CENTER FOR AUTISM CHARTER SCHOOL					
				2019-20 Budget / Operating Plan					
				2019-20					
Total Revenue	-	-	-	2,808,254	(2,808,254)	-	-	2,808,254	
Total Expenses	-	-	-	2,797,924	2,797,924	-	-	2,797,924	
Net Income	-	-	-	10,330	(10,330)	-	-	10,330	
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				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)
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				-	-	-		-	-

BRONX				
Total Revenue	(2,808,254)	-	-	
Total Expenses	2,797,924	-	-	
Net Income	(10,330)	-	-	
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
REVENUE				
REVENUES FROM STATE SOURCES				
Per Pupil Revenue	2019-20 Per Pupil Rate			
NYC CHANCELLOR'S OFFICE	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
ALL OTHER School Districts: (Count = 0)	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	-	-	-	-
Special Education Revenue		(2,749,350)	-	-
Grants				
Stimulus		-	-	-
DYCD (Department of Youth and Community Development)		-	-	-
Other		-	-	-
NYC DoE Rental Assistance		-	-	-
Other		(6,176)	-	-
TOTAL REVENUE FROM STATE SOURCES		(2,755,526)	-	-
REVENUE FROM FEDERAL FUNDING				
IDEA Special Needs		-	-	-
Title I		(1,727)	-	-
Title Funding - Other		-	-	-
School Food Service (Free Lunch)		-	-	-
Grants				
Charter School Program (CSP) Planning & Implementation		-	-	-
Other		-	-	-

BRONX

Total Revenue	(2,808,254)	-	-
Total Expenses	2,797,924	-	-
Net Income	(10,330)	-	-
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	(1,727)	-	-
LOCAL and OTHER REVENUE			
Contributions and Donations	(30,000)	-	-
Fundraising	(20,000)	-	-
Erate Reimbursement	-	-	-
Earnings on Investments	-	-	-
Interest Income	(1,001)	-	-
Food Service (Income from meals)	-	-	-
Text Book	-	-	-
OTHER	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	(51,001)	-	-
TOTAL REVENUE	(2,808,254)	-	-

BRONX				
Total Revenue	(2,808,254)	-	-	
Total Expenses	2,797,924	-	-	
Net Income	(10,330)	-	-	
Actual Student Enrollment		-		
<div> <div> <div>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</div> <div> <div>Actual vs. Original Budget TY</div> <div>PY Actual (PY TY / No. of COMPLETED Actual CY</div> <div>Actual CY vs. Actual PY</div> </div> </div> </div>				
EXPENSES				
		Quarter 0		
ADMINISTRATIVE STAFF PERSONNEL COSTS		No. of Positions		
Executive Management	-	98,000	-	-
Instructional Management	-	121,411	-	-
Deans, Directors & Coordinators	-	-	-	-
CFO / Director of Finance	-	55,688	-	-
Operation / Business Manager	-	73,044	-	-
Administrative Staff	-	56,876	-	-
TOTAL ADMINISTRATIVE STAFF	-	405,019	-	-
INSTRUCTIONAL PERSONNEL COSTS				
Teachers - Regular	-	-	-	-
Teachers - SPED	-	423,685	-	-
Substitute Teachers	-	-	-	-
Teaching Assistants	-	550,228	-	-
Specialty Teachers	-	307,091	-	-
Aides	-	-	-	-
Therapists & Counselors	-	-	-	-
Other	-	152,534	-	-
TOTAL INSTRUCTIONAL	-	1,433,538	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS				
Nurse	-	-	-	-
Librarian	-	-	-	-
Custodian	-	-	-	-
Security	-	-	-	-
Other	-	37,502	-	-
TOTAL NON-INSTRUCTIONAL	-	37,502	-	-
SUBTOTAL PERSONNEL SERVICE COSTS		-	1,876,059	-
PAYROLL TAXES AND BENEFITS				
Payroll Taxes		143,519	-	-
Fringe / Employee Benefits		402,596	-	-
Retirement / Pension		23,000	-	-
TOTAL PAYROLL TAXES AND BENEFITS		569,115	-	-
TOTAL PERSONNEL SERVICE COSTS		-	2,445,174	-

BRONX

Total Revenue	(2,808,254)	-	-
Total Expenses	2,797,924	-	-
Net Income	(10,330)	-	-
Actual Student Enrollment		-	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Actual BRONX Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY
CONTRACTED SERVICES			
Accounting / Audit	18,500	-	-
Legal	5,000	-	-
Management Company Fee	-	-	-
Nurse Services	-	-	-
Food Service / School Lunch	-	-	-
Payroll Services	-	-	-
Special Ed Services	-	-	-
Titlment Services (i.e. Title I)	-	-	-
Other Purchased / Professional / Consulting	57,300	-	-
TOTAL CONTRACTED SERVICES	80,800	-	-

BRONX

Total Revenue	(2,808,254)	-	-
Total Expenses	2,797,924	-	-
Net Income	(10,330)	-	-
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
SCHOOL OPERATIONS			
Board Expenses	-	-	-
Classroom / Teaching Supplies & Materials	36,500	-	-
Special Ed Supplies & Materials	-	-	-
Textbooks / Workbooks	-	-	-
Supplies & Materials other	7,500	-	-
Equipment / Furniture	3,000	-	-
Telephone	1,400	-	-
Technology	46,800	-	-
Student Testing & Assessment	-	-	-
Field Trips	1,000	-	-
Transportation (student)	-	-	-
Student Services - other	19,000	-	-
Office Expense	10,100	-	-
Staff Development	47,000	-	-
Staff Recruitment	6,000	-	-
Student Recruitment / Marketing	4,500	-	-
School Meals / Lunch	-	-	-
Travel (Staff)	3,000	-	-
Fundraising	1,000	-	-
Other	19,750	-	-
TOTAL SCHOOL OPERATIONS	206,550	-	-
FACILITY OPERATION & MAINTENANCE			
Insurance	28,900	-	-
Janitorial	32,000	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-
Repairs & Maintenance	4,500	-	-
Equipment / Furniture	-	-	-
Security	-	-	-
Utilities	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	65,400	-	-
DEPRECIATION & AMORTIZATION			
	-	-	-
RESERVES / CONTINGENCY			
	-	-	-
DEFERRED RENT			
	-	-	-

BRONX			
BRONX			
Total Revenue	(2,808,254)	-	-
Total Expenses	2,797,924	-	-
Net Income	(10,330)	-	-
Actual Student Enrollment		-	-
<div> <div> *NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed </div> <div> <div>Actual vs. Original Budget TY</div> <div>PY Actual (PY TY / No. of COMPLETED Actual CY</div> <div>Actual CY vs. Actual PY</div> </div> </div>			
TOTAL EXPENSES	2,797,924	-	-
NET INCOME	(10,330)	-	-

BRONX				-
Total Revenue	(2,808,254)	-	-	-
Total Expenses	2,797,924	-	-	-
Net Income	(10,330)	-	-	-
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 BRONX
2019-20

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**

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

Alberto Garcia

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

New York Center for Autism Charter School

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

Parent representative

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

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

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

Yes X No

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

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) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

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

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

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


 Signature

06/19/2019
 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: garcia.alberto9901@gmail.com

Home Telephone: [REDACTED]

Home Address: [REDACTED]

last revised 08/21/2018

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

Ashley Garrett

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

New York Center for Autism Charter Schools

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

Vice President; Chair of Operations Committee; Chair of Development Committee

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

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

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

☐ Yes ☒ No


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

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) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

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

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

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


 Signature _____ Date 6/19/19

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:
AshleyGarrettPhotography@gmail.com

Home Telephone: see above

Home Address: see above

last revised 08/21/2018

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

Alvin Shih

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

NYC Autism Charter Schools

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

Board member, operations committee

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

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

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

Yes ☒ No

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

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) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

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

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

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




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:

Alvin.Shih@morganstanley.com

Home Telephone:

Home Address:

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

Alysia Steinmann

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

New York Center Autism Charter School

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

Board of Trustee member, Treasurer, Chair of the Finance Committee

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

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

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

____ **Yes** __X__ **No**

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

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) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

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

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

None

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

Alysia R. Steinmann
Signature

July 4, 2019
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:

alysia.steinmann@ey.com

Home Telephone:

Home Address:

last revised 08/21/2018

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name: Benjamin Hartman

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

NYC Autism Charter Schools

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

Finance Committee member

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

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

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

 Yes X **No**

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

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) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

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

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

NONE

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

Bryanna T. Hartman
Signature

21-Jun-19
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:

_bhartman@yahoo.com

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

last revised 08/21/2018

**Disclosure of Financial Interest by a Current or Proposed Board of
Trustees Member – Board of Regents-Authorized Charter Schools**

Name:

Christine Sandler

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

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

Trustee, Finance committee member

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

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

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

 Yes ☒ No

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

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) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

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

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

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

Christine Sandler
Signature

6-25-19
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: _____

chr chrshtne.sandler@gmail.com

Home Telephone: _____

Home Address: _____

last revised 08/21/2018

**Disclosure of Financial Interest by a Current or Proposed Board of
Trustees Member – Board of Regents-Authorized Charter Schools**

Name:

Carol Santiago-DeJesus

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

NYC Autism Charter Schools

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

President / Board Chair

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

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

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

 Yes ☒ No

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

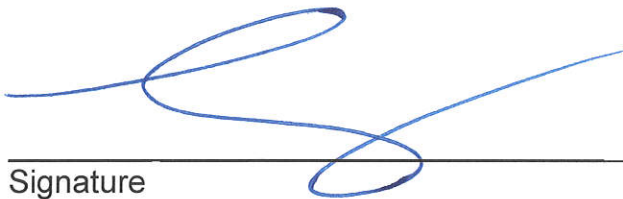
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the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

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

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

N/A

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


Signature

6/25/2019
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: mom2rafael@gmail.com

Home Telephone: 

Home Address: 

**Disclosure of Financial Interest by a Current or Proposed Board of
Trustees Member – Board of Regents-Authorized Charter Schools**

Name:

Elaine M. Florio

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

NYC Autism Charter Schools

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

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

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

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

 Yes X No

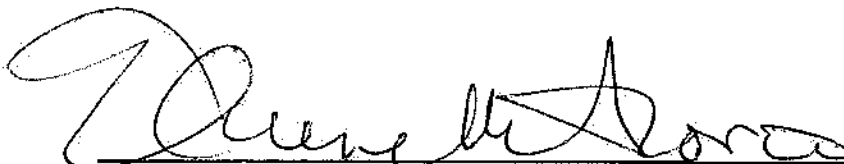
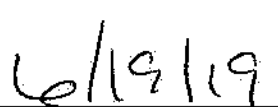
If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

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

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

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

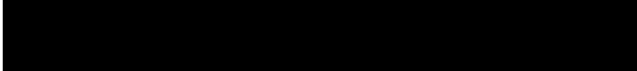
Signature _____ Date _____

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: elaine.florio@aol.com

Home Telephone: 

Home Address: 

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

Hannah Hoch

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

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

Trustee

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

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

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

____ **Yes** __ **X** __ **No**

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

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) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

None

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

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

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

None	None	None	None	None
------	------	------	------	------

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



6/20/2019

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: drhoch@gmail.com

Home Telephone: [REDACTED]

Home Address: [REDACTED]

last revised 08/21/2018

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

Ilene Laines

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

NYC Artisan Charter School

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

Currently - Trustee

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

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

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

 Yes ✓ No

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

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) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<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, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

**Disclosure of Financial Interest by a Current or Proposed Board of
Trustees Member – Board of Regents-Authorized Charter Schools**

Name:

Mitchel A. Baum

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

NYC Autism Charter Schools

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

Board Member

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

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

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

☐ Yes ☒ No

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

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) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

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

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

None

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



Signature

June 19, 2019

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: Mbaum@mabstrategic.com

Home Telephone: [REDACTED]

Home Address: [REDACTED]

last revised 08/21/2018

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

Naeema Livingston

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

New York City Autism Charter School

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

Operations committee member

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

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

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

☐ **Yes** ☒ **No**

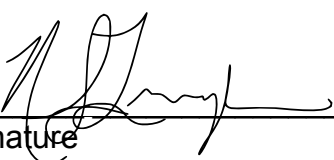
If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

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

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

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


 Signature

6/26/19
 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:

_____Naeemalivingston@gmail.com_____

Home Telephone:

Home Address:





last revised 08/21/2018

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name: Paul O'Neill

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

____NYC Autism Charter School_____

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

Member; Nominating Committee

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

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

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

____**Yes** __**X**__**No**

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

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) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

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

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

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

John T. O'Neill

6-25-19

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:
ptponeill@gmail.com

Home Telephone: [REDACTED]

Home Address: [REDACTED]

last revised 08/21/2018

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name: Richard Larios

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

NYC Autism Charter Schools

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

Board Trustee

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

No

If **Yes**, 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) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

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

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

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

Richard Larios
Signature

June 25, 2019
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; retired____

Business Address:
____None____

E-mail Address:
____rlariosster@gmail.com____

Home Telephone: [REDACTED]____

Home Address: [REDACTED]____

last revised 08/21/2018



Entry 8 BOT Table

Created: 07/09/2019 • Last updated: 07/25/2019

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

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

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2018-19
1	Mitchell Baum; Mbaum591@gmail.com	Trustee/Member	Operations Committee	Yes	4	06/30/2019	06/01/2022	8
2	Elaine Florio; eflorio@fortress.com	Trustee/Member	Development Committee	Yes	1	04/30/2019	06/01/2022	5 or less
3	Alberto Garcia; garcia.alberto9901@gmail.com	Parent Rep	Finance Committee	Yes	2	06/20/2019	06/01/2020	8
4	Ashley Garrett; AshleyGarrettPhotography@gmail.com	Vice Chair	Executive Committee, Development Committee, Operations Committee	Yes	3	06/30/2018	06/01/2021	11
5	Benjamin Hartman; bhartman@yahoo.com	Trustee/Member	Finance Committee	Yes	3	07/01/2017	06/01/2020	6

	om							
6	Hannah Hoch; drhoch@gmail.com	Trustee/Member	Operations Committee	Yes	2	06/30/2018	06/01/2021	7
7	Ilene Lainer; ilainer@nextforautism.org	Trustee/Member	Governance Committee	Yes	5	06/30/2017	06/01/2020	9
8	Rick Larios; rlariosster@gmail.com	Trustee/Member	Operations Committee	Yes	2	06/30/2018	06/01/2021	5 or less
9	Naeema Livingston; naeemalivingston@gmail.com	Trustee/Member	Operations Committee	Yes	6	09/01/2017	06/01/2020	6

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

Yes

1b. Current Board Member Information

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2018-19
10	Paul O'Neill; ptponeill@gmail.com	Trustee/Member	Executive Committee, Governance Committee	Yes	2	06/30/2018	06/01/2021	7
11	Christine Sandler; christine.sandler@gmail.com	Trustee/Member	Finance Committee, Development Committee	Yes	1	01/01/2018	06/01/2020	9
12	Carol Santiago; Mom2rafael@gmail.com	Chair	Executive Committee, Governance Committee	Yes	2	06/30/2018	06/01/2021	11
13	Alvin Shih; Alvin.Shih@morganstanley.com	Trustee/Member	Operations Committee	Yes	2	06/30/2018	06/01/2021	10
14	Alysia Steinmann; Alysia.steinmann@ey.com	Treasurer	Executive Committee, Finance Committee	Yes	2	06/30/2017	06/01/2020	8
15				Yes				

1c. Are there more than 15 members of the Board of Trustees? No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2019	14
b.Total Number of Members Added During 2018-19	1
c. Total Number of Members who Departed during 2018-19	1
d.Total Number of members in 2018-19, as set by in Bylaws, Resolution or Minutes	18

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

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

Thank you.



Entry 10 Enrollment and Retention of Special Populations

Created: 07/09/2019 • Last updated: 07/25/2019

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2018-19 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2019-20.

NEW YORK CENTER FOR AUTISM CHARTER SCHOOL BRONXSection Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2018-19	Describe Recruitment Plans in 2019-20
Economically Disadvantaged	In 2018-2019, 75% or 15 of 20 NYC Autism Charter School Bronx students were eligible for FRPL, coming close to the district economically disadvantaged target of 82%. This difference is due to the small enrollment of the school. 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 the Bronx Times, El Diario, Amsterdam News and YAI news; four open house and information sessions; distribution of flyers and/or electronic notices to 14 community organizations, service agencies, daycare facilities and city administrative councils; Committees on Special Education; and NYCACS website and Facebook pages. In addition, outreach to communities served by our sister school in East Harlem also bolstered recruitment for the Bronx school, as parents were invited to submit lottery applications to both schools.	NYC Autism Charter School Bronx student recruitment will continue to target high need neighborhoods with a particular emphasis on the South Bronx and East Harlem. 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.
	NYC Autism Charter School Bronx actively recruits high need students from heavily Spanish speaking neighborhoods in the surrounding community (School District 12), providing both English and Spanish literature and presentations. Additionally, translation	

English Language Learners/Multilingual Learners	<p>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 12 ELL recruitment target of 17% 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 Bronx 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 where multiple languages are spoken.</p>
Students with Disabilities	<p>100% of NYC Autism Charter School Bronx students are designated as Students with Disabilities, surpassing the District target of 17%. As defined by the school's charter, NYC Autism Charter School Bronx 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 2018-19	Describe Retention Plans in 2019-20
Economically Disadvantaged	In the 2018-2019 school year, NYC Autism Charter School Bronx had one economically disadvantaged student leave the school, due to placement in a less restrictive setting. We will continue to prioritize retention of all students, with the caveat that one of the school's accountability goals is to move 5% of its students to a less restrictive setting over a five-year period.	Given the nature of the NYC Autism Charter School Bronx special education population and their intensive special education needs, retention of its economically disadvantaged 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 a less restrictive setting over a five-year period.
English Language Learners/Multilingual Learners	NYC Autism Charter School Bronx retained 100% of its ELL students.	NYC Autism Charter School Bronx will continue to work effectively with students with autism whose families speak languages other than or in addition to English.
Students with Disabilities	In the 2018-2019 school year, NYC Autism Charter School Bronx had one student leave the school, due to placement in a less restrictive setting. We will continue to prioritize retention of all students with disabilities, with the caveat that one of the school's accountability goals is to move 5% of its students to a less restrictive setting over a five-year period.	Given the nature of the school's special education population and their specialized instructional needs, retention rates of 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 a less restrictive placement over a five-year period.



Entry 11 Classroom Teacher and Administrator Attrition

Created: 07/09/2019 • Last updated: 07/25/2019

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

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

1. Classroom Teacher Attrition Table

	FTE Classroom Teachers on 6/30/18	FTE Classroom Teachers Departed 7/1/18 - 6/30/19	FTE Classroom Teachers Filling Vacant Positions 7/1/18 - 6/30/19	FTE Classroom Teachers Added in New Positions 7/1/18 - 6/30/19	FTE of Classroom Teachers on 6/30/19
	0	1	6	0	6

2. Administrator Position Attrition Table

	FTE Administrative Positions on 6/30/18	FTE Administrators Departed 7/1/18 - 6/30/19	FTE Administrators Filling Vacant Positions 7/1/18 - 6/30/19	FTE Administrators Added in New Positions 7/1/18 - 6/30/19	FTE Administrative Positions on 6/30/19
	4	0	0	0	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.

We did not have any teacher or administrative turnover during the window noted above (7/1/18-6/30/19).

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
2019-2020 School Year Calendar (Student)

Total Days of School 211

Sep-19						
17 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 30 thru Oct 1 - Rosh Hashana

Nov-19						
17 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 5 - Election Day; Nov 11 - Veterans Day; Nov 28 thru 29 - Thanksgiving

Jan-20						
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 20 - MLK Day

Mar-20						
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-20						
20 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

Oct-19						
20 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			

Sept 30 thru Oct 1 - Rosh Hashana; Oct 9 - Yom Kippur; Oct 14 - Columbus Day

Dec-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	31					

Dec 6 - Piano Recital Bronx; Dec 13 - Piano Recital East Harlem; Dec 24 thru Jan 1 - Winter Recess

Feb-20						
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	

Feb 17 thru 21 - Midwinter Recess

Apr-20						
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			

April 9 thru 17 - Spring Recess

Jun-20						
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

18	19	20	21	22	23	24
25	26	27	28	29	30	31

May 15 - Baseball Extravaganza; May 25 - Memorial Day

Jul-20						
20 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 29 thru July 5 - Summer Recess; July 6 - First Day of Summer Session

No School
 School Wide Event

22	23	24	25	26	27	28
29	30					

June 4 - NYC DOE Anniversary Day; June 9 - Clerical Day; June 26 - Last Day of School; June 29 thru July 5 - Summer Recess

Aug-20						
10 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 14 - Last Day of Summer Session