



# 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

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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

(Select name from the drop down menu)

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

**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 4

**d. DATE OF INITIAL CHARTER** 04/2005

**e. DATE FIRST OPENED FOR INSTRUCTION** 06/2019

**h. SCHOOL WEB ADDRESS (URL)** [www.nycacharterschool.org](http://www.nycacharterschool.org)

i. TOTAL MAX APPROVED 40  
ENROLLMENT FOR THE 2018-19  
SCHOOL YEAR (exclude Pre-K  
program enrollment)

j. TOTAL STUDENT ENROLLMENT 40  
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	433 E 100 St New York, NY 10029	212-860-2580	NYC CSD 4	Ungraded	No

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Julie Fisher	212-860-2580		<a href="mailto:jfisher@nycacharterschool.org">jfisher@nycacharterschool.org</a>
Operational Leader	Mark Saretsky	212-860-2580		<a href="mailto:msaretsky@nycacharterschool.org">msaretsky@nycacharterschool.org</a>
Compliance Contact	Erin Solomon	212-860-2580		<a href="mailto:esolomon@nycacharterschool.org">esolomon@nycacharterschool.org</a>
Complaint Contact	Julie Fisher	212-860-2580		<a href="mailto:jfisher@nycacharterschool.org">jfisher@nycacharterschool.org</a>
DASA Coordinator	Julie Fisher	212-860-2580		<a href="mailto:jfisher@nycacharterschool.org">jfisher@nycacharterschool.org</a>
Phone Contact for After Hours Emergencies	Julie Fisher	212-860-2580		<a href="mailto:jfisher@nycacharterschool.org">jfisher@nycacharterschool.org</a>

**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**

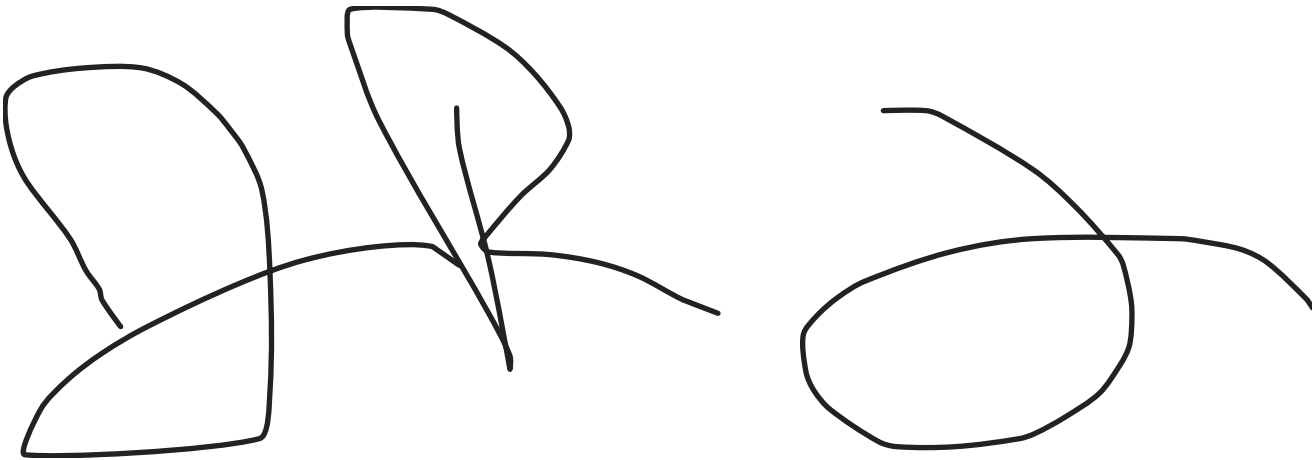
**o. Individual Primarily Responsible for Submitting the Annual Report.**

Name	Erin Solomon
Position	Compliance Specialist
Phone/Extension	646-705-5754
Email	<a href="mailto:esolomon@nycacharterschool.org">esolomon@nycacharterschool.org</a>

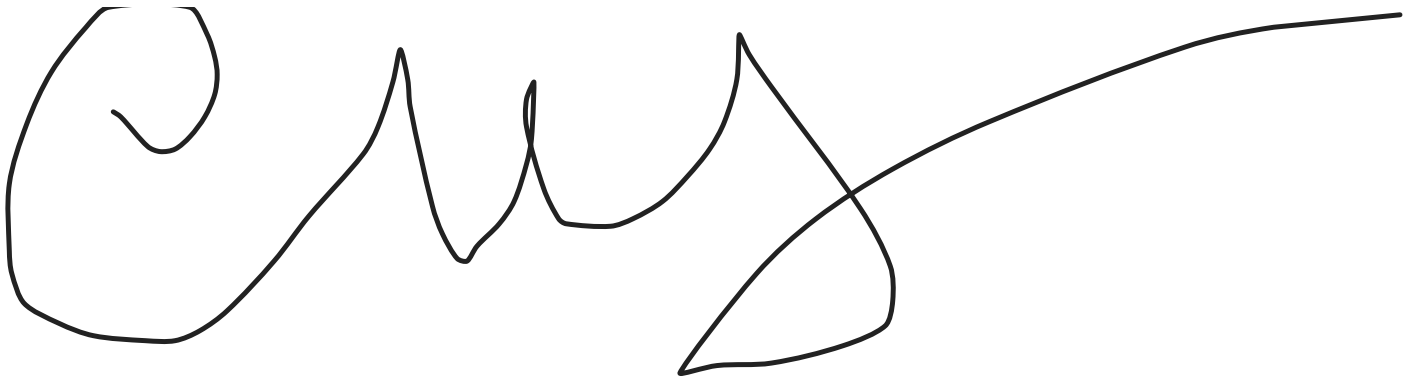
**p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local 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 stylus on your mobile device to sign your name).**

Yes

**Signature, Head of Charter School**

Two handwritten signatures in black ink. The first signature on the left is a stylized, cursive script. The second signature on the right is also a stylized, cursive script, appearing more compact and rounded than the first.

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

A single handwritten signature in black ink. It is a long, flowing, cursive script that starts with a large loop on the left and ends with a long, sweeping line extending to the right.

**Date**

2019/06/27

**Thank you.**



# Entry 2 NYS School Report Card Link

Last updated: 06/27/2019

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## NEW YORK CENTER FOR AUTISM CHARTER SCHOOL

### **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=800000058980>

**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.)**



## **2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 16, 2019

By Julie Fisher

433 E 100 St  
New York, NY 10029

212.860.2580

## 2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

Julie Fisher, Executive Director, and Erin Solomon, Compliance Specialist, prepared this 2018-19 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 East Harlem (NYCACS-EH or NYCACS East Harlem) is a comprehensive educational program that serves the needs of individuals diagnosed with severe to moderate autism. As such, NYCACS-EH offers a high teacher:student ratio and utilizes a well-rounded, functional curriculum that enables a high level of individualized and differentiated instruction. Data are collected to ensure that learning is taking place and if not, to allow for timely and focused problem solving. In addition, family involvement is strongly encouraged with school observations (including clinic and planning meetings), home visits, and parent/caregiver training offered to all.

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

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

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

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

The approved NYCACS East Harlem Accountability Plan identifies seven goals and 19 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 2018-2019 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														32	32
2015-16														32	32
2016-17														32	32
2017-18														33	33
2018-19														40	40

# 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 percent score is generated by dividing the number of completed IEP objectives by the total number of objectives determined at each student's annual review. An IEP objective is considered complete once the student is able to demonstrate the corresponding skill at a predetermined level (e.g., 90% correct responding or better for at least three consecutive data points).

### RESULTS AND EVALUATION

The table below contains a line for each student and highlights the total number of IEP objectives determined in the annual review, the number of completed IEP objectives, and the percentage mastery generated. **97%, or 38/39 students mastered a minimum of 85% of their annual IEP objectives.**

Student IEP Objective Mastery 2018-2019			
Students	Completed IEP Objectives	Total IEP Objectives	Percent of IEP Objectives Complete
Student 1	17	18	94.00%
Student 2	17	18	94.00%
Student 3	16	17	94.00%
Student 4	26	27	96.00%
Student 5	16	17	94.00%
Student 6	21	24	88.00%
Student 7	20	22	91.00%
Student 8	17	17	100.00%
Student 9	N/A <sup>1</sup>	N/A	
Student 10	19	19	100.00%
Student 11	12	12	100.00%

<sup>1</sup> The student marked as N/A was not included in the mastery calculation, as they joined later in the school year and therefore did not have twelve months' worth of data on IEP objectives.

## 2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

Student 12	19	21	90.00%
Student 13	22	25	96.00%
Student 14	13	14	100.00%
Student 15	14	26	96.00%
Student 16	3	10	73.00%
Student 17	8	19	100.00%
Student 18	5	18	92.00%
Student 19	6	20	85.00%
Student 20	2	15	87.00%
Student 21	39	42	92.86%
Student 22	29	31	93.55%
Student 23	26	28	92.86%
Student 24	33	35	94.29%
Student 25	27	30	90.00%
Student 26	34	38	89.47%
Student 27	29	34	85.29%
Student 28	26	28	92.86%
Student 29	32	35	91.43%
Student 30	28	32	87.50%
Student 31	30	33	90.91%
Student 32	29	34	85.29%
Student 33	31	36	86.11%
Student 34	33	38	86.84%
Student 35	34	37	91.89%
Student 36	35	38	92.11%
Student 37	35	35	100.00%
Student 38	36	40	90.00%
Student 39	35	36	97.22%
Student 40	33	33	100.00%

## 2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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. 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 to reduction of challenging behavior.

#### 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 number<sup>2</sup>.

### 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 27/27 students demonstrated progress on a minimum of 85% of Non-IEP skill acquisition programs.**

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<sup>2</sup> Non-IEP skill acquisition programs include those that have been in place for more than two months.

## 2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

Student Non-IEP Objective Skill 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	12	12	100.00%
Student 2	5	5	100.00%
Student 3	10	10	100.00%
Student 4	3	3	100.00%
Student 5	11	11	100.00%
Student 6	8	8	100.00%
Student 7	13	13	100.00%
Student 8	12	12	100.00%
Student 9	N/A	N/A	N/A
Student 10	9	9	100.00%
Student 11	2	2	100.00%
Student 12	5	5	100.00%
Student 13	6	6	100.00%
Student 14	7	7	100.00%
Student 15	10	10	100.00%
Student 16	3	3	100.00%
Student 17	0	0	N/A
Student 18	4	4	100.00%
Student 19	0	0	N/A
Student 20	0	0	N/A
Student 21	0	0	N/A

## 2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

Student 22	0	0	N/A
Student 23	0	0	N/A
Student 24	0	0	N/A
Student 25	0	0	N/A
Student 26	2	2	100.00%
Student 27	0	0	N/A
Student 28	3	3	100.00%
Student 29	0	0	N/A
Student 30	0	0	N/A
Student 31	0	0	N/A
Student 32	2	2	100.00%
Student 33	2	2	100.00%
Student 34	1	1	100.00%
Student 35	2	2	100.00%
Student 36	2	2	100.00%
Student 37	2	2	100.00%
Student 38	2	2	100.00%
Student 39	3	3	100.00%
Student 40	1	1	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. 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 have led to a shift in focus toward behavior reduction rather than skill acquisition for a period of time<sup>3</sup>.

### Measure 3: Annual Assessments

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

## METHOD

Assessments are conducted twice each year for the first year of a student's enrollment at NYCACS 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.

## RESULTS AND EVALUATION

The table below contains a line for each student and highlights the previous year's or initial assessment score, the current year's or final assessment score, the difference between the two, and an indication of whether or not there was progress that met or exceeded the criteria set forth in the assessment accountability measure. **36/38, or 95% of students increased annual assessment scores by the number of points stipulated within the accountability measure.**

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<sup>3</sup> If one or more of the three rationales outlined are not present and non-IEP objectives were not initiated or were initiated less than two months prior to the end of the reporting period (June 30, 2019), an N/A is indicated.

## 2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

Student Assessment Score Comparison 2018-2019			
Students	Previous Year Total Score	Current Year Total Score	Met Improvement Criteria? (VBMAPP minimum of 1 point increase; AFLS minimum of 5 point increase)
Student 1	VBMAPP 123.5	VBMAPP 166	Y
Student 2	VBMAPP 166	VBMAPP 168.5	Y
Student 3	VBMAPP 153	VBMAPP 155.5	Y
Student 4	VBMAPP 137.5	VBMAPP 149.5	Y
Student 5	VBMAPP 119	VBMAPP 147	Y
Student 6	VBMAPP 81	VBMAPP 114	Y
Student 7	VBMAPP 86.5	VBMAPP 136.5	Y
Student 8	VBMAPP 126.5	VBMAPP 146.5	Y
Student 9	VBMAPP 155	No comparison data because the student started later in the year.	N/A
Student 10	VBMAPP 147.5	VBMAPP 154.5	Y
Student 11	VBMAPP 82	VBMAPP 133.5	Y
Student 12	VBMAPP 63.5	VBMAPP 109.5	Y
Student 13	VBMAPP 5	VBMAPP 26	Y
Student 14	VBMAPP 25	VBMAPP 61	Y
Student 15	VBMAPP 65	VBMAPP 112.5	Y
Student 16	VBMAPP 127.5	VBMAPP 130	Y
Student 17	AFLS 284	Comparison data not yet available given shift from VB-MAPP to AFLS	N/A
Student 18	VBMAPP 120.5	VBMAPP 126	Y
Student 19	VBMAPP 132	VBMAPP 142.5	Y
Student 20	VBMAPP 108.5	VBMAPP 102	N
Student 21	AFLS 1358	AFLS 1394	Y
Student 22	AFLS 410	AFLS 443	Y
Student 23	AFLS 860	AFLS 955	Y
Student 24	AFLS 1224	AFLS 1275	Y
Student 25	AFLS 685	AFLS 734	Y
Student 26	AFLS 177	AFLS 333	Y
Student 27	AFLS 279	AFLS 432	Y
Student 28	AFLS 990	AFLS 946	N
Student 29	AFLS 2066	AFLS 2090	Y
Student 30	AFLS 1666	AFLS 1849	Y

## 2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

Student 31	AFLS 1243	AFLS 1379	Y
Student 32	AFLS 2046	AFLS 2057	Y
Student 33	AFLS 2140	AFLS 2306	Y
Student 34	AFLS 970	AFLS 1583	Y
Student 35	AFLS 2810	AFLS 2910	Y
Student 36	AFLS 2266	AFLS 2393	Y
Student 37	AFLS 1611	AFLS 1722	Y
Student 38	AFLS 1933	AFLS 2002	Y
Student 39	AFLS 1402	AFLS 1571	Y
Student 40	AFLS 1114	AFLS 1173	Y

### ADDITIONAL EVIDENCE AND COMMENTS

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

One student, marked as N/A, joined later in the school year. They were assessed for the first time after enrollment and will be reported on after their second assessment in the 2019-2020 school year. The other student marked as N/A shifted from one assessment (VB-MAPP) to the other (AFLS), and therefore had no basis for comparison in the 2018-19 school year. They will be reported on after the second AFLS assessment is conducted in the 2019-20 school year.

## 2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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 school year. This measure looks at whether each student who demonstrated readiness criteria in the previous year did, in fact, participate in inclusion during the current year.

#### RESULTS AND EVALUATION

The table below contains a line for each student who demonstrated inclusion readiness by the end of the 2017-2018 school year and documents whether and where they were included during the 2018-2019 school year. It also accounts for the amount of time spent in that less restrictive environment. **Eight of eight or 100% of students who met pre-requisites participated in inclusion within a less restrictive environment.**

## 2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

Students Included in Less Restrictive Educational Environments 2018-2019			
Students	Prerequisites Met in 2017-18?	Inclusion Setting in 2018-19	Amount of Time
Student 1	Yes	DREAM Charter School Real Kids Program and CPE2 (co-located school) during recess	7 hours/week from mid-July through mid-August, 2018; 1.5 hours/week from mid-March through end of June 2019
Student 2	Yes	CPE2 (co-located school) during recess	1.5 hours/week from mid-March through end of June 2019
Student 3	Yes	CPE2 (co-located school) during recess	1.5 hours/week from mid-March through end of June 2019
Student 4	Yes	CPE2 (co-located school) during recess	1.5 hours/week from mid-March through end of June 2019
Student 5	Yes	CPE2 (co-located school) during recess	1.5 hours/week from mid-March through end of June 2019
Student 6	Yes	CPE2 (co-located school) during recess	1.5 hours/week from mid-March through end of June 2019
Student 7	Yes	CPE2 (co-located school) during recess	1.5 hours/week from mid-March through end of June 2019
Student 8	Yes	CPE2 (co-located school) during recess	1.5 hours/week from mid-March through end of June 2019

## 2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

### ADDITIONAL EVIDENCE AND COMMENTS

NYCACS-EH is in the process of shifting to a clearer system for determining inclusion readiness: specifically, the barriers section included in the VB-MAPP assessment (conducted annually with younger students). The school is also experimenting with further reduced ratio classrooms within its walls and continuing to work toward establishing relationships with transition settings (less restrictive specialized environment such as ASD Horizon classrooms or 8:1:1 or 12:1:1 District 75 classrooms) that might create consistent pipelines for our graduates, and lead to personnel that become familiar with the school and its students. These settings would be ideal pre-transition inclusion sites for the future.

#### 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 five-year charter period, NYCACS-EH tracks the number of students who transition to a less restrictive full-time 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.

### RESULTS AND EVALUATION

The table below contains a line for each student who transitioned full-time to a less restrictive educational setting within the current five-year charter period. **Four students (10%) transitioned to less restrictive educational settings between 2016-2019, the first three years of the five-year period.**

Students Transitioning to Less Restrictive Educational Settings Full Time		
Students	Date of Transition	Educational Setting
Student 1	December, 2016	ASD Horizon Program
Student 2	August, 2017	Inclusion Program at P138M
Student 3	September 5, 2018	M811, Mickey Mantle School (12:1:1 setting)
Student 4	September 5, 2018	Winston Prep Transition Program

### ADDITIONAL EVIDENCE AND COMMENTS

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

## 2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

### Measure 6: Progress Within the Area of Community Based Instruction (ages 13 and up)

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

### METHOD

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

### RESULTS AND EVALUATION

The table below contains a line for each student who participated in Community Based Instruction (CBI). **Of the students aged 13 and up who were able to participate in Community Based Instruction, 84% (16 of 19) showed improvement of at least one point on assessment skills targeted in the community, coming close to meeting the 85% target. Three students were unable to participate in CBI due to rates and magnitude of challenging behavior, which accounts for all instances where progress was not attained.**

The CBI assessment skills included one or more of the following: grocery shopping, fitness class at a local community athletic center (Asphalt Green), and a work internship at a local business or community organization at one of the partner organizations (see Measure 7 below). The number of targeted skills was determined by student age (e.g., work internships do not begin until age 16) or need (e.g., some older students who are already fluent with shopping no longer practice those skills).

## 2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

Students Aged 13 and Up Showing Progress in Community Based Instruction 2018-2019		
Students	Number of Community Based Instruction Goals	Progress Attained?
Student 1	3	Yes
Student 2	2	Yes
Student 3	2	No
Student 4	2	Yes
Student 5	3	Yes
Student 6	3	Yes
Student 7	3	Yes
Student 8	2	Yes
Student 9	3	Yes
Student 10	2	Yes
Student 11	3	Yes
Student 12	2	Yes
Student 13	2	No
Student 14	2	No
Student 15	2	Yes
Student 16	2	Yes
Student 17	2	Yes
Student 18	2	Yes
Student 19	2	Yes

### ADDITIONAL EVIDENCE AND COMMENTS

The Community Based Instruction Assessment referenced in the Measure above and used prior to the 2018-19 school year was not easily implemented and did not provide the most accurate information. Therefore, NYCACS-EH relied on the specific skill acquisition programs targeted for each individual student for accountability purposes, as referenced in the table above. This measurement was more accurate and individualized, but also meant that NYCACS-EH fell short of the 85% goal. This was due to the fact that three students were not able to continue with all aspects of Community Based Instruction given increases in and/or topography of challenging behavior. Adolescence (the time when Community Based Instruction begins) is a time when maladaptive behavior may spike in individuals with autism. NYCACS-EH will continue to refine programming for this age group, as well as all Community Based Instruction components, to ensure that students are exposed to skills and experiences that will position them for maximum success in adulthood.

## 2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

### Measure 7: New Community Partners

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

### METHOD

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

### RESULTS AND EVALUATION

The table below lists all current community partners. New partners added this charter period are highlighted in yellow. **While this goal was met in the 2016-2017 school year, one additional partner has been added in the 2018-2019 school year (Two Forks).**

Community Partners 2017-18 (Newly Added Highlighted in Yellow)	
Community Partner	Type
Asphalt Green	Fitness
Dave's Gourmet	Work
DREAM Data Entry	Work
DREAM Facilities	Work
El Museo del Barrio	Work
Facebook	Work
Fairway Market	Work
Shake Shack	Work
Snackworks	Work
TechKids Unlimited	Work
Two Forks	Work
White Castle	Work

### ADDITIONAL EVIDENCE AND COMMENTS

The more community partners, the more experiences and opportunities to which NYCACS-EH students are exposed. When organizations agree to partner, their engagement goes beyond simply opening their doors. Each site is asked to have a point person on staff who acts as their student's supervisor. This supervisor provides directions and expectations, while an NYCACS East Harlem staff member provides general support while on site. While NYCACS-EH has met this goal, the NYCACS Director of Transition and Community Outreach will continue to work on establishing additional partnerships moving forward.

## 2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

### Measure 8: Work Internship Site Satisfaction

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

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

### RESULTS AND EVALUATION

The table below contains a line for each work internship site and an indication of the site personnel’s response to the final survey question referenced in the method section above. **Eight of eight organizations whose staff supervised NYCACS East Harlem students responded to the survey. 100% indicated that they would host NYCACS East Harlem students again.**

Community Partner Experience Rating 2018-19	
Organization List	Positive Report?
Dave’s Gourmet	Yes
DREAM (Facilities and Data Entry)	Yes
El Museo del Barrio	Yes
Facebook	Yes
Snackworks	Yes
Shake Shack	Yes
Two Forks	Yes
White Castle	Yes

### ADDITIONAL EVIDENCE AND COMMENTS

NYCAC-EH will continue to refine survey questions to get the most accurate information possible from work internship site partners. Their feedback will allow the school to continue to shape and grow this invaluable program.

## 2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

### SUMMARY OF GOAL 1: STUDENT PROGRESS IN TARGETED PROGRAMMING

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

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

### ACTION PLAN

NYCACS East Harlem mastered seven of eight the measures set forth under Goal #1, and approached mastery of Measure 6. 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 East Harlem 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. **Seven students had BIPs in place for at least six months and six of seven (86%) showed a decrease in rates of targeted challenging behavior across one or more Behavior Intervention Plan.**

## 2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

Assessment of Student Behavior Intervention Plan Effectiveness 2018-2019			
Student	Mean/Range of Previous BIP or Baseline	Mean/Range of Current BIP	Reduction?
Student 1- BIP 2	June 2018; Mean: 16 per day, Baseline data taken for only one day due to severity of challenging behavior	06/2019; Mean: 0, Range: 0-0	Yes
Student 1- BIP 2	July 2018; Mean: 5% per day, Range: 0%-15% per day	06/2019; Mean: 5.38%, Range: 0%-15%	No
Student 2- BIP 1	May 2018-June 2018; Mean: 11.4% of day, Range: 4%-27% of day	05/2019; Mean: 3.38%, Range: 0-10% of day	Yes
Student 3- BIP 1	14.7 occurrences per day; 4-38 occurrences per day	06/2019; Mean: 7.2, Range: 2-32	Yes
Student 4- BIP 1	05/17-06/17; Mean: 1.41, Range: 0-7	06/2019; Mean: 1.13, Range: 0-3	Yes
Student 4- BIP 2	06/17-06/17: Mean 3.17%, Range: 0%-15%	06/2019; Mean: .31%, Range: 0-1%	Yes
Student 5- BIP 1	10/18-12/18: Mean: 45, Range: 5-140	06/2019; Mean: 35, Range: 0-193	No
Student 5- BIP 2	10/18-12/18; Mean 13%, Range 4%-29%	06/2019; Mean: 4.61%, Range: 0%-15%	Yes
Student 6- BIP 1	01/02/2019-01/06/2019; Mean 9.2%, Range: 2%-18%	06/2019; Mean: 4.8%, Range: 0%-23%	Yes
Student 6- BIP 2	01/02/2019-01/06/2019; Mean 4.4%, Range: 2%-8%	06/2019; Mean: 2.7%, Range: 0%-10%	Yes
Student 7 – BIP 1	7/15/18-8/15/18 Mean 2.8% range 0-34%	June 2019 mean 3.0% Range; 0-7	No

## 2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

### ADDITIONAL EVIDENCE AND COMMENTS

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

### 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 six months exhibited a reduction in the challenging behavior targeted by at least one of the plans in place.

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

### ACTION PLAN

As referenced above, Behavior Intervention Plans can take many different forms and be in place for varied amounts of time. The nature of autism, paired with changes that come during adolescence and/or the appearance or co-morbid conditions, means that challenging behavior can appear suddenly or change in magnitude and topography at different points. Given how much time, planning, collaborating, and problem-solving goes into managing and reducing challenging behavior, NYCACS will continue to look at ways to capture all of the work that goes on in this arena. Minimally, it may be a more accurate measure if progress on each plan is assessed, rather than for each individual student.

## 2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

### GOAL 3: ASSESSMENT OF HUMAN RIGHTS COMMITTEE

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

#### Measure 1: HRC Positive Assessment of Behavior Intervention Plans

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

### METHOD

Two times per year a Human Rights Committee (HRC) is convened. 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 four out of four, or 100% of BIPs reviewed.**

Human Rights Committee Positive Review Responses 2017-18		
HRC Meeting Date	Students Reviewed	Did committee respond with "yes" to 80% of line items?
11/19/18	Student 1	Yes
11/19/18	Student 2	Yes
5/13/19	Student 3	Yes
5/13/19	Student 4	Yes

## 2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

### ADDITIONAL EVIDENCE AND COMMENTS

The purpose of the Human Rights Committee is to ensure that NYCACS East Harlem 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.

#### 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 four out of four, or 100% of BIPs reviewed.**

Human Rights Committee Positive Review Responses 2017-18		
HRC Meeting Date	Students Reviewed	Was there evidence of parental consent?
11/19/18	Student 1	Yes
11/19/18	Student 2	Yes
5/13/19	Student 3	Yes
5/13/19	Student 4	Yes

## 2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

### ADDITIONAL EVIDENCE AND COMMENTS

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

### 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 East Harlem 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 East Harlem 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 East Harlem 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. 85% of parents/guardians whose children are 13 years old or older will participate in a minimum of 5 hours.

#### METHOD

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

#### RESULTS AND EVALUATION

The table below contains a row for each student and indicates the number of home hours conducted, the number of clinic hours in which a parent/guardian participated, and the total number of hours of such training activities. **For 83% or 33/40 students, parents/guardians participated in the required number of training hours (dependent upon a student's age – see below), coming close to meeting the 85% goal.**

## 2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

Parent Instruction-Focused Hours 2018-2019			
Students	Home Hours	Clinic Hours	Total
Students 12 Yrs. & Under			Target 10 Hours
Student 1	3.5	7	10.5
Student 2	6	4	10
Student 3	6	4	10
Student 4	1.5	7	8.5
Student 5	4	8	12
Student 6	0	7	7
Student 7	6	6	12
Student 8	1.5	6	7.5
Student 9	1.5	3	4.5
Student 10	0	7	5
Student 11	4	7	11
Student 12	2	6	8
Student 13	3	10	13
Student 14	3	10	13
Student 15	2	10	12
Student 16	0	11	11
Student 17	0	10	10
Student 18	0	10	10
Student 19	1	10	11
Student 20	0	7	10

## 2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

<b>Students 13 Years and Over</b>			<b>Target 5 Hours</b>
Student 21	2.5	5	7.5
Student 22	6	4	10
Student 23	1	4	5
Student 24	1.5	4	5.5
Student 25	0	5	5
Student 26	1	4	5
Student 27	5.25	9	14.25
Student 28	8.5	4.75	13.25
Student 29	7.75	5	12.75
Student 30	3	3	6
Student 31	0	6	6
Student 32	29	4	33
Student 33	0	7	7
Student 34	2.5	4	6.5
Student 35	1	5	6
Student 36	0.5	6	6.5
Student 37	0	7	7
Student 38	0	5	5
Student 39	0.5	1.5	2
Student 40	1	4	5

## 2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

Overall, 33/40—or 83%—of parents/guardians met the required number of training hours as determined by their child’s age, coming close to meeting the goal of 85%. Meeting the target of 10 hours for the parents of younger students proved a challenge, with 14 of 20 families meeting criterion. The number of hours ranged from 4.5 to 12 hours. The target of five hours for the parents of older students was more readily met, with 19 of 20 or 95% meeting criterion. The number of hours ranged from two to over 14.

Historically, parents have been allowed to opt out of home visits, as was the case for the parents of the four younger students who did not meet criterion. 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.

#### Measure 2: Preparation for Adulthood

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

### METHOD

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

## 2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

The transition tasks taken on by NYCACS East Harlem families represent significant steps in a complex and challenging process. Transition planning is an increasing priority at NYCACS East Harlem as the school's adolescent population approaches adulthood. The school actively works to support families in the process and to facilitate networking between families so that strategies and information are shared.

The table below contains a row for each student and indicates the activities in which a parent/guardian participated. **For 100% or 17/17 students, parents/guardians participated in at least one transition readiness task. All parents completed at least two tasks, exceeding the goal.**

Student Life Preparation Activity by Parents	
Students (15 years old and up)	Activity Completed
Student 1	a. Self-Directed Budget Secured
	b. Seeking Employment Opps
	c. Enrolled in Classes (SNACK)
	d. Has Govt. Issued ID
	e. Govt. Benefits begun
	f. Adult Health Care Planned
	g. Home Team Established
Student 2	a. Self-Directed Budget Secured
	b. Enrolled in Classes (SNACK & Capernaum Club)
	c. Registered with JobPath for Employment
Student 3	a. Self-Directed Budget Secured
	b. Seeking Employment Opportunities
	c. Access VR Funding
Student 4	a. Guardianship established
Student 5	a. Investigation of Self-Direction Funding
	b. Guardianship in Process
	c. Camp Attendance this Summer
	d. Care Coordinator Obtained
	e. Respite Program Participation
Student 6	a. Guardianship Process Begun
	b. Investigation into Adult Funding

## 2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

	c. Registered with JobPath
Student 7	a. Attended Vocational Program Info Session
	b. Obtaining Govt. Benefits in Progress
	c. Securing Self-Directed Funding In process
Student 8	a. Guardianship Established
	b. Attended Vocational Program Info Session
Student 9	a. Establishing Guardianship In Progress
	b. Applied for govt benefits
Student 10	a. Have Govt. Issued ID
	b. Establishing Guardianship In Progress
	c. Obtaining Govt Issued Benefits In Progress
	d. Self- Directed Budgeting In Place
Student 11	a. Attended Vocational Program Info Session
	b. Attending Camp
	c. Has evals done
Student 12	a. Camp Investigation
Student 13	a. Initiated OPWDD eligibility Process
Student 14	a. OPWDD Eligibility Process begun
Student 15	a. Establishing Guardianship In Progress
	b. Residential Options Investigated
Student 16	a. Establishing Guardianship In Process
	b. Evaluations for OPWDD conducted
Student 17	a. Attends Camp
	b. Self Direction Budgeting in Progress

## 2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

### Measure 3: NYCACS Program Effectiveness Survey

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

### METHOD

NYCACS East Harlem conducted an internally designed NYCACS Program Effectiveness Survey to determine parent satisfaction with the school. The survey consisted of 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 East Harlem received the highest rating on overall satisfaction with the program with a satisfaction rate of 100%. The response rate of 100% exceeds the target of 75%.

#### NYCACS Program Effectiveness Survey

##### Response Rate 2018-2019

Number Responses	of	Number Families	of	Response Rate
36		36		100%

#### NYCACS Program Effectiveness Survey

##### Parent Satisfaction on Key Survey Results 2017-2018

Item	Percent Satisfied
"Overall, the school program is effective."	97%

NYCACS East Harlem parents indicated strong satisfaction with their child's program. In response to the question "Overall, the school program is effective," 97% of parents either agreed or strongly agreed. The response rate of 100% exceeded the criterion of 75%, which also exceeds the 2017-2018 response rate of 84%.

## 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:

- “Teachers and professionals at NYC Autism Charter school are very well trained and amazing people. [The school] is always open to feedback from my family...and offers opportunities to observe our child in the classroom and community.”
- “They are 100 dedicated to these students.”
- “The staff has many strengths, they get to know our children as well as us the parents. They use the methods tailored for each of our children...not a one size fits all approach. They are constantly observing and continually thinking of ‘what’s next’ or ‘how can we improve.’ Most importantly, they listen and make it their business to understand us, the parents.”

#### Measure 4: Parent Observation Form

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

### METHOD

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

## 2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

Of the 163 NYCACS East Harlem School Observation Forms completed, 100% expressed overall satisfaction with the quality of education observed, surpassing the goal of 85% satisfaction.

NYCACS School Observation Survey Results Following Instruction-Focused Visits/Parent Training Sessions 2018-2019		
Item	Surveys Completed	Percent Satisfied
"Overall, did you feel the quality of education was satisfactory? (Yes/No)	163	100% Yes

### ADDITIONAL EVIDENCE AND COMMENTS

The observation forms are 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. We 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 ensure that any concerns are promptly considered and addressed.

#### Measure 5: NYC DOE Learning Environment Survey

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

### METHOD

The NYC DOE Learning Environment Survey is distributed to all parents/guardians of NYCACS East Harlem students and anonymously solicits parent/guardian responses to a variety of statements designed to measure parent satisfaction across 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 36 families, two of which have two students in the school and one of which has three.

## 2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

Parents/guardians expressed exceptionally high satisfaction with NYCACS East Harlem across domains and at a participation rate of 94%, representing 34 families. This exceeds the target of a 75% participation rate.

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

Number of Responses	Number of Families	Response Rate
34	36	94%

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

Item	Percent of Respondents Satisfied
Effective School Leadership	100%
Strong Family Community Ties	99.8%
Trust	100%

Parents/guardians consistently rated NYCACS East Harlem at the highest levels of satisfaction across domains. The scores and participation rates are consistent with previous years. The levels of satisfaction consistently surpass those reported for District 75 schools (self-contained classrooms for students with significant disabilities), the school's comparison group.

### 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

### Measure 6: Parent Alumni Survey

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

### METHOD

Last year NYCACS conducted its first Parent Alumni Survey of 17 families whose children transitioned out of the school. In almost all cases, these transitions were either to less restrictive environments, to more restrictive environments (i.e., residential care facilities), or to the adult service support system at age 21. The surveys collect data on current school placement and living situation, and solicited overall parent feedback on their satisfaction while at NYCACS, the most important skills learned, and ways in which NYCACS could have done better to support both child and family. Using a 4-point scaled response from Strongly Disagree to Strongly Agree, the survey asks parents to respond to the statement, “While at NYCACS, I felt that my child was part of a positive and supportive environment.” Surveys are disseminated biannually. In the 2018-19 school year, NYCACS-EH acquired just one alumni family, in September 2018. The survey was disseminated to this family.

### RESULTS AND EVALUATION

Last year, 90% of respondents or 9 of 10, indicated that they “Strongly Agree” with the statement, “While at NYCACS, I felt that my child was part of a positive and supportive environment.” 10% or 1 respondent indicated “Agree”, and 1 skipped the question. Eleven of 17 families, or 65%, responded to the survey. This year, only one additional family (whose child transitioned to a less restrictive school environment after making tremendous progress at NYCACS) was sent a survey. Unfortunately, the parents chose not to complete the survey, despite the school’s multiple requests for completion.

### ADDITIONAL EVIDENCE AND COMMENTS

The survey outreach to alumni was extremely limited due to the single family in the pool in the 2018-19 school year. Nonetheless, the response rate from the larger pool surveyed last year was relatively high for this type of survey, and the findings were consistent with findings from the other surveys discussed in Goal 4: Parent Engagement and Satisfaction. Taken together, they reflect a high level of parent satisfaction with NYCACS East Harlem and the significant challenges of meeting all the needs of our students, particularly as they age and begin to move toward adulthood and life in the community.

## 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. 85% of parents/guardians whose children are 13 years or older will participate in a minimum of 5 hours.	Approached
Annually, 85% of parents/guardians of students over the age of 15 (who have not already successfully completed transition readiness tasks) will participate in at least one action related to preparing for their children's adulthood.	Mastered
85% of parents/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
85% of parents or caregivers of children who have transitioned out of NYC Autism Charter Schools, and who complete a biennial survey, will positively rate their experience at the NYC Autism Charter Schools and the impact it had on their children.	Not Applicable

### ACTION PLAN

NYCACS East Harlem demonstrates high levels of parent engagement and satisfaction across measures. The school will continue to work with students, parents and the broader community to enrich satisfaction and to better identify, prepare for, and transition its adolescent students to (and ready their families for) post-school adult services.

### GOAL 5: STAFF PROFICIENCY AND SATISFACTION

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

#### **Measure 1: Staff understanding of training concepts**

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

#### **METHOD**

NYCACS East Harlem teachers and instructors complete an intensive training program designed to enable them 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% required for mastery.

## 2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

The table below provides the pre- and post-test scores compiled for 21 staff members and indicates whether they met the criteria of at least 80% mastery. **100% of staff or 21 of 21 staff members surpassed the 80% post-test criterion, with an average post-test score of 91%.**

Staff Training Pre- and Post-Test Measures 2018-2019			
Staff Name	Overall Pre-Test Score	Overall Post-Test Score	Criteria Met (Yes/No)
Staff member 1	80.00%	95%	yes
Staff member 2	66.00%	92%	yes
Staff member 3	55.00%	98%	yes
Staff member 4	60.00%	97%	yes
Staff member 5	76.00%	97%	yes
Staff member 6	70.00%	93%	yes
Staff member 7	91%	100%	yes
Staff member 8	78%	97.50%	yes
Staff member 9	N/a (No longer requiring pretests)	97%	yes
Staff member 10	N/a (No longer requiring pretests)	92%	yes
Staff member 11	N/a (No longer requiring pretests)	95%	Yes
Staff member 12	N/a (No longer requiring pretests)	95%	Yes
Staff member 13	N/a (No longer requiring pretests)	95%	Yes
Staff member 14	N/a (No longer requiring pretests)	98%	Yes
Staff member 15	N/a (No longer requiring pretests)	95%	yes
Staff member 16	N/a (No longer requiring pretests)	95%	Yes
Staff member 17	N/a (No longer requiring pretests)	0%	Yes
Staff member 18	N/a (No longer requiring pretests)	94%	Yes
Staff member 19	N/a (No longer requiring pretests)	97%	Yes
Staff member 20	N/a (No longer requiring pretests)	97%	Yes
Staff member 21	N/a (No longer requiring pretests)	98%	Yes

## 2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

### ADDITIONAL EVIDENCE AND COMMENTS

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

#### Measure 2: Key Learning Points

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

### METHOD

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

### RESULTS AND EVALUATION

The table below summarizes the percentage of staff in attendance at targeted staff development meetings with satisfactory Learning Points (score of 2 or 3). **Overall and on average, 96% of staff in attendance provided satisfactory written summaries of key learning points, surpassing the target of 90% for the measure.**

## 2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

Staff Development Key Learning Points 2018-2019		
Topic	# of Staff in Attendance	% of Staff With Satisfactory Learning Points
Compassion in ABA	29	89%
Common Teaching Mistakes	29	79%
Antecedent Management Strategies/Foundation Skills	32	100%
Article Review - Scripts and Script Fading	24	100%
Article Review - Response Latency	20	100%
Article Review - Leisure Activities	33	100%
Theory of Mind	31	97%
Case Conference Class 10	30	100%
Case Conference Class 5	28	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.

## 2018-2019 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. All teachers and instructors receive an initial three-month and comprehensive performance evaluation. Data regarding each staff's performance of pivotal teaching skills are collected. The evaluations employ objective measures, including the following: frequency of behavior-specific praise; levels of engagement and on-task behavior of both students and staff; ability to implement a variety of teaching strategies; 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 25 of 25, or 100%, of staff invited to return in 2019-2020 demonstrated proficiency in teaching techniques and satisfactory execution of job requirements.

Performance Proficiency Standards Met by Staff 2018-2019	
Staff Member	Performance Evaluation Rating Proficient (Yes/No)
Staff Member 1	Yes
Staff Member 2	Yes
Staff Member 3	Yes
Staff Member 4	Yes
Staff Member 5	Yes

## 2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

Staff Member 6	Yes
Staff Member 7	Yes
Staff Member 8	Yes
Staff Member 9	Yes
Staff Member 10	Yes
Staff Member 11	Yes
Staff Member 12	Yes
Staff Member 13	Yes
Staff Member 14	Yes
Staff Member 15	Yes
Staff Member 16	Yes
Staff Member 17	Yes
Staff Member 18	Yes
Staff Member 19	Yes
Staff Member 20	Yes
Staff Member 21	Yes
Staff Member 22	Yes
Staff Member 23	Yes
Staff Member 24	Yes
Staff Member 25	Yes

# 2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

## 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.

### Measure 4: Teacher Survey

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

## METHOD

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

## RESULTS AND EVALUATION

NYCACS East Harlem Teachers rated NYCACS East Harlem highly in the domains assessed— Collaborative Teaching, Supportive Environment, Effective School Leadership, Strong Family and Community Ties, and Trust. Participation rate was 100%, with 29 of 29 teachers and instructors responding. **NYCACS East Harlem exceeded the target of 75% and surpassed its comparison group, District 75 schools (self-contained special education programs for students with significant disabilities) in 5 of the 6 categories.** The school did not meet the target for Rigorous Instruction (scoring 63%), largely due to the focus on items that are directly impacted by the nature of our students' autism: as an example, under "Quality of Student Discussion," teachers were asked the degree to which "students build on each other's ideas during class discussion," "students use data or text references to support their ideas," or "students provide constructive feedback to their peers and teachers." These questions are not applicable to the school's student population.

## 2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

### NYC DOE Learning Environment Survey Teacher Satisfaction Survey Response Rate 2018-2019

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

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

Item	Percent of Respondents Satisfied
Rigorous Instruction	63%
Collaborative Teachers	96%
Supportive Environment	98%
Effective School Leadership	99%
Strong Family Community Ties	100%
Trust	98%

## 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 East Harlem is a highly positive environment in which to work as a professional and learn as a student.

### Measure 5: BCBA Supervision

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

## 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

Six 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 13-49 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 6. 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)	Supervised Time as of July 1 2019 (In Hours)
Staff 1	49.5 hours
Staff 2	22.25 hours
Staff 3	19 hours
Staff 4	6.5 hours <sup>4</sup>
Staff 5	13.25 hours
Staff 6	33 hours

### ADDITIONAL EVIDENCE AND COMMENTS

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

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<sup>4</sup> This staff member was only eligible for five months of her employment.

## 2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

### SUMMARY OF GOAL 5: STAFF PROFFICIENCY AND SATISFACTION

Measure	Outcome
Pre- and post-test measures of staff understanding of concepts presented within training segments will show a minimum of 80% accuracy.	Mastered
Of staff in attendance, 90% will provide satisfactory written summaries of key learning points.	Mastered
100% of staff invited to return the following year, will show proficiency in teaching techniques.	Mastered
Annually, teachers will express satisfaction with the school's program, based on the NYC DOE Learning Environment Survey in which the school will receive scores of 75% or higher in each of the domains surveyed as designated by the NYC DOE. The school will obtain a 75% participation rate on the survey.	Domain 1 - Target Approached  Domains 2 through 6 – Target Mastered
NYCACS will provide one hour per month of group and/or individual supervision for staff seeking Board Certification in Behavior Analysis (BCBA).	Mastered

### ACTION PLAN

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

## 2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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.

### 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.**

## 2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

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
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 Aldhaheri 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)

## 2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

4/11/2019	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.

### METHOD

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

### RESULTS AND EVALUATION

**While this goal was not applicable this year given the school's expansion, a total of three interns were placed at NYCACS East Harlem: two from Sarah Lawrence College and one from Ithaca College.** Assessment of understanding of autism concepts was overseen by the sending institutions.

## 2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

### ADDITIONAL EVIDENCE AND COMMENTS

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

#### Measure 3: Peer Mentors

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

### METHOD

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

### RESULTS AND EVALUATION

**While this goal was not applicable this year due to the school's expansion, two students participated in the Peer Mentoring Program: one student from MESA Charter High School and one student from The Treavor School.** The experience was highly rewarding for the mentors as well as their NYCACS peers. The program leads to a greater sense of responsibility among the mentors and cultivates a level of sensitivity and acceptance of students with autism.

### ADDITIONAL EVIDENCE AND COMMENTS

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

## 2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

### Measure 4: Autism Awareness

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

### METHOD

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

### RESULTS AND EVALUATION

**NYCACS conducted 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.

## 2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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 8 student interns or 1 per class will be placed within NYCACS classrooms each year. If applicable, pre- and post-test scores will show understanding of concepts.	N/A (expansion year)
During non-expansion years, a minimum of 4 peer mentors will participate in the Peer Mentoring program.	N/A (expansion year)
NYCACS will conduct a minimum of 5 autism awareness outreach efforts across the East Harlem and Bronx sites, reaching an audience of at least 100 people annually.	Mastered
NYCACS staff across the East Harlem and Bronx sites will present annually at a minimum of one local, national, or international conference sharing research and/or best practices in educating students with autism.	Mastered

### ACTION PLAN

NYC Autism Charter Schools' commitment to outreach to professionals, communities, and parents has been part of its mission since the school's founding in 2005, and will remain so. 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 East Harlem 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.

## 2017-2018 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 our budget for this 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.

## 2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

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

### RESULTS AND EVALUATION

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

### ADDITIONAL EVIDENCE

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

**Accountability Status by Year**

Year	Status
2016-17	In Good Standing
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 East Harlem 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 East Harlem student retention rate for 2018-2019 was 88%, approaching 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.

## 2017-2018 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 2018-18 Re-enrollment ÷ (2017-18 Enrollment – Graduates)
33	1	28	88

### EVALUATION

**The NYCACS East Harlem student retention rate for 2018-2019 was 88%, approaching the target of 90%.** NYCACS East Harlem 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
2015-2016	4	2	2
2016-2017	1	1	0
2017-2018	1	1	0
2018-2019	6	2	0

### ADDITIONAL EVIDENCE

Year	Retention Rate
2015-16	88%
2016-17	97%
2017-18	88%
2018-19	88%

## 2017-2018 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 East Harlem tracks attendance through the NYC DOE ATS system.

### RESULTS

**NYCACS East Harlem's 2018-2019 10-month attendance rate was 95.5%, exceeding the target.**

#### 2018-19 Student Attendance

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

### EVALUATION

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

### ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2016-17	94%
2017-18	95.5%
2018-19	95.5%



# Entry 4 Expenditures per Child

Last updated: 07/11/2019

## NEW YORK CENTER FOR AUTISM CHARTER SCHOOLSection 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	3769710
Line 2: Year End FTE student enrollment	40
Line 3: Divide Line 1 by Line 2	94243

## 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)	562814
Line 2: Management and General Cost (Column)	157800
Line 3: Sum of Line 1 and Line 2	720614
Line 5: Divide Line 3 by the Year End FTE student enrollment	18015

***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




<a href="#">Instructions</a>	Provides description of tabs and input requirements.
<a href="#">Funding by District</a>	Charter School Tuition Rates

#### 2- BLUE tabs require input of information

<a href="#">1.) Name of School</a>	>Select school name from list. >Enter contact information.
<a href="#">2.) Enrollment</a>	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
<a href="#">3.) Staffing Plan</a>	Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter >" <b>Prior Year</b> " 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.
<a href="#">4.) Yearly Budget</a>	Enter Yearly Budget information. Includes: >" <b>Prior Year</b> " 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.
<a href="#">5.) Balance Sheet</a>	Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab. >" <b>Prior Year</b> " 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.

<a href="#">6.) Quarterly Report</a>	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
<a href="#">7.) Annual Report Requirement</a>	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**

#### **SCHOOL**

<b>Name:</b>	New York Center for Autism Charter School
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#### **CONTACT INFORMATION**

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

#### **REPORT PERIOD**

<b>Current Academic Year:</b>	2019-20
<b>Prior Academic Year:</b>	2018-19

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

## ENROLLMENT BY GRADES

<b>GRADES</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>INITIAL BUDGETED ENROLLMENT</b>								
<b>TOTAL ENROLLMENT = 40</b>								

## ENROLLMENT BY DISTRICT

		PRIOR YEAR	ANNUAL BUDGET						
		ACTUAL	TOTAL DISTRICTS/ENROLLMENT BY QUARTER						
			QUARTER 1		QUARTER 2		QUARTER 3		QUAR
		0	Original	Revised	Original	Revised	Original	Revised	Original
NUMBER OF SCHOOL DISTRICTS ENROLLED:		0	1	0	1	0	1	0	1
NUMBER OF STUDENTS ENROLLED:		0	40	0	40	0	40	0	40
			*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
		Actual Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment
PRIMARY/OTHER	DISTRICT NAME(S)		40		40		40		40
PRIMARY District	NYC CHANCELLOR'S OFFICE								
SECONDARY District	(Select from drop-down list) →								

[illegible]



[illegible]

# NEW YORK CENTER FOR AUTISM CHARTER SCHOOL 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		PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE		
		2018-19	Q1		Q2		Q3		Q4		Q1	Q2	Q3
		ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual
Executive Management		0.5	0.5		0.5		0.5		0.5				
Instructional Management		1.0	1.0		1.0		1.0		1.0				
Deans, Directors & Coordinators		2.5	2.0		2.0		2.0		2.0				
CFO / Director of Finance		0.8	1.0		1.0		1.0		1.0				
Operation / Business Manager		0.5	1.0		1.0		1.0		1.0				
Administrative Staff		1.5	1.0		1.0		1.0		1.0				
TOTAL ADMINISTRATIVE STAFF		6.8	6.5	0.0	6.5	0.0	6.5	0.0	6.5	0.0	0.0	0.0	0.0

INSTRUCTIONAL PERSONNEL FTE		PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE		
		2018-19	Q1		Q2		Q3		Q4		Q1	Q2	Q3
		ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual
Teachers - Regular			10.0		10.0		10.0		10.0				
Teachers - SPED		10.0											
Substitute Teachers													
Teaching Assistants		17.0	17.0		17.0		17.0		17.0				
Specialty Teachers		8.0	10.0		10.0		10.0		10.0				
Aides													
Therapists & Counselors													
Other		3.0	3.0		3.0		3.0		3.0				
TOTAL INSTRUCTIONAL		38.0	40.0	0.0	40.0	0.0	40.0	0.0	40.0	0.0	0.0	0.0	0.0

NON-INSTRUCTIONAL PERSONNEL FTE		PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE		
		2018-19	Q1		Q2		Q3		Q4		Q1	Q2	Q3
		ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual
Nurse													
Librarian													
Custodian													
Security													
Other		0.2	0.5		0.5		0.5		0.5				
TOTAL NON-INSTRUCTIONAL		0.2	0.5	0.0	0.5	0.0	0.5	0.0	0.5	0.0	0.0	0.0	0.0

TOTAL PERSONNEL SERVICE FTE		45.0	47.0	0.0	47.0	0.0	47.0	0.0	47.0	0.0	0.0	0.0	0.0
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**CENTER FOR AUTISM CHART  
2019-20**

**PLAN - FULL TIME EQUIVALENT**

<p><b>*NOTE:</b> Enter the number of FTE positions in the "blue" cells.</p>		<p>Id be input.</p>	<p><b>*NOTE:</b> State the assumptions that are being made for personnel FTE levels.</p>
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ADMINISTRATIVE PERSONNEL FTE		
		<b>Q4</b>
		<b>Actual</b>
Executive Management		
Instructional Management		
Deans, Directors & Coordinators		
CFO / Director of Finance		
Operation / Business Manager		
Administrative Staff		
TOTAL ADMINISTRATIVE STAFF		0.0

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

NON-INSTRUCTIONAL PERSONNEL FTE		
		<b>Q4</b>
		<b>Actual</b>
Nurse		
Librarian		
Custodian		
Security		
Other		
TOTAL NON-INSTRUCTIONAL		0.0

<b>TOTAL PERSONNEL SERVICE FTE</b>	0.0
------------------------------------	-----

		NEW YORK CENTER FOR AUTISM CHARTER SCHOOL Budget / Operating Plan 2019-20							
Total Revenue		-	925,215	-	-	924,737	-	-	975,245
Total Expenses		-	924,908	-	-	924,908	-	-	923,658
Net Income		-	306	-	-	(172)	-	-	51,586
Actual Student Enrollment		-	40	-	-	40	-	-	40
		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			904,995		-	904,995		-	904,995
Grants									
Stimulus					-			-	
DYCD (Department of Youth and Community Development)					-			-	
Other					-			-	
NYC DoE Rental Assistance									
Other			7,720		-			-	
TOTAL REVENUE FROM STATE SOURCES		-	912,715	-	-	904,995	-	-	904,995
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs					-			-	
Title I					-	2,242		-	
Title Funding - Other					-	5,000		-	
School Food Service (Free Lunch)					-			-	
Grants									

	NEW YORK CENTER FOR AUTISM CHARTER SCHOOL Budget / Operating Plan 2019-20							
Total Revenue	-	925,215	-	-	924,737	-	-	975,245
Total Expenses	-	924,908	-	-	924,908	-	-	923,658
Net Income	-	306	-	-	(172)	-	-	51,586
Actual Student Enrollment	-	40	-	-	40	-	-	40
	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	-	-	-	-	7,242	-	-	-
<b>LOCAL and OTHER REVENUE</b>								
Contributions and Donations				-			-	45,000
Fundraising		5,000		-	5,000		-	17,750
Erate Reimbursement				-			-	
Earnings on Investments				-			-	
Interest Income		7,500		-	7,500		-	7,500
Food Service (Income from meals)				-			-	
Text Book				-			-	
OTHER				-			-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	12,500	-	-	12,500	-	-	70,250
<b>TOTAL REVENUE</b>	-	<b>925,215</b>	-	-	<b>924,737</b>	-	-	<b>975,245</b>

		NEW YORK CENTER FOR AUTISM CHARTER SCHOOL Budget / Operating Plan 2019-20							
Total Revenue		-	925,215	-	-	924,737	-	-	975,245
Total Expenses		-	924,908	-	-	924,908	-	-	923,658
Net Income		-	306	-	-	(172)	-	-	51,586
Actual Student Enrollment		-	40	-	-	40	-	-	40
		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	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		31,018		-	31,018		-	31,018
Deans, Directors & Coordinators	2.00		45,654		-	45,654		-	45,654
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		15,545		-	15,545		-	15,545
TOTAL ADMINISTRATIVE STAFF	6.50	-	148,899	-	-	148,899	-	-	148,899
INSTRUCTIONAL PERSONNEL COSTS									
Teachers - Regular	-				-			-	
Teachers - SPED	10.00		152,845		-	152,845		-	152,845
Substitute Teachers	-				-			-	
Teaching Assistants	17.00		167,054		-	167,054		-	167,054
Specialty Teachers	10.00		102,093		-	102,093		-	102,093
Aides	-				-			-	
Therapists & Counselors	-				-			-	
Other	3.00		56,887		-	56,887		-	56,887
TOTAL INSTRUCTIONAL	40.00	-	478,878	-	-	478,878	-	-	478,878
NON-INSTRUCTIONAL PERSONNEL COSTS									
Nurse	-				-			-	
Librarian	-				-			-	
Custodian	-				-			-	
Security	-				-			-	
Other	0.50		6,250		-	6,250		-	12,500
TOTAL NON-INSTRUCTIONAL	0.50	-	6,250	-	-	6,250	-	-	12,500
SUBTOTAL PERSONNEL SERVICE COSTS		-	634,027	-	-	634,027	-	-	640,277
PAYROLL TAXES AND BENEFITS									
Payroll Taxes			54,782		-	54,782		-	54,782
Fringe / Employee Benefits			104,280		-	104,280		-	104,280

		NEW YORK CENTER FOR AUTISM CHARTER SCHOOL Budget / Operating Plan 2019-20						
Total Revenue		-	925,215	-	-	924,737	-	975,245
Total Expenses		-	924,908	-	-	924,908	-	923,658
Net Income		-	306	-	-	(172)	-	51,586
Actual Student Enrollment		-	40	-	-	40	-	40
		Prior Year Actual 2018-19 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31		
			Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Original Budget
Retirement / Pension			10,750		-	10,750		10,750
TOTAL PAYROLL TAXES AND BENEFITS		-	169,811	-	-	169,811	-	169,811
TOTAL PERSONNEL SERVICE COSTS	47.00	-	803,838	-	-	803,838	-	810,088
CONTRACTED SERVICES								
Accounting / Audit			9,375		-	9,375		1,875
Legal			1,750		-	1,750		1,750
Management Company Fee					-			
Nurse Services					-			
Food Service / School Lunch					-			
Payroll Services					-			
Special Ed Services					-			
Titlement Services (i.e. Title I)					-			
Other Purchased / Professional / Consulting			16,825		-	16,825		16,825
TOTAL CONTRACTED SERVICES		-	27,950	-	-	27,950	-	20,450

	NEW YORK CENTER FOR AUTISM CHARTER SCHOOL Budget / Operating Plan 2019-20							
Total Revenue	-	925,215	-	-	924,737	-	-	975,245
Total Expenses	-	924,908	-	-	924,908	-	-	923,658
Net Income	-	306	-	-	(172)	-	-	51,586
Actual Student Enrollment	-	40	-	-	40	-	-	40
	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
<b>SCHOOL OPERATIONS</b>								
Board Expenses				-			-	
Classroom / Teaching Supplies & Materials		9,385		-	9,385		-	9,385
Special Ed Supplies & Materials				-			-	
Textbooks / Workbooks				-			-	
Supplies & Materials other		4,000		-	4,000		-	4,000
Equipment / Furniture		825		-	825		-	825
Telephone		250		-	250		-	250
Technology		19,620		-	19,620		-	19,620
Student Testing & Assessment				-			-	
Field Trips		575		-	575		-	575
Transportation (student)				-			-	
Student Services - other				-			-	
Office Expense		6,025		-	6,025		-	6,025
Staff Development		14,750		-	14,750		-	14,750
Staff Recruitment		1,500		-	1,500		-	1,500
Student Recruitment / Marketing		1,250		-	1,250		-	1,250
School Meals / Lunch				-			-	
Travel (Staff)		750		-	750		-	750
Fundraising				-			-	
Other		15,775		-	15,775		-	15,775
TOTAL SCHOOL OPERATIONS	-	74,705	-	-	74,705	-	-	74,705
<b>FACILITY OPERATION &amp; MAINTENANCE</b>								
Insurance		10,390		-	10,390		-	10,390
Janitorial		7,000		-	7,000		-	7,000
Building and Land Rent / Lease / Facility Finance Interest				-			-	
Repairs & Maintenance		1,025		-	1,025		-	1,025
Equipment / Furniture				-			-	
Security				-			-	
Utilities				-			-	
TOTAL FACILITY OPERATION & MAINTENANCE	-	18,415	-	-	18,415	-	-	18,415
<b>DEPRECIATION &amp; AMORTIZATION</b>				-			-	
<b>RESERVES / CONTINGENCY</b>				-			-	
<b>DEFERRED RENT</b>				-			-	

	NEW YORK CENTER FOR AUTISM CHARTER SCHOOL Budget / Operating Plan 2019-20							
Total Revenue	-	925,215	-	-	924,737	-	-	975,245
Total Expenses	-	924,908	-	-	924,908	-	-	923,658
Net Income	-	306	-	-	(172)	-	-	51,586
Actual Student Enrollment	-	40	-	-	40	-	-	40
	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	-	924,908	-	-	924,908	-	-	923,658
NET INCOME	-	306	-	-	(172)	-	-	51,586

	NEW YORK CENTER FOR AUTISM CHARTER SCHOOL Budget / Operating Plan 2019-20							
Total Revenue	-	925,215	-	-	924,737	-	-	975,245
Total Expenses	-	924,908	-	-	924,908	-	-	923,858
Net Income	-	306	-	-	(172)	-	-	51,586
Actual Student Enrollment	-	40	-	-	40	-	-	40
	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
ENROLLMENT - *School Districts Are Linked To Above Entries* Number of Districts: NYC CHANCELLOR'S OFFICE - ALL OTHER School Districts: ( Weighted Avg )	-	1	-	-	1	-	-	1
	-	40	-	-	40	-	-	40
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	40	-	-	40	-	-	40
REVENUE PER PUPIL	-	23,130	-	-	23,118	-	-	24,381
EXPENSES PER PUPIL	-	23,123	-	-	23,123	-	-	23,091

<b>Total Revenue</b>		-	-	935,245	-	-
<b>Total Expenses</b>		-	-	1,023,659	-	-
<b>Net Income</b>		-	-	(88,415)	-	-
<b>Actual Student Enrollment</b>		-	-	40	-	-
		<b>Quarter - 1/1 - 3/31</b>		<b>4th Quarter - 4/1 - 6/30</b>		
		<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>
<b>REVENUE</b>		On the 'REVISED' Column(s) COMPLETELY BLANK. Selected quarter(s) must be completed on tabs 2, 3 and 4.				
<b>REVENUES FROM STATE SOURCES</b>						
<b>Per Pupil Revenue</b>	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			-	904,995		-
Grants						
Stimulus			-			-
DYCD (Department of Youth and Community Development)			-			-
Other			-			-
NYC DoE Rental Assistance						
Other			-			-
TOTAL REVENUE FROM STATE SOURCES		-	-	904,995	-	-
<b>REVENUE FROM FEDERAL FUNDING</b>						
IDEA Special Needs			-			-
Title I			-			-
Title Funding - Other			-	5,000		-
School Food Service (Free Lunch)			-			-
Grants						

<b>Total Revenue</b>	-	-	<b>935,245</b>	-	-
<b>Total Expenses</b>	-	-	<b>1,023,659</b>	-	-
<b>Net Income</b>	-	-	<b>(88,415)</b>	-	-
<b>Actual Student Enrollment</b>	-	-	<b>40</b>	-	-
	<b>Quarter - 1/1 - 3/31</b>		<b>4th Quarter - 4/1 - 6/30</b>		
	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>
Charter School Program (CSP) Planning & Implementation		-			-
Other		-			-
Other		-			-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	-	-	5,000	-	-
<b>LOCAL and OTHER REVENUE</b>					
Contributions and Donations		-			-
Fundraising		-	17,750		-
Erate Reimbursement		-			-
Earnings on Investments		-			-
Interest Income		-	7,500		-
Food Service (Income from meals)		-			-
Text Book		-			-
OTHER		-			-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	-	-	25,250	-	-
<b>TOTAL REVENUE</b>	-	-	<b>935,245</b>	-	-

<b>Total Revenue</b>			-	-	935,245
<b>Total Expenses</b>			-	-	1,023,659
<b>Net Income</b>			-	-	(88,415)
<b>Actual Student Enrollment</b>			-	-	40
			<b>Quarter - 1/1 - 3/31</b>		<b>4th Quarter - 4/1 - 6/30</b>
			<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>
					<b>Revised Budget</b>
					<b>Variance</b>
<b>EXPENSES</b>					
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>		Avg. No. of Positions			
Executive Management	0.50		-	-	24,500
Instructional Management	1.00		-	-	31,018
Deans, Directors & Coordinators	2.00		-	-	45,654
CFO / Director of Finance	1.00		-	-	13,922
Operation / Business Manager	1.00		-	-	18,261
Administrative Staff	1.00		-	-	15,545
<b>TOTAL ADMINISTRATIVE STAFF</b>	6.50		-	-	148,899
<b>INSTRUCTIONAL PERSONNEL COSTS</b>					
Teachers - Regular	-		-	-	-
Teachers - SPED	10.00		-	-	152,845
Substitute Teachers	-		-	-	-
Teaching Assistants	17.00		-	-	167,054
Specialty Teachers	10.00		-	-	102,093
Aides	-		-	-	-
Therapists & Counselors	-		-	-	-
Other	3.00		-	-	56,887
<b>TOTAL INSTRUCTIONAL</b>	40.00		-	-	478,878
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>					
Nurse	-		-	-	-
Librarian	-		-	-	-
Custodian	-		-	-	-
Security	-		-	-	-
Other	0.50		-	-	12,500
<b>TOTAL NON-INSTRUCTIONAL</b>	0.50		-	-	12,500
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>		47.00	-	-	640,277
<b>PAYROLL TAXES AND BENEFITS</b>					
Payroll Taxes			-	-	54,782
Fringe / Employee Benefits			-	-	204,280

<b>Total Revenue</b>		-	-	935,245	- -
<b>Total Expenses</b>		-	-	1,023,659	- -
<b>Net Income</b>		-	-	(88,415)	- -
<b>Actual Student Enrollment</b>		-	-	40	- -
		<b>Quarter - 1/1 - 3/31</b>		<b>4th Quarter - 4/1 - 6/30</b>	
		<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget      Variance</b>
Retirement / Pension			-	10,750	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	269,811	- -
<b>TOTAL PERSONNEL SERVICE COSTS</b>		-	-	910,088	- -
<b>CONTRACTED SERVICES</b>					
Accounting / Audit			-	1,875	-
Legal			-	1,750	-
Management Company Fee			-		-
Nurse Services			-		-
Food Service / School Lunch			-		-
Payroll Services			-		-
Special Ed Services			-		-
Titlement Services (i.e. Title I)			-		-
Other Purchased / Professional / Consulting			-	16,825	-
<b>TOTAL CONTRACTED SERVICES</b>		-	-	20,450	- -

<b>Total Revenue</b>	-	-	<b>935,245</b>	-	-
<b>Total Expenses</b>	-	-	<b>1,023,659</b>	-	-
<b>Net Income</b>	-	-	<b>(88,415)</b>	-	-
<b>Actual Student Enrollment</b>	-	-	<b>40</b>	-	-
	<b>Quarter - 1/1 - 3/31</b>		<b>4th Quarter - 4/1 - 6/30</b>		
	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>
<b>SCHOOL OPERATIONS</b>					
Board Expenses		-			-
Classroom / Teaching Supplies & Materials		-	9,385		-
Special Ed Supplies & Materials		-			-
Textbooks / Workbooks		-			-
Supplies & Materials other		-	4,000		-
Equipment / Furniture		-	825		-
Telephone		-	250		-
Technology		-	19,620		-
Student Testing & Assessment		-			-
Field Trips		-	575		-
Transportation (student)		-			-
Student Services - other		-			-
Office Expense		-	6,025		-
Staff Development		-	14,750		-
Staff Recruitment		-	1,500		-
Student Recruitment / Marketing		-	1,250		-
School Meals / Lunch		-			-
Travel (Staff)		-	750		-
Fundraising		-			-
Other		-	15,776		-
<b>TOTAL SCHOOL OPERATIONS</b>	-	-	<b>74,706</b>	-	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>					
Insurance		-	10,390		-
Janitorial		-	7,000		-
Building and Land Rent / Lease / Facility Finance Interest		-			-
Repairs & Maintenance		-	1,025		-
Equipment / Furniture		-			-
Security		-			-
Utilities		-			-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	-	<b>18,415</b>	-	-
<b>DEPRECIATION &amp; AMORTIZATION</b>		-			-
<b>RESERVES / CONTINGENCY</b>		-			-
<b>DEFERRED RENT</b>		-			-

Total Revenue	-	-	935,245	-	-	-
Total Expenses	-	-	1,023,659	-	-	-
Net Income	-	-	(88,415)	-	-	-
Actual Student Enrollment	-	-	40	-	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30			
	Revised Budget	Variance	Original Budget	Revised Budget	Variance	
TOTAL EXPENSES	-	-	1,023,659	-	-	-
NET INCOME	-	-	(88,415)	-	-	-

Total Revenue	-	-	935,245	-	-
Total Expenses	Quarter - 1/1 - 3/31	-	1,023,659	-	-
Net Income	-	-	(88,415)	-	-
Actual Student Enrollment	-	-	40	-	-
	Quarter - 1/1 - 3/31	4th Quarter - 4/1 - 6/30			
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>					
Number of Districts:	-	-	1	-	-
NYC CHANCELLOR'S OFFICE	-	-	40	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: ( Weighted Avg )	-	-	-	-	-
<b>TOTAL ENROLLMENT</b>	-	-	<b>40</b>	-	-
<b>REVENUE PER PUPIL</b>	-	-	<b>23,381</b>	-	-
<b>EXPENSES PER PUPIL</b>	-	-	<b>25,591</b>	-	-

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

**2019-20**

<b>Total Revenue</b>	<b>3,760,440</b>	<b>3,760,440</b>	<b>-</b>	<b>3,760,440</b>	<b>3,760,440</b>
<b>Total Expenses</b>	<b>3,797,134</b>	<b>3,797,134</b>	<b>-</b>	<b>(3,797,134)</b>	<b>(3,797,134)</b>
<b>Net Income</b>	<b>(36,694)</b>	<b>(36,694)</b>	<b>-</b>	<b>(36,694)</b>	<b>(36,694)</b>
<b>Actual Student Enrollment</b>					

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

**DESCRIPTION OF ASSUMPTIONS**

**REVENUE**

**REVENUES FROM STATE SOURCES**

**Per Pupil Revenue**

2019-20  
Per Pupil Rate

NYC CHANCELLOR'S OFFICE

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

ALL OTHER School Districts: ( Weighted Avg )

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

-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
3,619,978	3,619,978	-	3,619,978	3,619,978	
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
7,720	7,720	-	7,720	7,720	
3,627,698	3,627,698	-	3,627,698	3,627,698	
-	-	-	-	-	-
2,242	2,242	-	2,242	2,242	
10,000	10,000	-	10,000	10,000	
-	-	-	-	-	-

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

**2019-20**

<b>Total Revenue</b>	<b>3,760,440</b>	<b>3,760,440</b>	<b>-</b>	<b>3,760,440</b>	<b>3,760,440</b>
<b>Total Expenses</b>	<b>3,797,134</b>	<b>3,797,134</b>	<b>-</b>	<b>(3,797,134)</b>	<b>(3,797,134)</b>
<b>Net Income</b>	<b>(36,694)</b>	<b>(36,694)</b>	<b>-</b>	<b>(36,694)</b>	<b>(36,694)</b>
<b>Actual Student Enrollment</b>					

	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	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	<b>12,242</b>	<b>12,242</b>	<b>-</b>	<b>12,242</b>	<b>12,242</b>
<b>LOCAL and OTHER REVENUE</b>					
Contributions and Donations	45,000	45,000	-	45,000	45,000
Fundraising	45,500	45,500	-	45,500	45,500
Erate Reimbursement	-	-	-	-	-
Earnings on Investments	-	-	-	-	-
Interest Income	30,000	30,000	-	30,000	30,000
Food Service (Income from meals)	-	-	-	-	-
Text Book	-	-	-	-	-
OTHER	-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	<b>120,500</b>	<b>120,500</b>	<b>-</b>	<b>120,500</b>	<b>120,500</b>
<b>TOTAL REVENUE</b>	<b><u>3,760,440</u></b>	<b><u>3,760,440</u></b>	<b><u>-</u></b>	<b><u>3,760,440</u></b>	<b><u>3,760,440</u></b>

**DESCRIPTION OF ASSUMPTIONS**

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

**2019-20**

<b>Total Revenue</b>	<b>3,760,440</b>	<b>3,760,440</b>	<b>-</b>	<b>3,760,440</b>	<b>3,760,440</b>
<b>Total Expenses</b>	<b>3,797,134</b>	<b>3,797,134</b>	<b>-</b>	<b>(3,797,134)</b>	<b>(3,797,134)</b>
<b>Net Income</b>	<b>(36,694)</b>	<b>(36,694)</b>	<b>-</b>	<b>(36,694)</b>	<b>(36,694)</b>
<b>Actual Student Enrollment</b>					

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	124,071	124,071	-	(124,071)	(124,071)
Deans, Directors & Coordinators	2.00	182,615	182,615	-	(182,615)	(182,615)
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	62,178	62,178	-	(62,178)	(62,178)
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>6.50</b>	<b>595,596</b>	<b>595,596</b>	<b>-</b>	<b>(595,596)</b>	<b>(595,596)</b>

**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	-	-	-	-	-	-
Teachers - SPED	10.00	611,378	611,378	-	(611,378)	(611,378)
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	17.00	668,214	668,214	-	(668,214)	(668,214)
Specialty Teachers	10.00	408,372	408,372	-	(408,372)	(408,372)
Aides	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-
Other	3.00	227,548	227,548	-	(227,548)	(227,548)
<b>TOTAL INSTRUCTIONAL</b>	<b>40.00</b>	<b>1,915,512</b>	<b>1,915,512</b>	<b>-</b>	<b>(1,915,512)</b>	<b>(1,915,512)</b>

**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	0.50	37,500	37,500	-	(37,500)	(37,500)
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>0.50</b>	<b>37,500</b>	<b>37,500</b>	<b>-</b>	<b>(37,500)</b>	<b>(37,500)</b>

**SUBTOTAL PERSONNEL SERVICE COSTS**

	47.00	2,548,608	2,548,608	-	(2,548,608)	(2,548,608)
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**PAYROLL TAXES AND BENEFITS**

Payroll Taxes		219,127	219,127	-	(219,127)	(219,127)
Fringe / Employee Benefits		517,118	517,118	-	(517,118)	(517,118)

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

**2019-20**

<b>Total Revenue</b>	<b>3,760,440</b>	<b>3,760,440</b>	<b>-</b>	<b>3,760,440</b>	<b>3,760,440</b>
<b>Total Expenses</b>	<b>3,797,134</b>	<b>3,797,134</b>	<b>-</b>	<b>(3,797,134)</b>	<b>(3,797,134)</b>
<b>Net Income</b>	<b>(36,694)</b>	<b>(36,694)</b>	<b>-</b>	<b>(36,694)</b>	<b>(36,694)</b>
<b>Actual Student Enrollment</b>					
	<b>Total Year</b>			<b>VARIANCE</b>	
	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget vs. PY Budget</b>	<b>Revised Budget vs. PY Budget</b>
Retirement / Pension	43,000	43,000	-	(43,000)	(43,000)
TOTAL PAYROLL TAXES AND BENEFITS	779,245	779,245	-	(779,245)	(779,245)
<b>TOTAL PERSONNEL SERVICE COSTS</b>	3,327,853	3,327,853	-	(3,327,853)	(3,327,853)
<b>CONTRACTED SERVICES</b>					
Accounting / Audit	22,500	22,500	-	(22,500)	(22,500)
Legal	7,000	7,000	-	(7,000)	(7,000)
Management Company Fee	-	-	-	-	-
Nurse Services	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-
Payroll Services	-	-	-	-	-
Special Ed Services	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-
Other Purchased / Professional / Consulting	67,300	67,300	-	(67,300)	(67,300)
<b>TOTAL CONTRACTED SERVICES</b>	96,800	96,800	-	(96,800)	(96,800)

**DESCRIPTION OF ASSUMPTIONS**

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

**2019-20**

<b>Total Revenue</b>	<b>3,760,440</b>	<b>3,760,440</b>	<b>-</b>	<b>3,760,440</b>	<b>3,760,440</b>
<b>Total Expenses</b>	<b>3,797,134</b>	<b>3,797,134</b>	<b>-</b>	<b>(3,797,134)</b>	<b>(3,797,134)</b>
<b>Net Income</b>	<b>(36,694)</b>	<b>(36,694)</b>	<b>-</b>	<b>(36,694)</b>	<b>(36,694)</b>
<b>Actual Student Enrollment</b>					

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	37,540	37,540	-	(37,540)	(37,540)
Special Ed Supplies & Materials	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-
Supplies & Materials other	16,000	16,000	-	(16,000)	(16,000)
Equipment / Furniture	3,300	3,300	-	(3,300)	(3,300)
Telephone	1,000	1,000	-	(1,000)	(1,000)
Technology	78,480	78,480	-	(78,480)	(78,480)
Student Testing & Assessment	-	-	-	-	-
Field Trips	2,300	2,300	-	(2,300)	(2,300)
Transportation (student)	-	-	-	-	-
Student Services - other	-	-	-	-	-
Office Expense	24,100	24,100	-	(24,100)	(24,100)
Staff Development	59,000	59,000	-	(59,000)	(59,000)
Staff Recruitment	6,000	6,000	-	(6,000)	(6,000)
Student Recruitment / Marketing	5,000	5,000	-	(5,000)	(5,000)
School Meals / Lunch	-	-	-	-	-
Travel (Staff)	3,000	3,000	-	(3,000)	(3,000)
Fundraising	-	-	-	-	-
Other	63,101	63,101	-	(63,101)	(63,101)
<b>TOTAL SCHOOL OPERATIONS</b>	<b>298,821</b>	<b>298,821</b>	<b>-</b>	<b>(298,821)</b>	<b>(298,821)</b>

**FACILITY OPERATION & MAINTENANCE**

Insurance	41,560	41,560	-	(41,560)	(41,560)
Janitorial	28,000	28,000	-	(28,000)	(28,000)
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-
Repairs & Maintenance	4,100	4,100	-	(4,100)	(4,100)
Equipment / Furniture	-	-	-	-	-
Security	-	-	-	-	-
Utilities	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>73,660</b>	<b>73,660</b>	<b>-</b>	<b>(73,660)</b>	<b>(73,660)</b>

**DEPRECIATION & AMORTIZATION**

**RESERVES / CONTINGENCY**

**DEFERRED RENT**

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

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

**2019-20**

Total Revenue	3,760,440	3,760,440	-	3,760,440	3,760,440
Total Expenses	3,797,134	3,797,134	-	(3,797,134)	(3,797,134)
Net Income	(36,694)	(36,694)	-	(36,694)	(36,694)
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
TOTAL EXPENSES	<u>3,797,134</u>	<u>3,797,134</u>	-	<u>(3,797,134)</u>	<u>(3,797,134)</u>
NET INCOME	<u>(36,694)</u>	<u>(36,694)</u>	-	<u>(36,694)</u>	<u>(36,694)</u>

**DESCRIPTION OF ASSUMPTIONS**

		NEW YORK CENTER FOR AUTISM CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan						
		2019-20						
Total Revenue		3,760,440	3,760,440	-	3,760,440	3,760,440		
Total Expenses		3,797,134	3,797,134	-	(3,797,134)	(3,797,134)		
Net Income		(36,694)	(36,694)	-	(36,694)	(36,694)		
Actual Student Enrollment		Total Year			VARIANCE			
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget		
ENROLLMENT - *School Districts Are Linked To Above Entries*								
Number of Districts:								
NYC CHANCELLOR'S OFFICE								
-								
-								
-								
-								
-								
-								
-								
-								
-								
-								
-								
ALL OTHER School Districts: ( Weighted Avg )								
TOTAL ENROLLMENT								
REVENUE PER PUPIL								
EXPENSES PER PUPIL								

NEW YORK CENTER FOR AUTISM CHARTER SCHOOL Budget / Operating Plan 2019-20								
Total Revenue	-	925,215	-	-	924,737	-	-	975,245
Total Expenses	-	924,908	-	-	924,908	-	-	923,658
Net Income	-	306	-	-	(172)	-	-	51,586
Actual Student Enrollment	-	40	-	-	40	-	-	40
	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
<b>CASH FLOW ADJUSTMENTS</b>								
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	-	306	-	-	(172)	-	-	51,586
Beginning Cash Balance	-	-	-	-	306	-	-	135
ENDING CASH BALANCE	-	306	-	-	135	-	-	51,721

<b>Total Revenue</b>	-	-	<b>935,245</b>	-	-
<b>Total Expenses</b>	-	-	<b>1,023,659</b>	-	-
<b>Net Income</b>	-	-	<b>(88,415)</b>	-	-
<b>Actual Student Enrollment</b>	-	-	<b>40</b>	-	-
	<b>Quarter - 1/1 - 3/31</b>		<b>4th Quarter - 4/1 - 6/30</b>		
	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>
<b>CASH FLOW ADJUSTMENTS</b>					
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	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>	-	-	-	-	-
<b>NET INCOME</b>	-	-	<b>(88,415)</b>	-	-
<b>Beginning Cash Balance</b>	-	-	<b>51,721</b>	-	-
<b>ENDING CASH BALANCE</b>	-	-	<b>(36,694)</b>	-	-

		NEW YORK CENTER FOR AUTISM CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS	
		Budget / Operating Plan				2019-20		

# NEW YORK CENTER FOR AUTISM CHARTER SCHOOL

DO NOT ENTER BALANCE SHEET DATA ON THIS  
TEMPLATE

Balance sheet data should for the Ed Corp:  
NYC Autism Charter Schools (Combined)  
should be entered on the template for  
New York Center for Autism Charter School Bronx.

## BALANCE SHEET

2019-20

	Prior Year	Q1	Q2	Q3	Q4
	2018-19	As of 9/30	As of 12/31	As of 3/31	As of 6/30
<b><u>ASSETS</u></b>					
<b><u>CURRENT ASSETS</u></b>					
Cash and cash equivalents	-	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
<b>TOTAL CURRENT ASSETS</b>	-	-	-	-	-
<b><u>PROPERTY, BUILDING AND EQUIPMENT, net</u></b>	-	-	-	-	-
<b><u>OTHER ASSETS</u></b>	-	-	-	-	-
<b>TOTAL ASSETS</b>	-	-	-	-	-
<b><u>LIABILITIES AND NET ASSETS</u></b>					
<b><u>CURRENT LIABILITIES</u></b>					
Accounts payable and accrued expenses	-	-	-	-	-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>TOTAL CURRENT LIABILITIES</b>	-	-	-	-	-
<b><u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u></b>	-	-	-	-	-
<b>TOTAL LIABILITIES</b>	-	-	-	-	-
<b><u>NET ASSETS</u></b>					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
<b>TOTAL NET ASSETS</b>	-	-	-	-	-
<b>TOTAL LIABILITIES AND NET ASSETS</b>	-	-	-	-	-

2019-20

Total Revenue	-	925,215	-	-	924,737	-	-
Total Expenses	-	924,908	-	-	924,908	-	-
Net Income	-	306	-	-	(172)	-	-
Actual Student Enrollment	-	40	-	-	40	-	-

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

REVENUE		2019-20					
REVENUES FROM STATE SOURCES		Per Pupil Rate					
Per Pupil Revenue							
NYC CHANCELLOR'S OFFICE	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
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	7,720	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	912,715	-	-	904,995	-	-
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs	-	-	-	-	-	-	-
Title I	-	-	-	-	2,242	-	-
Title Funding - Other	-	-	-	-	5,000	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-

## 2019-20

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2019-20

Total Revenue	-	925,215	-	-	924,737	-	-
Total Expenses	-	924,908	-	-	924,908	-	-
Net Income	-	306	-	-	(172)	-	-
Actual Student Enrollment	-	40	-	-	40	-	-

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

**EXPENSES**

Quarter 0

No. of Positions

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

Executive Management	-	24,500	-	24,500	-	-
Instructional Management	-	31,018	-	31,018	-	-
Deans, Directors & Coordinators	-	45,654	-	45,654	-	-
CFO / Director of Finance	-	13,922	-	13,922	-	-
Operation / Business Manager	-	18,261	-	18,261	-	-
Administrative Staff	-	15,545	-	15,545	-	-
TOTAL ADMINISTRATIVE STAFF	-	148,899	-	148,899	-	-

**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular	-	-	-	-	-	-
Teachers - SPED	-	152,845	-	152,845	-	-
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	167,054	-	167,054	-	-
Specialty Teachers	-	102,093	-	102,093	-	-
Aides	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-
Other	-	56,887	-	56,887	-	-
TOTAL INSTRUCTIONAL	-	478,878	-	478,878	-	-

**NON-INSTRUCTIONAL PERSONNEL COSTS**

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

**SUBTOTAL PERSONNEL SERVICE COSTS**

	-	634,027	-	634,027	-	-
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**PAYROLL TAXES AND BENEFITS**

Payroll Taxes	54,782	-	54,782	-	-
Fringe / Employee Benefits	104,280	-	104,280	-	-
Retirement / Pension	10,750	-	10,750	-	-
TOTAL PAYROLL TAXES AND BENEFITS	169,811	-	169,811	-	-

**TOTAL PERSONNEL SERVICE COSTS**

	-	803,838	-	803,838	-	-
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2019-20

Total Revenue	-	925,215	-	-	924,737	-	-
Total Expenses	-	924,908	-	-	924,908	-	-
Net Income	-	306	-	-	(172)	-	-
Actual Student Enrollment	-	40	-	-	40	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
<b>CONTRACTED SERVICES</b>							
Accounting / Audit		9,375	-		9,375	-	
Legal		1,750	-		1,750	-	
Management Company Fee		-	-		-	-	
Nurse Services		-	-		-	-	
Food Service / School Lunch		-	-		-	-	
Payroll Services		-	-		-	-	
Special Ed Services		-	-		-	-	
Titlment Services (i.e. Title I)		-	-		-	-	
Other Purchased / Professional / Consulting		16,825	-		16,825	-	
<b>TOTAL CONTRACTED SERVICES</b>	-	27,950	-	-	27,950	-	-

2019-20

Total Revenue	-	925,215	-	-	924,737	-	-
Total Expenses	-	924,908	-	-	924,908	-	-
Net Income	-	306	-	-	(172)	-	-
Actual Student Enrollment	-	40	-	-	40	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
<b>SCHOOL OPERATIONS</b>							
Board Expenses	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	9,385	-	-	9,385	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-
Supplies & Materials other	4,000	-	-	4,000	-	-	-
Equipment / Furniture	825	-	-	825	-	-	-
Telephone	250	-	-	250	-	-	-
Technology	19,620	-	-	19,620	-	-	-
Student Testing & Assessment	-	-	-	-	-	-	-
Field Trips	575	-	-	575	-	-	-
Transportation (student)	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-
Office Expense	6,025	-	-	6,025	-	-	-
Staff Development	14,750	-	-	14,750	-	-	-
Staff Recruitment	1,500	-	-	1,500	-	-	-
Student Recruitment / Marketing	1,250	-	-	1,250	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-
Travel (Staff)	750	-	-	750	-	-	-
Fundraising	-	-	-	-	-	-	-
Other	15,775	-	-	15,775	-	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	-	74,705	-	-	74,705	-	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>							
Insurance	10,390	-	-	10,390	-	-	-
Janitorial	7,000	-	-	7,000	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-
Repairs & Maintenance	1,025	-	-	1,025	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	18,415	-	-	18,415	-	-
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-	-	-	-	-	-
<b>RESERVES / CONTINGENCY</b>	-	-	-	-	-	-	-
<b>DEFERRED RENT</b>	-	-	-	-	-	-	-

2019-20

Total Revenue	-	925,215	-	-	924,737	-	-
Total Expenses	-	924,908	-	-	924,908	-	-
Net Income	-	306	-	-	(172)	-	-
Actual Student Enrollment	-	40	-	-	40	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
TOTAL EXPENSES	-	924,908	-	-	924,908	-	-
NET INCOME	-	306	-	-	(172)	-	-

## 2019-2020

2019-20

1st Quarter - 7/1 - 9/30

3rd C

Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
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NYC CHANCELLOR'S OFFICE

ALL OTHER School Districts: ( Count = 0 )

## EXPENSES PER PUPIL

# ARTER SCHOOL

n

Total Revenue	975,245	-	-	935,245	-
Total Expenses	923,658	-	-	1,023,659	-
Net Income	51,586	-	-	(88,415)	-
Actual Student Enrollment	40	-	-	40	-

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

## REVENUE

### REVENUES FROM STATE SOURCES

Per Pupil Revenue

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

ARTER SCHOOL					
n					
Total Revenue	975,245	-	-	935,245	-
Total Expenses	923,658	-	-	1,023,659	-
Net Income	51,586	-	-	(88,415)	-
Actual Student Enrollment	40	-	-	40	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		Current Budget	Variance	Actual	Current Budget
					Variance
Other	-	-	-		-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	5,000
<b>LOCAL and OTHER REVENUE</b>					
Contributions and Donations	45,000	-	-	-	-
Fundraising	17,750	-	-	17,750	-
Erate Reimbursement	-	-	-	-	-
Earnings on Investments	-	-	-	-	-
Interest Income	7,500	-	-	7,500	-
Food Service (Income from meals)	-	-	-	-	-
Text Book	-	-	-	-	-
OTHER	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	70,250	-	-	-	25,250
<b>TOTAL REVENUE</b>	<b>975,245</b>	<b>-</b>	<b>-</b>	<b>935,245</b>	<b>-</b>

# ARTER SCHOOL

n

Total Revenue	975,245	-	-	935,245	-
Total Expenses	923,658	-	-	1,023,659	-
Net Income	51,586	-	-	(88,415)	-
Actual Student Enrollment	40	-	-	40	-

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

## EXPENSES

### ADMINISTRATIVE STAFF PERSONNEL COSTS

	Quarter 0 No. of Positions					
Executive Management	-	24,500	-		24,500	-
Instructional Management	-	31,018	-		31,018	-
Deans, Directors & Coordinators	-	45,654	-		45,654	-
CFO / Director of Finance	-	13,922	-		13,922	-
Operation / Business Manager	-	18,261	-		18,261	-
Administrative Staff	-	15,545	-		15,545	-
TOTAL ADMINISTRATIVE STAFF	-	148,899	-	-	148,899	-

### INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	-	-		-	-
Teachers - SPED	-	152,845	-		152,845	-
Substitute Teachers	-	-	-		-	-
Teaching Assistants	-	167,054	-		167,054	-
Specialty Teachers	-	102,093	-		102,093	-
Aides	-	-	-		-	-
Therapists & Counselors	-	-	-		-	-
Other	-	56,887	-		56,887	-
TOTAL INSTRUCTIONAL	-	478,878	-	-	478,878	-

### NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-		-	-
Librarian	-	-	-		-	-
Custodian	-	-	-		-	-
Security	-	-	-		-	-
Other	-	12,500	-		12,500	-
TOTAL NON-INSTRUCTIONAL	-	12,500	-	-	12,500	-

### SUBTOTAL PERSONNEL SERVICE COSTS

	-	640,277	-	-	640,277	-
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### PAYROLL TAXES AND BENEFITS

Payroll Taxes		54,782	-		54,782	-
Fringe / Employee Benefits		104,280	-		204,280	-
Retirement / Pension		10,750	-		10,750	-
TOTAL PAYROLL TAXES AND BENEFITS		169,811	-	-	269,811	-

### TOTAL PERSONNEL SERVICE COSTS

	-	810,088	-	-	910,088	-
--	---	---------	---	---	---------	---

ARTER SCHOOL					
n					
Total Revenue	975,245	-	-	935,245	-
Total Expenses	923,658	-	-	1,023,659	-
Net Income	51,586	-	-	(88,415)	-
Actual Student Enrollment	40	-	-	40	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		ARTER SCHOOL			
		n	Current		
		Budget	Variance	Actual	Current
					Budget
					Variance
CONTRACTED SERVICES					
Accounting / Audit	1,875	-		1,875	-
Legal	1,750	-		1,750	-
Management Company Fee	-	-		-	-
Nurse Services	-	-		-	-
Food Service / School Lunch	-	-		-	-
Payroll Services	-	-		-	-
Special Ed Services	-	-		-	-
Titlement Services (i.e. Title I)	-	-		-	-
Other Purchased / Professional / Consulting	16,825	-		16,825	-
TOTAL CONTRACTED SERVICES	20,450	-	-	20,450	-

# ARTER SCHOOL

n

Total Revenue	975,245	-	-	935,245	-
Total Expenses	923,658	-	-	1,023,659	-
Net Income	51,586	-	-	(88,415)	-
Actual Student Enrollment	40	-	-	40	-

	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance
<p><b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b></p>					
<b>SCHOOL OPERATIONS</b>					
Board Expenses	-	-		-	-
Classroom / Teaching Supplies & Materials	9,385	-		9,385	-
Special Ed Supplies & Materials	-	-		-	-
Textbooks / Workbooks	-	-		-	-
Supplies & Materials other	4,000	-		4,000	-
Equipment / Furniture	825	-		825	-
Telephone	250	-		250	-
Technology	19,620	-		19,620	-
Student Testing & Assessment	-	-		-	-
Field Trips	575	-		575	-
Transportation (student)	-	-		-	-
Student Services - other	-	-		-	-
Office Expense	6,025	-		6,025	-
Staff Development	14,750	-		14,750	-
Staff Recruitment	1,500	-		1,500	-
Student Recruitment / Marketing	1,250	-		1,250	-
School Meals / Lunch	-	-		-	-
Travel (Staff)	750	-		750	-
Fundraising	-	-		-	-
Other	15,775	-		15,776	-
<b>TOTAL SCHOOL OPERATIONS</b>	<b>74,705</b>	<b>-</b>	<b>-</b>	<b>74,706</b>	<b>-</b>
<b>FACILITY OPERATION &amp; MAINTENANCE</b>					
Insurance	10,390	-		10,390	-
Janitorial	7,000	-		7,000	-
Building and Land Rent / Lease / Facility Finance Interest	-	-		-	-
Repairs & Maintenance	1,025	-		1,025	-
Equipment / Furniture	-	-		-	-
Security	-	-		-	-
Utilities	-	-		-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>18,415</b>	<b>-</b>	<b>-</b>	<b>18,415</b>	<b>-</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-		-	-
<b>RESERVES / CONTINGENCY</b>	-	-		-	-
<b>DEFERRED RENT</b>	-	-		-	-

ARTER SCHOOL					
n					
ARTER SCHOOL					
Total Revenue	975,245	-	-	935,245	-
Total Expenses	923,658	-	-	1,023,659	-
Net Income	51,586	-	-	(88,415)	-
Actual Student Enrollment	40	-	-	40	-
			Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed			Quarter - 1/1 - 3/31		
			Current		
			Budget	Variance	Actual
					Current Budget
					Variance
TOTAL EXPENSES	923,658	-	-	1,023,659	-
NET INCOME	51,586	-	-	(88,415)	-

ARTER SCHOOL					
n					
Total Revenue	975,245	-	-	935,245	-
Total Expenses	923,658	-	-	1,023,659	-
Net Income	51,586	-	-	(88,415)	-
Actual Student Enrollment	Quarter - 1/1 - 3/31	-	-	40	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
		Current Budget	Variance	Actual	Current Budget Variance
ENROLLMENT - *School Districts Are Linked To Above Entries*					
NYC CHANCELLOR'S OFFICE		40	-	-	40 -
-		-	-	-	-
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ALL OTHER School Districts: ( Count = 0 )		-	-	-	-
TOTAL ENROLLMENT		40	-	-	40 -
REVENUE PER PUPIL		24,381	-	-	23,381 -
EXPENSES PER PUPIL		23,091	-	-	25,591 -

				NEW YORK CENTER FOR AUTISM CHARTER SCHOOL							
				Budget / Operating Plan							
				2019-20							
Total Revenue				-	-	-	3,760,440	(3,760,440)	-	-	3,760,440
Total Expenses				-	-	-	3,797,134	3,797,134	-	-	3,797,134
Net Income				-	-	-	(36,694)	36,694	-	-	(36,694)
Actual Student Enrollment				-	-	-			-	-	
				TOTALS AND VARIANCE ANALYSIS							
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed				Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY
REVENUE											
REVENUES FROM STATE SOURCES											
Per Pupil Revenue				2019-20 Per Pupil Rate							
NYC CHANCELLOR'S OFFICE											
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				NEW YORK CENTER FOR AUTISM CHARTER SCHOOL							
				Budget / Operating Plan							
				2019-20							
Total Revenue	-	-	-	3,760,440	(3,760,440)	-	-	3,760,440			
Total Expenses	-	-	-	3,797,134	3,797,134	-	-	3,797,134			
Net Income	-	-	-	(36,694)	36,694	-	-	(36,694)			
Actual Student Enrollment	-	-	-			-	-				
				TOTALS AND VARIANCE ANALYSIS							
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed				Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY
				-	-	-	-	-	-	-	-
Other				-	-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES				-	-	-	12,242	(12,242)	-	-	12,242
LOCAL and OTHER REVENUE											
Contributions and Donations				-	-	-	45,000	(45,000)	-	-	45,000
Fundraising				-	-	-	45,500	(45,500)	-	-	45,500
Erate Reimbursement				-	-	-	-	-	-	-	-
Earnings on Investments				-	-	-	-	-	-	-	-
Interest Income				-	-	-	30,000	(30,000)	-	-	30,000
Food Service (Income from meals)				-	-	-	-	-	-	-	-
Text Book				-	-	-	-	-	-	-	-
OTHER				-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES				-	-	-	120,500	(120,500)	-	-	120,500
TOTAL REVENUE				-	-	-	3,760,440	(3,760,440)	-	-	3,760,440

				NEW YORK CENTER FOR AUTISM CHARTER SCHOOL							
				Budget / Operating Plan							
				2019-20							
Total Revenue	-	-	-	3,760,440	(3,760,440)	-	-	3,760,440			
Total Expenses	-	-	-	3,797,134	3,797,134	-	-	3,797,134			
Net Income	-	-	-	(36,694)	36,694	-	-	(36,694)			
Actual Student Enrollment	-	-	-			-	-				
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed				TOTALS AND VARIANCE ANALYSIS							
				Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget -
EXPENSES											
ADMINISTRATIVE STAFF PERSONNEL COSTS											
Executive Management	Quarter 0	No. of Positions	-	-	-	-	98,000	98,000	-	-	98,000
Instructional Management			-	-	-	-	124,071	124,071	-	-	124,071
Deans, Directors & Coordinators			-	-	-	-	182,615	182,615	-	-	182,615
CFO / Director of Finance			-	-	-	-	55,688	55,688	-	-	55,688
Operation / Business Manager			-	-	-	-	73,044	73,044	-	-	73,044
Administrative Staff			-	-	-	-	62,178	62,178	-	-	62,178
TOTAL ADMINISTRATIVE STAFF			-	-	-	-	595,596	595,596	-	-	595,596
INSTRUCTIONAL PERSONNEL COSTS											
Teachers - Regular			-	-	-	-	-	-	-	-	-
Teachers - SPED			-	-	-	-	611,378	611,378	-	-	611,378
Substitute Teachers			-	-	-	-	-	-	-	-	-
Teaching Assistants			-	-	-	-	668,214	668,214	-	-	668,214
Specialty Teachers			-	-	-	-	408,372	408,372	-	-	408,372
Aides			-	-	-	-	-	-	-	-	-
Therapists & Counselors			-	-	-	-	-	-	-	-	-
Other			-	-	-	-	227,548	227,548	-	-	227,548
TOTAL INSTRUCTIONAL			-	-	-	-	1,915,512	1,915,512	-	-	1,915,512
NON-INSTRUCTIONAL PERSONNEL COSTS											
Nurse			-	-	-	-	-	-	-	-	-
Librarian			-	-	-	-	-	-	-	-	-
Custodian			-	-	-	-	-	-	-	-	-
Security			-	-	-	-	-	-	-	-	-
Other			-	-	-	-	37,500	37,500	-	-	37,500
TOTAL NON-INSTRUCTIONAL			-	-	-	-	37,500	37,500	-	-	37,500
SUBTOTAL PERSONNEL SERVICE COSTS				-	-	-	2,548,608	2,548,608	-	-	2,548,608
PAYROLL TAXES AND BENEFITS											
Payroll Taxes			-	-	-	-	219,127	219,127	-	-	219,127
Fringe / Employee Benefits			-	-	-	-	517,118	517,118	-	-	517,118
Retirement / Pension			-	-	-	-	43,000	43,000	-	-	43,000
TOTAL PAYROLL TAXES AND BENEFITS			-	-	-	-	779,245	779,245	-	-	779,245
TOTAL PERSONNEL SERVICE COSTS				-	-	-	3,327,853	3,327,853	-	-	3,327,853

				NEW YORK CENTER FOR AUTISM CHARTER SCHOOL						
				Budget / Operating Plan						
				2019-20						
Total Revenue	-	-	-	3,760,440	(3,760,440)	-	-	3,760,440		
Total Expenses	-	-	-	3,797,134	3,797,134	-	-	3,797,134		
Net Income	-	-	-	(36,694)	36,694	-	-	(36,694)		
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	- TY	Current Budget TY	(Current Quarter)	Original Budget	Original Budget - TY
CONTRACTED SERVICES										
Accounting / Audit	-	-	-	22,500	22,500	-	-	22,500		
Legal	-	-	-	7,000	7,000	-	-	7,000		
Management Company Fee	-	-	-	-	-	-	-	-		
Nurse Services	-	-	-	-	-	-	-	-		
Food Service / School Lunch	-	-	-	-	-	-	-	-		
Payroll Services	-	-	-	-	-	-	-	-		
Special Ed Services	-	-	-	-	-	-	-	-		
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-		
Other Purchased / Professional / Consulting	-	-	-	67,300	67,300	-	-	67,300		
TOTAL CONTRACTED SERVICES	-	-	-	96,800	96,800	-	-	96,800		

				NEW YORK CENTER FOR AUTISM CHARTER SCHOOL				
				Budget / Operating Plan				
				2019-20				
Total Revenue	-	-	-	3,760,440	(3,760,440)	-	-	3,760,440
Total Expenses	-	-	-	3,797,134	3,797,134	-	-	3,797,134
Net Income	-	-	-	(36,694)	36,694	-	-	(36,694)
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. Current Budget	Actual	Actual vs. Current Budget TY	Original Budget
<b>SCHOOL OPERATIONS</b>								
Board Expenses	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	37,540	37,540	-	-	37,540
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	16,000	16,000	-	-	16,000
Equipment / Furniture	-	-	-	3,300	3,300	-	-	3,300
Telephone	-	-	-	1,000	1,000	-	-	1,000
Technology	-	-	-	78,480	78,480	-	-	78,480
Student Testing & Assessment	-	-	-	-	-	-	-	-
Field Trips	-	-	-	2,300	2,300	-	-	2,300
Transportation (student)	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-
Office Expense	-	-	-	24,100	24,100	-	-	24,100
Staff Development	-	-	-	59,000	59,000	-	-	59,000
Staff Recruitment	-	-	-	6,000	6,000	-	-	6,000
Student Recruitment / Marketing	-	-	-	5,000	5,000	-	-	5,000
School Meals / Lunch	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	3,000	3,000	-	-	3,000
Fundraising	-	-	-	-	-	-	-	-
Other	-	-	-	63,101	63,101	-	-	63,101
TOTAL SCHOOL OPERATIONS	-	-	-	298,821	298,821	-	-	298,821
<b>FACILITY OPERATION &amp; MAINTENANCE</b>								
Insurance	-	-	-	41,560	41,560	-	-	41,560
Janitorial	-	-	-	28,000	28,000	-	-	28,000
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	4,100	4,100	-	-	4,100
Equipment / Furniture	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	73,660	73,660	-	-	73,660
<b>DEPRECIATION &amp; AMORTIZATION</b>				-	-	-	-	-
<b>RESERVES / CONTINGENCY</b>				-	-	-	-	-
<b>DEFERRED RENT</b>				-	-	-	-	-

				NEW YORK CENTER FOR AUTISM CHARTER SCHOOL				
				Budget / Operating Plan				
				2019-20				
Total Revenue	-	-	-	3,760,440	(3,760,440)	-	-	3,760,440
Total Expenses	-	-	-	3,797,134	3,797,134	-	-	3,797,134
Net Income	-	-	-	(36,694)	36,694	-	-	(36,694)
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	Original Budget	Actual vs. Original Budget	Original Budget - TY
TOTAL EXPENSES				-	-	-	3,797,134	3,797,134
NET INCOME				-	-	-	(36,694)	36,694

				NEW YORK CENTER FOR AUTISM CHARTER SCHOOL					
				2019-20					
				Budget / Operating Plan					
				2019-20					
Total Revenue	-	-	-	3,760,440	(3,760,440)	-	-	3,760,440	
Total Expenses	-	-	-	3,797,134	3,797,134	-	-	3,797,134	
Net Income	-	-	-	(36,694)	36,694	-	-	(36,694)	
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				-	-	-	-	-	-

Total Revenue	(3,760,440)	-	-
Total Expenses	3,797,134	-	-
Net Income	36,694	-	-
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
<b>REVENUE</b>			
<b>REVENUES FROM STATE SOURCES</b>			
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		(3,619,978)	-
Grants			
Stimulus		-	-
DYCD (Department of Youth and Community Development)		-	-
Other		-	-
NYC DoE Rental Assistance		-	-
Other		(7,720)	-
TOTAL REVENUE FROM STATE SOURCES		(3,627,698)	-
<b>REVENUE FROM FEDERAL FUNDING</b>			
IDEA Special Needs		-	-
Title I		(2,242)	-
Title Funding - Other		(10,000)	-
School Food Service (Free Lunch)		-	-
Grants			
Charter School Program (CSP) Planning & Implementation		-	-
Other		-	-

Total Revenue	(3,760,440)	-	-
Total Expenses	3,797,134	-	-
Net Income	36,694	-	-
Actual Student Enrollment		-	
<b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b>		<b>Actual vs. Original Budget TY</b>	<b>PY Actual (PY TY / No. of COMPLETED Actual CY vs. Actual PY</b>
Other	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	(12,242)	-	-
<b>LOCAL and OTHER REVENUE</b>			
Contributions and Donations	(45,000)	-	-
Fundraising	(45,500)	-	-
Erate Reimbursement	-	-	-
Earnings on Investments	-	-	-
Interest Income	(30,000)	-	-
Food Service (Income from meals)	-	-	-
Text Book	-	-	-
OTHER	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	(120,500)	-	-
<b>TOTAL REVENUE</b>	<b>(3,760,440)</b>	<b>-</b>	<b>-</b>

<b>Total Revenue</b>		(3,760,440)	-	-
<b>Total Expenses</b>		3,797,134	-	-
<b>Net Income</b>		36,694	-	-
<b>Actual Student Enrollment</b>			-	
<b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b>		<b>Actual vs. Original Budget TY</b>	<b>PY Actual (PY TY / No. of COMPLETED Actual CY</b>	<b>Actual CY vs. Actual PY</b>
<b>EXPENSES</b>	Quarter 0			
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	No. of Positions			
Executive Management	-	98,000	-	-
Instructional Management	-	124,071	-	-
Deans, Directors & Coordinators	-	182,615	-	-
CFO / Director of Finance	-	55,688	-	-
Operation / Business Manager	-	73,044	-	-
Administrative Staff	-	62,178	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	595,596	-	-
<b>INSTRUCTIONAL PERSONNEL COSTS</b>				
Teachers - Regular	-	-	-	-
Teachers - SPED	-	611,378	-	-
Substitute Teachers	-	-	-	-
Teaching Assistants	-	668,214	-	-
Specialty Teachers	-	408,372	-	-
Aides	-	-	-	-
Therapists & Counselors	-	-	-	-
Other	-	227,548	-	-
<b>TOTAL INSTRUCTIONAL</b>	-	1,915,512	-	-
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>				
Nurse	-	-	-	-
Librarian	-	-	-	-
Custodian	-	-	-	-
Security	-	-	-	-
Other	-	37,500	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	37,500	-	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	-	2,548,608	-	-
<b>PAYROLL TAXES AND BENEFITS</b>				
Payroll Taxes		219,127	-	-
Fringe / Employee Benefits		517,118	-	-
Retirement / Pension		43,000	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		779,245	-	-
<b>TOTAL PERSONNEL SERVICE COSTS</b>	-	3,327,853	-	-

Total Revenue	(3,760,440)	-	-
Total Expenses	3,797,134	-	-
Net Income	36,694	-	-
Actual Student Enrollment		-	
<b>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b>		<b>Actual OL vs. Original Budget TY</b>	<b>PY Actual (PY TY / No. of COMPLETED Actual CY vs. Actual PY</b>
<b>CONTRACTED SERVICES</b>			
Accounting / Audit	22,500	-	-
Legal	7,000	-	-
Management Company Fee	-	-	-
Nurse Services	-	-	-
Food Service / School Lunch	-	-	-
Payroll Services	-	-	-
Special Ed Services	-	-	-
Titlement Services (i.e. Title I)	-	-	-
Other Purchased / Professional / Consulting	67,300	-	-
<b>TOTAL CONTRACTED SERVICES</b>	<b>96,800</b>	-	-

Total Revenue	(3,760,440)	-	-
Total Expenses	3,797,134	-	-
Net Income	36,694	-	-
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
<b>SCHOOL OPERATIONS</b>			
Board Expenses	-	-	-
Classroom / Teaching Supplies & Materials	37,540	-	-
Special Ed Supplies & Materials	-	-	-
Textbooks / Workbooks	-	-	-
Supplies & Materials other	16,000	-	-
Equipment / Furniture	3,300	-	-
Telephone	1,000	-	-
Technology	78,480	-	-
Student Testing & Assessment	-	-	-
Field Trips	2,300	-	-
Transportation (student)	-	-	-
Student Services - other	-	-	-
Office Expense	24,100	-	-
Staff Development	59,000	-	-
Staff Recruitment	6,000	-	-
Student Recruitment / Marketing	5,000	-	-
School Meals / Lunch	-	-	-
Travel (Staff)	3,000	-	-
Fundraising	-	-	-
Other	63,101	-	-
TOTAL SCHOOL OPERATIONS	298,821	-	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>			
Insurance	41,560	-	-
Janitorial	28,000	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-
Repairs & Maintenance	4,100	-	-
Equipment / Furniture	-	-	-
Security	-	-	-
Utilities	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	73,660	-	-
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-	-
<b>RESERVES / CONTINGENCY</b>	-	-	-
<b>DEFERRED RENT</b>	-	-	-

OL			
OL			
Total Revenue	(3,760,440)	-	-
Total Expenses	3,797,134	-	-
Net Income	36,694	-	-
Actual Student Enrollment		-	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY
TOTAL EXPENSES	3,797,134	-	-
NET INCOME	36,694	-	-

OL				-
Total Revenue	(3,760,440)	-	-	-
Total Expenses	3,797,134	-	-	-
Net Income	36,694	-	-	-
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**  
**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**

<b>Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools</b>
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**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:



Business Address:



E-mail Address: garcia.alberto9901@gmail.com

Home Telephone:



Home Address:



*last revised 08/21/2018*

<b>Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools</b>
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**Name:**

**Ashley Garrett**

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**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**

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

 Signature

2019-06-21  
Date

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

**Business Telephone:**

[Redacted]

**Business Address:**

[Redacted]

**E-mail Address:**

[Redacted]

**Home Telephone:**

[Redacted]

**Home Address:**

[Redacted]

*last revised 08/21/2018*

<b>Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools</b>
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**Name:**

**Alysia Steinmann**

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**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**

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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** ☒ **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**."

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*

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

**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><b>NONE</b></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
<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
<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:



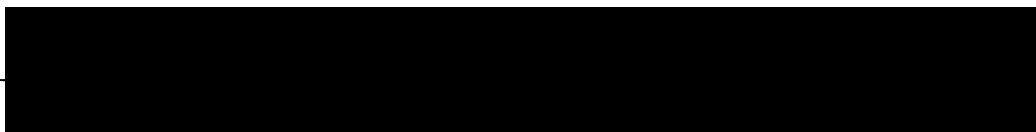
E-mail Address:

*chr chrshtne.sandler@gmail.com*

Home Telephone:



Home Address:





**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.

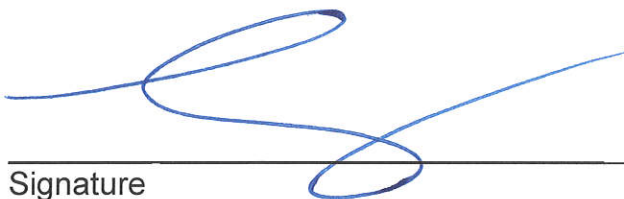
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the 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

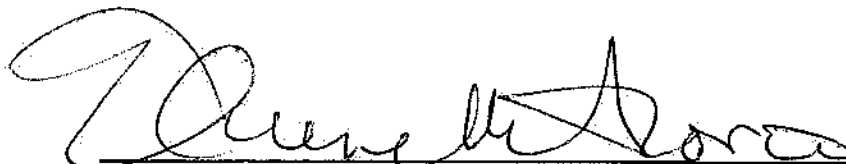
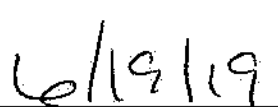
If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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> <b>None</b>			

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 \_\_\_\_\_

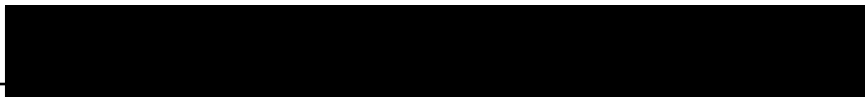
Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: \_\_\_\_\_

Business Address: \_\_\_\_\_

E-mail Address: elaine.florio@aol.com

Home Telephone: 

Home Address: 

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

**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

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

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**."

<b>Organization conducting business with the school(s)</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>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</b>	<b>Steps taken to avoid conflict of interest</b>

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



6/20/2019

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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](mailto: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:

Irene 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>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**."

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

*Shane Lainer*                      *6/19/19*  
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: *slainer@next-for-autism.org*

Home Telephone: [REDACTED]

Home Address: [REDACTED]

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

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

**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**

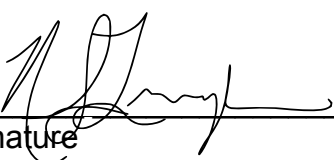
If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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*

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

**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*

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:** [REDACTED]

**Business Address:** [REDACTED]

**E-mail Address:** \_\_\_\_\_ptponeill@gmail.com\_\_\_\_\_

**Home Telephone:** \_\_\_\_\_[REDACTED]

**Home Address:** [REDACTED]

*last revised 08/21/2018*

<b>Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools</b>
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**Name:** Richard Larios

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**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

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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:** \_\_\_\_ (\_\_\_\_\_) \_\_\_\_\_

**Home Address:** \_\_\_\_ \_\_\_\_\_

*last revised 08/21/2018*



# Entry 8 BOT Table

Created: 06/27/2019 • 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; <a href="mailto:Mbaum591@gmail.com">Mbaum591@gmail.com</a>	Trustee/Member	Operations Committee	Yes	4	06/30/2019	06/01/2022	8
2	Elaine Florio; <a href="mailto:eflorio@fortress.com">eflorio@fortress.com</a>	Trustee/Member	Development Committee	Yes	1	04/30/2019	06/01/2022	5 or less
3	Alberto Garcia; <a href="mailto:garcia.alberto9901@gmail.com">garcia.alberto9901@gmail.com</a>	Parent Rep	Finance Committee	Yes	2	06/20/2019	06/01/2020	8
4	Ashley Garrett; <a href="mailto:AshleyGarrettPhotography@gmail.com">AshleyGarrettPhotography@gmail.com</a>	Vice Chair	Executive Committee, Development Committee, Operations Committee	Yes	3	06/30/2018	06/01/2021	11
5	Benjamin Hartman; <a href="mailto:bhartman">bhartman</a>	Trustee/M	Finance Committee	Yes	3	07/01/20	06/01/20	6

	<a href="mailto:@yahoo.com">@yahoo.com</a>	ember	ee			17	20	
6	Hannah Hoch; <a href="mailto:drhoch@gmail.com">drhoch@gmail.com</a>	Trustee/Member	Operations Committee	Yes	2	06/30/2018	06/01/2021	7
7	Ilene Lainer; <a href="mailto:ilainer@nxtforautism.org">ilainer@nxtforautism.org</a>	Trustee/Member	Governance Committee	Yes	5	06/30/2017	06/01/2020	9
8	Rick Larios; <a href="mailto:rlariosster@gmail.com">rlariosster@gmail.com</a>	Trustee/Member	Operations Committee	Yes	2	06/30/2018	06/01/2021	5 or less
9	Naeema Livingston; <a href="mailto:naeemalivingston@gmail.com">naeemalivingston@gmail.com</a>	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; <a href="mailto:ptponeill@gmail.com">ptponeill@gmail.com</a>	Trustee/Member	Executive Committee, Governance Committee	Yes	2	06/30/2018	06/01/2021	7
11	Christine Sandler; <a href="mailto:christine.sandler@gmail.com">christine.sandler@gmail.com</a>	Trustee/Member	Finance Committee, Development Committee	Yes	1	01/01/2018	06/01/2020	9
12	Carol Santiago; <a href="mailto:Mom2rafael@gmail.com">Mom2rafael@gmail.com</a>	Chair	President, Executive Committee, Governance Committee	Yes	2	06/30/2018	06/01/2021	11
13	Alvin Shih; <a href="mailto:Alvin.Shih@morganstanley.com">Alvin.Shih@morganstanley.com</a>	Trustee/Member	Operations Committee	Yes	2	06/30/2018	06/01/2021	10
14	Alysia Steinmann; <a href="mailto:Alysia.steinmann@eey.com">Alysia.steinmann@eey.com</a>	Treasurer	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: 07/16/2019 • 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 SCHOOLSection Heading

### Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2018-19	Describe Recruitment Plans in 2019-20
Economically Disadvantaged	NYC Autism Charter School consistently serves a high percentage of students eligible for FRPL. Within the context of enrolling high need/under-served students, the school made the following outreach efforts: print and/or electronic open house and information session ads in English and Spanish in El Diario and Amsterdam News; presentations at four open house and information sessions; distribution of flyers and/or electronic notices to 24 community organizations, service agencies, daycare facilities and city administrative councils; in person presentations to neighborhood and parent groups; and recruitment messages on the school's website and Facebook pages. In addition, recruitment and outreach to communities served by our sister school NYC Autism Charter School Bronx also bolstered recruitment at the East Harlem School, as parents were invited to submit lottery applications to both schools.	NYC Autism Charter School student recruitment will continue to target high need neighborhoods with a particular emphasis on East Harlem and the South Bronx. Electronic and print ads in English and Spanish will be placed in local publications. The school will continue to reach out to a wide variety of community organizations and agencies, in particular those in high need/under-served neighborhoods working with preschool aged children and their families. The school will make increased use of social media in order to reach as broad an audience as possible.
	NYC Autism Charter School actively recruits high need students from heavily Spanish speaking neighborhoods in the surrounding community (CSD 4), 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 CSD 4 ELL recruitment target of 11% is not a meaningful goal for the school. Instead of recommendations for an ELL program, NYC Autism Charter School students are recommended for a program of intensive, individually designed language instruction to address deficits in the speech, language, and communication arena.</p>	<p>NYC Autism Charter School will continue to serve students who, as a component of their autism diagnosis, are significantly language impaired. Recruitment efforts will continue to reach out to families in heavily Spanish speaking neighborhoods and neighborhoods in which multiple languages are spoken.</p>
Students with Disabilities	<p>100% of NYC Autism Charter School's students are designated as Students with Disabilities, surpassing the district enrollment target of 20%. As defined by the school's charter, NYC Autism Charter School serves only students falling on the severe to moderate end of the autism spectrum who need a highly structured, staffing-intensive special education setting.</p>	<p>Students with Disabilities, specifically those with a diagnosis of Autism Spectrum Disorder or a classification of autism, will continue to make up 100% of the school's enrollment, as per the school's Charter.</p>

## Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2018-19	Describe Retention Plans in 2019-20
Economically Disadvantaged	NYC Autism Charter School works diligently to retain economically disadvantaged students. In the 2018-19 school year, NYC Autism Charter School's retention rate of economically disadvantaged students was 100%.	Given the nature of the NYC Autism Charter Schools special education population and their specialized instructional needs, retention rates for all students will continue to be high, with the caveat that one of the school's accountability goals is to move 5% of its students to less restrictive placements over a five-year period.
English Language Learners/Multilingual Learners	The district retention target of 87% for students designated as ELLs is not a meaningful target for NYC Autism Charter School, as its students are not designated as ELL students. This is due to the confounding nature of their significant language deficits, a component of their autism. Nonetheless, NYC Autism Charter School continues to work effectively with students with autism whose families speak languages other than or in addition to English.	NYC Autism Charter School will continue to work effectively with students with autism whose families speak languages other than or in addition to English.
Students with Disabilities	NYC Autism Charter School's retention of Students with Disabilities was 100%, surpassing the district's target of 86%.	Given the nature of the school's special education population and their specialized instructional needs, retention rates for Students with Disabilities will continue to be high, with the caveat that one of the school's accountability goals is to move 5% of its students to less restrictive placements over a five-year period.



# Entry 11 Classroom Teacher and Administrator Attrition

Created: 06/27/2019 • 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
	6	7	11	0	9

### 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
	9	1	0	0	8

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.

Since NYCACS is a twelve-month program, we encourage departing staff to remain through summer session. While rationales for departure varied by individual staff member, they fell into several categories. Of the staff who left in August 2018, the majority either moved, or began a graduate school program. For those staff who left after September 2018, several had life events that required they relocate and/or take time off of work. The remaining departed staff were not performing at a high level and received a great deal of feedback (in one case a performance improvement plan) that resulted in a mid-year departure.

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