Application: NYC Autism Charter School Bronx

Erin Solomon - esolomon@nycacharterschool.org
2025-2026 Annual Report

Entry 1 – School Information and Cover Page

Completed - Jul 7 2026

Instructions

Required of ALL Charter Schools

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

Entry 1 – School Information and Cover Page

(New schools that were not open for instruction for the 2025-2026 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2026)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. LEGAL SCHOOL NAME (as chartered)

(Select name from the drop down menu)

NYC AUTISM CHARTER SCHOOL BRONX

b. Unofficial or Popular School Name

NYC Autism Charter School Bronx

c. CHARTER AUTHORIZER (As of June 30th, 2026)

Please select the correct authorizer as of June 30, 2026 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. School Unionized

Is your charter school unionized?

No

d. District/CSD of Location

New York City Community School District # 12

e. Date of Approved Initial Charter

(No response)

f. Date School First Opened for Instruction

Sep 13 2017

g. Approved School Mission

(Regents, NYCDOE, and Buffalo BOE-authorized schools only)

N/A

h. Approved Key Design Elements

(Regents, NYCDOE, and Buffalo BOE-authorized schools only)

N/A

i. School Website Address

https://www.nycautismcharterschool.org/

j. Authorized Charter Enrollment for 2025-2026 School Year

32

k. Actual Enrollment on June 30, 2026, Excluding Pre-K Program Enrollment

34

l. Grades Served

Grades served during the 2025-2026 school year (exclude Pre-K program students):

Responses Selected:

Ungraded

m. Charter Management Organization/Educational Management Organization

Do you have a Charter Management Organization?

No

FACILITIES INFORMATION

n. FACILITIES: Owned, rented, or leased **to educate students**

Will the school maintain or operate multiple sites in 2026-2027?

	No, just one site.

School Site 1 (Primary)

n1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site for 2025-2026 School Year (K-5, 6-9, etc.)	Grades to be Served at Site for 2026-2027 school year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	1180 Tinton Ave, 4th Floor Bronx, NY 10 56	718-860-2580	New York City Community School District # 12	Ungraded	Ungraded	No

n1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Julie Fisher	Executive Director	718-860-2580		jfisher@nycacharterschool.org
Operational Leader	Juan Gomez	Director of Operations	718-860-2580		jgomez@nycacharterschool.org
Compliance Contact	Erin Solomon	Compliance Specialist	718-860-2580		esolomon@nycacharterschool.org
Complaint Contact	Julie Fisher	Executive Director	718-860-2580		jfisher@nycacharterschool.org
DASA Coordinator	Julie Fisher	Executive Director	718-860-2580		jfisher@nycacharterschool.org
Phone Contact for After Hours Emergencies	718-860-2580	N/A	718-860-2580		jfisher@nycacharterschool.org

n1b. Is site 1 in a public space or in a private space?

Public Space

n1c. Is site 1 in a co-located or not in a co-located facility?

Responses Selected:

Co-Located with a District School

n1d. 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

o. List of owned, rented, or leased facilities <u>not used</u> to educate students and the purpose of each.

Separate by semi-colon (;)

N/A

p1. Total Number of School Calendar Days

201

p2. Total Number of Anticipated Hours of Instruction by Month (Entries are required for all months. Enter a zero for months with no instructional hours.)

July 2026	120
August 2026	60
September 2026	84
October 2026	126
November 2026	102
December 2026	84
January 2027	114
February 2027	90
March 2027	120
April 2027	90
May 2027	108
June 2027	108

CHARTER REVISIONS DURING THE 2025-2026 SCHOOL YEAR

q. Summary of Material and Non-Material Charter Revisions submitted or approved since August 1, 2025, including updates to the school's board of trustees' by-laws, enrollment policy, discipline policy, or complaint policy.

Please note, listing the revisions here does not constitute a request. Schools are advised to seek revision requests through their authorizer directly.

Does the school have any material or non-material revision requests that have been submitted or approved since August 1, 2025?

No

ATTESTATIONS

r. Name/Position of Person Completing/Submitting the 2025-2026 Annual Report. (To type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).

Name	Erin Solomon
Position	Compliance Specialist
Phone/Extension	212-860-2580
Email	esolomon@nycacharterschool.org

s. 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, this will constitute grounds for the revocation of our charter.

Click **YES** to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).

Responses Selected:

Yes

As outlined in ENTRY 7 (Employee Fingerprint Requirements Attestation):

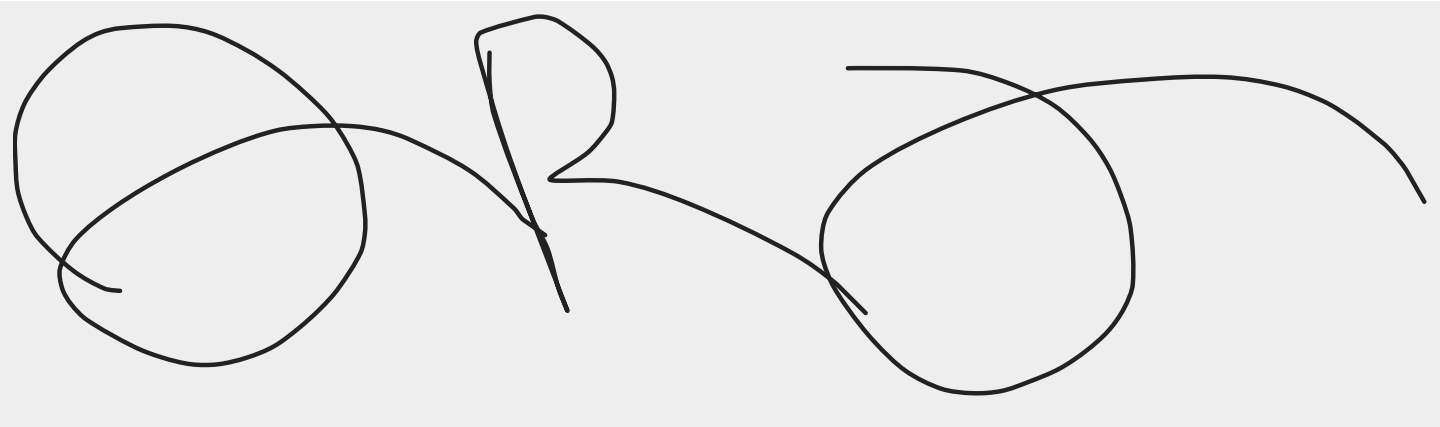
Our E-Signatures (not digital signatures) (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 7 and found in the NYSED CSO Fingerprint Clearance Oct 2019 Memo. Click **YES** to agree.

Responses Selected:

Yes

Signature, Head of Charter School

(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)



Signature, President of the Board of Trustees

(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)



Date

Jul 7 2026

Thank you. 

Entry 2 – Links to Critical Documents on School Website

Completed - Jul 7 2026

Instructions

Required of ALL Charter Schools - Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (DASA) policy and Authorizer-approved School Discipline Policy.

By law, each charter school is required to maintain certain notices and policies listed on its website. All documents must be readily found on the school's website and publicly accessible. Please insert a link to the page on the school's website where each document can be accessed. **DO NOT provide a direct link to a Google document or PDF.**

1. Current Annual Report (i.e., 2025-2026 Annual Report);[1] Please note: schools are responsible for redacting their own annual reports for posting.
2. All Board of Trustees documents, including calendar, meeting notices, agendas, and board meeting minutes;
3. New York State School Report Card - This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law.[2] Even if there is no school data yet reported, a direct web link to the most recent New York State School Report Card for the charter school must be provided;
4. Authorizer-approved DASA Policy and Authorizer-approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building-level safety plan (as per the 2024 Emergency Response Plan Memo – Charter Schools Only);
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records.

[1] **Each charter school is required to make the Annual Report publicly available by August 1 and to post it on their respective charter school website**. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., repost when financials have been submitted in November.)

[2] School Report Card data is included in the reporting requirements for New York charter schools in 8 NYCRR 119.3.

Entry 2 – Links to Critical Documents on School Website

School Name: NYC Autism Charter School Bronx

Required of ALL Charter Schools - Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (DASA) policy and Authorizer-Approved School Discipline Policy.

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link to the page on the school's website where each document can be accessed.

	Link to Documents
1. Current Annual Report (i.e., 2025-2026 Annual Report)	https://www.nycautismcharterschool.org/annual-reports/
2. Board meeting notices, agendas, and documents, including board meeting minutes	https://www.nycautismcharterschool.org/board-meetings/
3. New York State School Report Card. This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law. Even if there is no school data yet reported, a direct web link to the most recent New York State School Report Card for the charter school must be provided.	https://data.nysed.gov/profile.php?instid=800000058980
4a. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	https://www.nycautismcharterschool.org/code-of-conduct/
4b. Authorizer-approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	https://www.nycautismcharterschool.org/code-of-conduct/
5. District-wide safety plan, not a building level safety plan (as per the 2024 Emergency Response Plan Memo)	https://www.nycautismcharterschool.org/nycacs-district-wide-safety-plan/
6. Authorizer-approved FOIL Policy	https://www.nycautismcharterschool.org/freedom-information-law/
7. Subject matter list of FOIL records (e.g., see NYSED Subject Matter List)	https://www.nycautismcharterschool.org/freedom-information-law/

It is the school's responsibility to ensure that if a policy appears in more than one place on the website, including as part of the family handbook, that the policy versions are consistent and up to date.

Responses Selected:

Yes, the website has been reviewed to ensure that policies are consistent and up to date.

Thank you. 

Entry 3 – Board of Trustees Membership Table

Completed - Jul 7 2026

Instructions

Required of ALL Charter Schools

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

Entry 3 – Board of Trustees Membership Table

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

1. **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.

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2025-2026 Board Member Information (Enter information for each Board of Trustees member).

	Voting Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliation(s)	Voting Member Per By-Laws (Y/N)	Number of Completed Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2025-2026
1	Elaine Florio	eflorio@fortress.com	Other	Development Committee	Yes	2	07/01/2025	06/30/2028	5 or less
2	Ashley Garrett	AshleyGarrettPhotography@gmail.com	Vice Chair	VP, Executive Committtee, Development Committee Chair, Operations Committee Chair	Yes	4	07/01/2024	06/30/2027	7
3	Hannah Hoch	drhoch@gmail.com	Other	Operations Committee	Yes	3	07/02/2024	07/01/2027	6
4	Ilene Lainer	ilenelainer@gmail.com	Other	Governance Committee Chair	Yes	3	07/01/2023	06/30/2026	5 or less
5	Naeema Livingston	naeemalivingston@gmail.com	Other	Operations Committee	Yes	2	07/01/2023	06/30/2026	7
6	Carol Santiago	Mom2rafael@gmail.com	Other	Governance	Yes	5	07/02/2024	07/01/2027	6

				Committee					
7	Mark Saretsky	marksaretnyc@gmail.com	Secretary	Secretary, Finance Committee	Yes	1	07/01/2023	6/30/2026	6
8	Alysia Steinmann	Alysia.steinmann@ey.com	Other	Other Executive Committee, Finance Committee Chair	Yes	2	07/01/2023	06/30/2026	5 or less
9	Jason Stock	jasondavidstock@gmail.com	Other	Operations Committee	Yes	0	09/12/2024	09/11/2027	6

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

Yes

1b. Board Member Information

	Voting Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliation (s)	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 2025-2026
10	Susanna Kvam Norris	susannaknorris@gmail.com	Other	Finance Committee	Yes	0	11/05/2024		
11	Boaz Aronson	boazaronson@gmail.com	Other	Governance Committee	Yes	0	07/01/2025		
12	Christine Sandler	christine.sandler@gmail.com	Chair	President, Development Committee	Yes	2	07/01/2023		
13									
14									
15									

1c. Are there more than 15 members of the Board of Trustees?

No

2. Number of board meetings conducted in 2025-2026

7

3. Number of board meetings scheduled for the 2026-2027 school year

7

4. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total number of Voting Members on June 30, 2026	12
b. Total number of Voting Members added during the 2025-2026 school year	1
c. Total number of Voting Members who left the board during 2025-2026 school year	1
d. Maximum number of Voting Members in 2025-2026, as set by the board in by-laws, resolution, or minutes	18
e. Board members attending 8 or fewer meetings during 2025-2026	0

Thank you.

Entry 4 – Board of Trustees Disclosure of Financial Interest Form

Completed - Jul 13 2026

Instructions

Required of ALL Charter Schools

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2025-2026 school year must complete and sign the most up-to-date version of the Trustee Disclosure of Financial Interest Form **no later than 11:59 PM on August 3, 2026**. Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2025-2026 school year completes the form.**

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

Ashley Garret

Filename: Ashley Garret.pdf **Size:** 178.1 kB

Alysia Steinmann

Filename: Alysia Steinmann.pdf **Size:** 170.7 kB

Elaine Florio

Filename: Elaine Florio.pdf **Size:** 257.2 kB

Boaz Aronson

Filename: Boaz Aronson.pdf **Size:** 417.2 kB

Hannah Hoch

Filename: Hannah Hoch.pdf **Size:** 604.9 kB

Carol Santiago

Filename: Carol Santiago.pdf **Size:** 306.5 kB

Ilene Lainer

Filename: Ilene Lainer.pdf **Size:** 195.3 kB

Mark Saretsky

Filename: Mark Saretsky.pdf **Size:** 141.6 kB

Naeema Livingston

Filename: Naeema Livingston.pdf **Size:** 245.4 kB

Christine Sandler

Filename: Christine Sandler.pdf **Size:** 106.1 kB

Susanna Norris

Filename: Susanna Norris.pdf **Size:** 191.5 kB

Jason Stock

Filename: Jason Stock.pdf **Size:** 186.7 kB

Entry 6 – Enrollment & Retention of Special Populations

Completed - Jul 7 2026

Instructions

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2025-2026 toward meeting targets to attract and retain the enrollment of students with disabilities (SWD), English language learners (ELL), and students who are economically disadvantaged (ED). In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2026-2027.

Entry 6 – Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets

	Describe Recruitment Efforts in 2025-2026	Describe Recruitment Plans for 2026-2027
Students with Disabilities	100% of NYC Autism Charter Schools' students are designated as Students with Disabilities, surpassing the district enrollment. 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.	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.
English Language Learners	NYC Autism Charter Schools actively recruit high need students from heavily Spanish speaking neighborhoods in the local community, providing both English and Spanish literature and virtual presentations. Additionally, translation services are utilized to reach families for whom the home language is other than English or Spanish. However, the school's effective outreach and recruitment practices are not correlated with the enrollment of ELL designated students for the following reason: all NYC Autism Charter School students have an autism diagnosis or classification and demonstrate significant language impairment as a component of their autism. Because they lack functional language skills, they are generally not evaluated by the Committees on Special Education using the English Language Learner (ELL) assessments that are otherwise	NYC Autism Charter Schools 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.

	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. Instead of an ELL-specific 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.	
Economically Disadvantaged	NYC Autism Charter Schools consistently serve 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 admission ads in English and Spanish in El Diario and the Bronx Times; posting of a Virtual Open House/Information Session on the schools website; and distribution of flyers and/or electronic notices to community organizations, service agencies, daycare facilities and city administrative councils. In addition, recruitment and outreach to communities served by our sister school NYC Autism Charter School East Harlem also bolstered recruitment at the Bronx school, as parents were invited to submit lottery applications to both schools. Additionally, NYCACS made the application process much easier through electronic access and submission and, as a result, had one of the largest applicant pools in any year since opening its doors.	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.

Good Faith Efforts To Meet Retention Targets

	Describe Retention Efforts in 2025-2026	Describe Retention Plans for 2026-2027
Students with Disabilities	NYC Autism Charter School Bronx's retention of students with disabilities has historically been high, always surpassing the district's target. This past year, it was 100%.	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 have at least ten students transition to a less restrictive educational setting outside of NYCACS within the current charter term.
English Language Learners	The district retention target for students designated as ELLs is not a meaningful target for NYC Autism, 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 Schools continue to work effectively with students with autism whose families speak languages other than or in addition to English.	NYC Autism Charter Schools will continue to work effectively with students with autism whose families speak languages other than or in addition to English.
Economically Disadvantaged	NYC Autism Charter Schools work diligently to retain economically disadvantaged students. Both schools engage in frequent communication with parents, and solicit feedback informally through meetings, and formally through surveys. Because of these efforts, we have retained ED students at a high level. 100% of students were retained this past school year.	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 have at least ten students transition to a less restrict educational setting outside of NYCACS within the current charter term.

Entry 7 – Employee Fingerprint Requirements Attestation

Completed - Jun 23 2026

Instructions

Required of ALL Charter Schools

Review and complete the Employee Fingerprint Requirements Attestation.

Entry 7 – Employee Fingerprint Requirements Attestation

A. TEACH System – Employee Clearance

Required of ALL Charter Schools

Charter schools MUST ensure that all prospective employees[1] receive clearance through the NYSED Office of School Personnel Review and Accountability (OSPRA) prior to making an offer of employment. **This includes paraprofessionals and other school personnel who are provided or assigned by the district of location, or related/contracted service providers**. After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee.

Please note that all schools should maintain an electronic or hard copy of the clearance certification pulled from TEACH and dated **PRIOR** to the employee's start date. Clearance certifications pulled from TEACH at a later date will show that the staff member was cleared as of that date and may result in a finding of clearance violations against the school.

[1] Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers**. See NYSED memorandum dated October 1, 2019 at NYSED CSO Employee Clearance and Fingerprint Memo or visit the NYSED website at Who Must Be Fingerprinted Charts for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

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

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

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at NYSED CSO Employee Clearance and Fingerprint Memo.

Attestation

Responses Selected:

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

Entry 9 – School Calendars

Completed - Jun 23 2026

Instructions

Required of ALL Charter Schools

Charter schools must upload final **2025-2026 and 2026-2027** calendars into the portal **no later than 11:59 PM on August 3, 2026**. The calendars must be separate files.

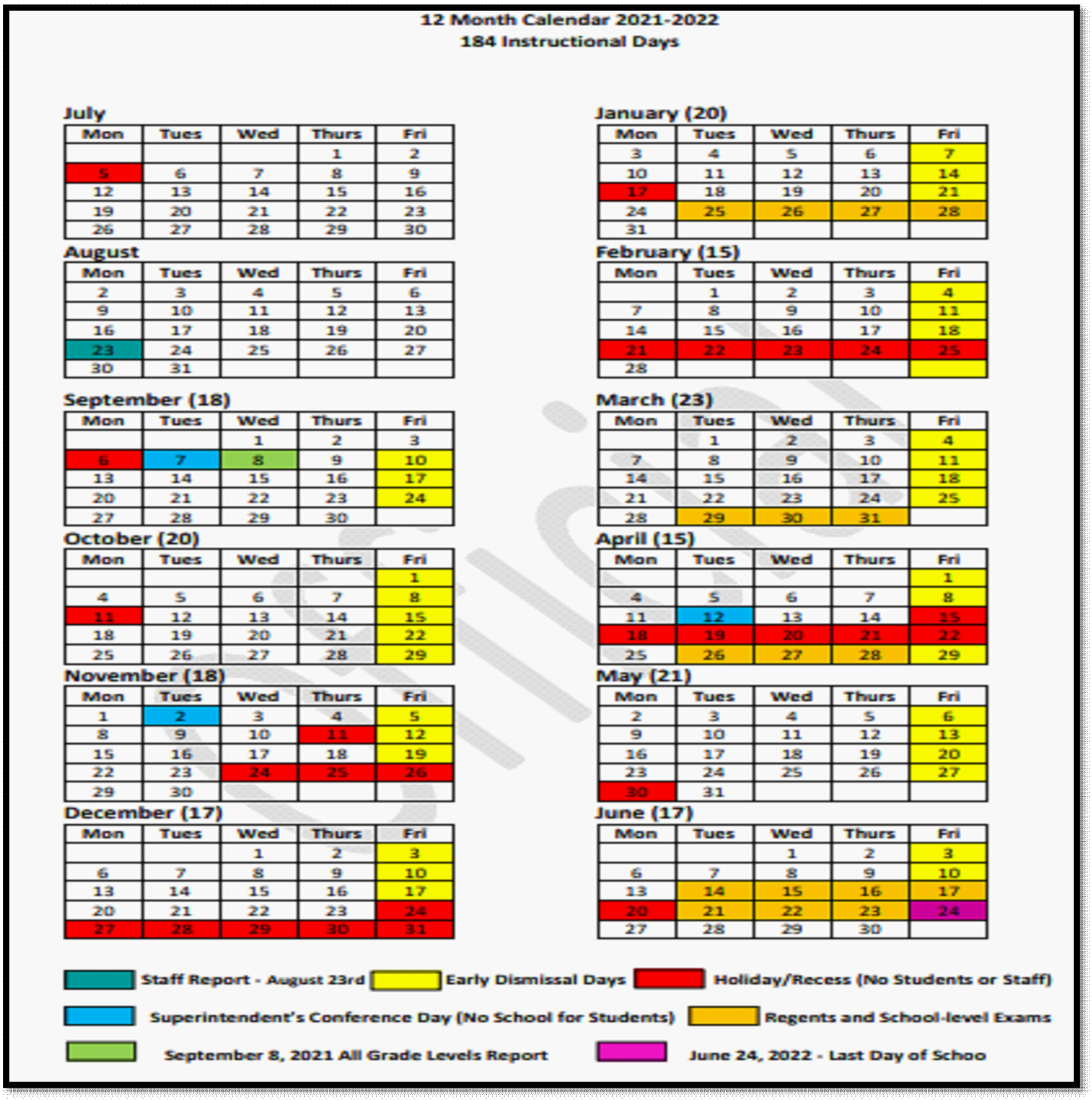
School calendars must meet the minimum instructional requirements as required of other public schools "… *unless the school's charter requires more instructional time than is required under the regulations."*

Board of Regents-authorized charter schools are also required to submit **school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month**. **Schools must use a calendar format and ensure there is a monthly tally of instructional days**.

Charter schools serving elementary and secondary levels may submit one combined calendar showing instructional hours and days for all building levels OR separate calendars uploaded as one PDF. *Note that school calendars will also provide evidence of alignment for schools with extended days/years referenced in their mission statements or key design elements.*

See below for an example of a calendar showing the requested information.

Sample Calendar:



12 Month Calendar 2021-2022
184 Instructional Days

July

Mon	Tues	Wed	Thurs	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

August

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

September (18)

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

October (20)

Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

November (18)

Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

December (17)

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

January (20)

Mon	Tues	Wed	Thurs	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

February (15)

Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

March (23)

Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

April (15)

Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

May (21)

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

June (17)

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Staff Report - August 23rd
Early Dismissal Days
Holiday/Recess (No Students or Staff)
Superintendent's Conference Day (No School for Students)
Regents and School-level Exams
September 8, 2021 All Grade Levels Report
June 24, 2022 - Last Day of Schoo

NYCACS School Year Calendar 2025-2026 (Student)

Filename: NYCACS School Year Calendar 2025-2026 (Student).pdf **Size:** 331.7 kB

Student Calendar 2026-2027

Filename: Student Calendar 2026-2027.pdf **Size:** 243.4 kB

Entry 11 – Progress Toward Goals (SUNY-Authorized Charter Schools ONLY)

Completed - Sep 15 2026

Instructions

SUNY-Authorized Charter Schools ONLY - Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at Accountability Plan Progress Report. Schools serving high school grades must also submit an accompanying High School Data Submission spreadsheet. After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal **and** into the SUNY Epicenter document management system **no later than 11:59 PM on September 15, 2026**.

PLEASE NOTE: This is a required task for SUNY-authorized charter schools. It is marked optional for administrative purposes only.

2025-26-APPR-NYCACS_Bronx

Filename: 2025-26-APPR-NYCACS_Bronx.pdf **Size:** 334.6 kB

Entry 11 – Progress Toward Goals (Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Incomplete

Instructions

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Board of Regents, NYCDOE, and Buffalo BOE-authorized schools must report all Progress Toward Charter Goals as per their currently approved charters **no later than 11:59 PM on November 3, 2026**.

Schools must complete the "Goals" tables as provided in the tables below **OR** upload the most current action plan that includes progress made during the 2025-2026 school year toward achieving or maintaining a “Meets” rating on the 10 Performance Framework benchmarks.

PLEASE NOTE: This is a required task for Regents, NYCDOE, and Buffalo BOE-authorized charter schools. It is marked optional for administrative purposes only.

Entry 11 – Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Board of Regents, NYCDOE, and Buffalo BOE-authorized schools may complete the "Goals" tables as provided in the portal OR upload the most current action plan that includes progress made during the 2025-2026 school year toward achieving or maintaining a “Meets” rating on the 10 Performance Framework benchmarks.

Please select the method by which you will provide your school's information:

No Responses Selected

PROGRESS TOWARD CHARTER GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 3, 2025.

1. ACADEMIC STUDENT PERFORMANCE GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE-authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 3, 2025.**

2. ORGANIZATION GOALS

2025-2026 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

(No response)

3. FINANCIAL GOALS

2025-2026 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

Thank you.

Entry 12 – Audited Financial Statements

Completed - Oct 27 2026

Required of ALL Charter Schools

ALL charter schools must upload the financial statements and related documents in PDF format into the portal **no later than 11:59 PM on November 2, 2026.** The statements, the independent auditor's report, any advisory and/or management letter, and the internal controls report must be combined into a PDF file with security features such as password protection removed.

ALL SUNY-authorized charter schools must also submit the documents to the SUNY Compass system **no later than 11:59 PM on November 2, 2026**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

PLEASE NOTE: This task appears as optional until August 3, 2026. Thereafter, it will be identified as a required task due on November 2, 2026.

NYC AUTISM CHARTER SCHOOLS - 06

Filename: NYC AUTISM CHARTER SCHOOLS - 06.pdf **Size:** 387.7 kB

Entry 13 – Fiscal Year 2026-2027 Budget

Completed - Oct 27 2026

Regents, NYCDOE, and Buffalo BOE-authorized charter schools are required to download the budget template from the portal or the Annual Reports webpage and complete it. Upload the completed template **no later than 11:59**

PM on November 2, 2026. The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory.

PLEASE NOTE: This task appears as optional until August 3, 2026. Thereafter, it will be identified as a required task due on November 2, 2026.

2026-2027-annual-report-budget-Bronx

Filename: 2026-2027-annual-report-budget-Bronx.xlsx **Size:** 46.0 kB

Optional Additional Documents to Upload (BOR)

Incomplete

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:

Charter School Education Corporation:

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.) and the dates the positions were held.

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☐ **No**

If **Yes**, please describe the nature of your relationship and the person's position.

3. Are you related by blood, marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☐ **No**

If **Yes**, please describe the nature of your relationship.

-

4. Are you related, by blood or marriage, to any person who could financially benefit from your participation as a board member of the education corporation?

☐ **Yes** ☐ **No**

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

5. Are you a current or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management ("CMO") services, whether for-profit or not-for-profit, that contracts, or may contract, with the charter school or education corporation?

☐ **Yes** ☐ **No**

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

6. 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 and your responsibilities.

-

7. Identify each interest/transaction (and provide the requested information) that you, any of your family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the past five years or your current Board term, whichever is less, and, for new Board members serving less than one year, during the six months prior to service. If there has been no such interest or transaction, check **None**.

☐ **None**

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

-

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

If you or an immediate family member are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify 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, check **None**.

☐ **None**

Organization conducting business with the school(s) and your position if applicable	**Nature of business conducted and relationship between organization and the school**	**Approximate value of the business conducted**	**Name of Trustee and/or immediate family member of household holding an interest in the organization and the nature of the interest**	**Steps taken to avoid conflict of interest; the date of the board meeting documenting such steps**

-

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. Please provide only contact information which may be made publicly available.

Business Telephone:

_____

Business Address:

_____

E-mail Address:

_____

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2026

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:

Charter School Education Corporation:

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.) and the dates the positions were held.

   Treasurer
   Board Member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

   ☐ **Yes** ☒ **No**

   If **Yes**, please describe the nature of your relationship and the person's position.

3. Are you related by blood, marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

   ☐ **Yes** ☒ **No**

   If **Yes**, please describe the nature of your relationship.

-

4. Are you related, by blood or marriage, to any person who could financially benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

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

5. Are you a current or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management ("CMO") services, whether for-profit or not-for-profit, that contracts, or may contract, with the charter school or education corporation?

☐ **Yes** ☒ **No**

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

6. 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 and your responsibilities.

-

7. Identify each interest/transaction (and provide the requested information) that you, any of your family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the past five years or your current Board term, whichever is less, and, for new Board members serving less than one year, during the six months prior to service. If there has been no such interest or transaction, check **None**.

☒ **None**

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

-

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

If you or an immediate family member are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify 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, check **None**.

[x] **None**

Organization conducting business with the school(s) and your position if applicable	Nature of business conducted and relationship between organization and the school	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization and the nature of the interest	Steps taken to avoid conflict of interest; the date of the board meeting documenting such steps

-

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. Please provide only contact information which may be made publicly available.

Business Telephone:

212.773.6579

Business Address:

One Manhattan West, New York, NY 10001

E-mail Address:

alysia.steinmann@ey.com

Alysia.Steinmann Digitally signed by Alysia.Steinmann DN: cn=Alysia.Steinmann Date: 2026.07.07 17:37:22 -04'00'

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2026

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name: Elaine M. Florio

Charter School Education Corporation: NYC Autism Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.) and the dates the positions were held.

Board of Trustees since 4/3d2019

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and the person's position.

3. Are you related by blood, marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship.

4. Are you related, by blood or marriage, to any person who could financially benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

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

5. Are you a current or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management ("CMO") services, whether for-profit or not-for-profit, that contracts, or may contract, with the charter school or education corporation?

☐ Yes ☒ No

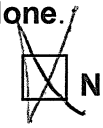
If **Yes**, please provide a description of the position(s) you hold, your responsibilities, and your start date.

6. 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 and your responsibilities.

7. Identify each interest/transaction (and provide the requested information) that you, any of your family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the past five years or your current Board term, whichever is less, and, for new Board members serving less than one year, during the six months prior to service. If there has been no such interest or transaction, check **None**.



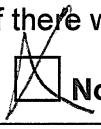
☒ **None**

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

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

   If you or an immediate family member are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify 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, check **None**.

    **None**

Organization conducting business with the school(s) and your position if applicable	Nature of business conducted and relationship between organization and the school	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization and the nature of the interest	Steps taken to avoid conflict of interest; the date of the board meeting documenting such steps

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. Please provide only contact information which may be made publicly available.

Business Telephone:

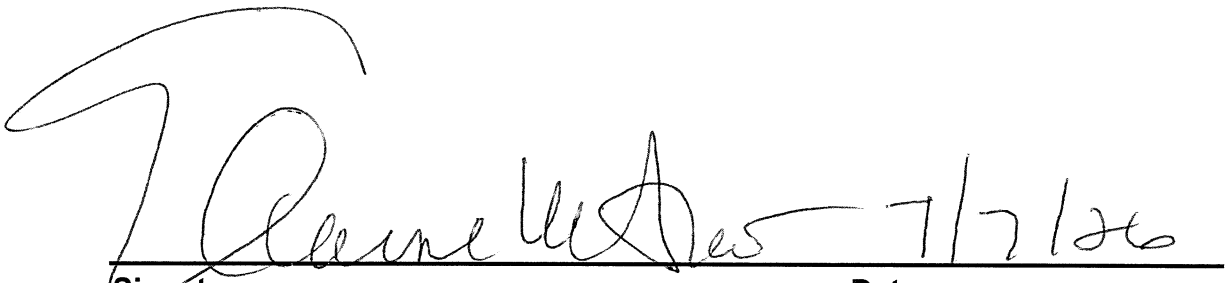
917-940-0039

Business Address:

16 W. 16th St, 7FS, NY, NY 10011

E-mail Address:

elaynemflorio@aol.com



Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2026

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:

Charter School Education Corporation:

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.) and the dates the positions were held.

Parent representative

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship and the person's position.

3. Are you related by blood, marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☑ **Yes** ☐ **No**

If **Yes**, please describe the nature of your relationship.

My son Ruben attends NYCA-CS, East Harlem.

-

4. Are you related, by blood or marriage, to any person who could financially benefit from your participation as a board member of the education corporation?

☐ **Yes** ☑ **No**

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

5. Are you a current or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management ("CMO") services, whether for-profit or not-for-profit, that contracts, or may contract, with the charter school or education corporation?

☐ **Yes** ☑ **No**

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

6. 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 and your responsibilities.

-

7. Identify each interest/transaction (and provide the requested information) that you, any of your family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the past five years or your current Board term, whichever is less, and, for new Board members serving less than one year, during the six months prior to service. If there has been no such interest or transaction, check **None**.

☑ **None**

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

-

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

If you or an immediate family member are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify 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, check **None**.

☑ **None**

Organization conducting business with the school(s) and your position if applicable	Nature of business conducted and relationship between organization and the school	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization and the nature of the interest	Steps taken to avoid conflict of interest; the date of the board meeting documenting such steps

-

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. Please provide only contact information which may be made publicly available.

Business Telephone:

917-754-7444

Business Address:

Empire State Building, 20 W 34th St., New York, NY 10001

E-mail Address:

boazaronson@gmail.com



7/7/2026

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:

Hannah Hoch

Name of Charter School Education Corporation:

NYC Autism Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ **Yes** ☑ **No**

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

5. 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.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with 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 months prior to such service. If there has been no such interest or transaction, check **None**.

☑ **None**

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

7. 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **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

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. The personal contact information provided below will be redacted.

Business Telephone:

347-644-0262

Business Address:

137-49 75th Rd, Suite 100, Flushing, NY 11367

E-mail Address:

Hh@dppofqueens.com

Home Telephone:

917-301-0019

Home Address:

137-49 75 Rd Flushing, NY 11367



6/30/2026

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Authentisign ID: CCAC9EBB-6879-F111-B337-000D3A1E5FED

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name: Carol Santiago-DeJesus

Charter School Education Corporation: NYC Autism Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.) and the dates the positions were held.

President/Chair: May 2015 - May 2025
Parent Representative (former)
Governance Committee Chair (former)

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and the person's position.

3. Are you related by blood, marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship.

Authentisign ID: CCAC9EBB-6879-F111-B337-000D3A1E5FED

-

4. Are you related, by blood or marriage, to any person who could financially benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

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

5. Are you a current or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management ("CMO") services, whether for-profit or not-for-profit, that contracts, or may contract, with the charter school or education corporation?

☐ **Yes** ☒ **No**

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

6. 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 and your responsibilities.

Authentisign ID: CCAC9EBB-6879-F111-B337-000D3A1E5FED

-

7. Identify each interest/transaction (and provide the requested information) that you, any of your family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the past five years or your current Board term, whichever is less, and, for new Board members serving less than one year, during the six months prior to service. If there has been no such interest or transaction, check **None**.

☒ **None**

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

Authentisign ID: CCAC9EBB-6879-F111-B337-000D3A1E5FED

-

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

If you or an immediate family member are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify 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, check **None**.

[X] **None**

Organization conducting business with the school(s) and your position if applicable	Nature of business conducted and relationship between organization and the school	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization and the nature of the interest	Steps taken to avoid conflict of interest; the date of the board meeting documenting such steps

Authentisign ID: CCAC9EBB-6879-F111-B337-000D3A1E5FED

-

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Business Telephone:

(646) 234-6709

Business Address:

Opus Luna LLC - 2804 Barkley Ave, Bronx, NY 10465

E-mail Address:

mom2rafael@gmail.com

AuthentiSIGN
Carol Santiago 07/06/26

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2026

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name: Ilene Lainer

Charter School Education Corporation: NYC Autism Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.) and the dates the positions were held.

2005-7 Board Chair; Committee Chair of various committees. Curr

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship and the person's position.

3. Are you related by blood, marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship.

-

4. Are you related, by blood or marriage, to any person who could financially benefit from your participation as a board member of the education corporation?

☐ **Yes** ☑ **No**

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

5. Are you a current or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management ("CMO") services, whether for-profit or not-for-profit, that contracts, or may contract, with the charter school or education corporation?

☐ **Yes** ☑ **No**

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

6. 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 and your responsibilities.

-

7. Identify each interest/transaction (and provide the requested information) that you, any of your family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the past five years or your current Board term, whichever is less, and, for new Board members serving less than one year, during the six months prior to service. If there has been no such interest or transaction, check **None**.

☒ **None**

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

-

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

If you or an immediate family member are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify 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, check **None**.

☒ **None**

Organization conducting business with the school(s) and your position if applicable	Nature of business conducted and relationship between organization and the school	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization and the nature of the interest	Steps taken to avoid conflict of interest; the date of the board meeting documenting such steps

-

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Business Telephone:

None

Business Address:

None

E-mail Address:

ilenelainer@gmail.com

Ilene Lainer

Ilene Lainer (Jul 9, 2026 00:49:11 EDT)

07/09/2026

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2026

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name: MARK SARETSKY

Charter School Education Corporation: NYC AUTISM CHARTER SCHOOLS

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.) and the dates the positions were held.

   SECRETARY

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

   ☐ **Yes** ☒ **No**

   If **Yes**, please describe the nature of your relationship and the person's position.

3. Are you related by blood, marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

   ☐ **Yes** ☒ **No**

   If **Yes**, please describe the nature of your relationship.

4. Are you related, by blood or marriage, to any person who could financially benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

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

5. Are you a current or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management ("CMO") services, whether for-profit or not-for-profit, that contracts, or may contract, with the charter school or education corporation?

☐ **Yes** ☒ **No**

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

6. 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 and your responsibilities.

7. Identify each interest/transaction (and provide the requested information) that you, any of your family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the past five years or your current Board term, whichever is less, and, for new Board members serving less than one year, during the six months prior to service. If there has been no such interest or transaction, check **None**.

☒ **None**

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

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

   If you or an immediate family member are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify 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, check **None**.

   ☒ **None**

Organization conducting business with the school(s) and your position if applicable	Nature of business conducted and relationship between organization and the school	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization and the nature of the interest	Steps taken to avoid conflict of interest; the date of the board meeting documenting such steps

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. Please provide only contact information which may be made publicly available.

Business Telephone:

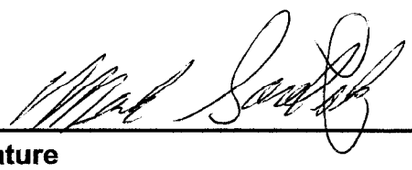
646-709-2501

Business Address:

340 EAST 64th ST. - NY NY 10065

E-mail Address:

MARKSARET NYC@GMAIL.COM



6/29/2026

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2026

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name: Naeema Livingston

Charter School Education Corporation: NYC ACS

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.) and the dates the positions were held.

Member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and the person's position.

3. Are you related by blood, marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship.

-

4. Are you related, by blood or marriage, to any person who could financially benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

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

5. Are you a current or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management ("CMO") services, whether for-profit or not-for-profit, that contracts, or may contract, with the charter school or education corporation?

☐ **Yes** ☒ **No**

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

6. 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 and your responsibilities.

-

7. Identify each interest/transaction (and provide the requested information) that you, any of your family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the past five years or your current Board term, whichever is less, and, for new Board members serving less than one year, during the six months prior to service. If there has been no such interest or transaction, check **None**.

☑ **None**

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

-

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

If you or an immediate family member are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify 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, check **None**.

☑ **None**

Organization conducting business with the school(s) and your position if applicable	Nature of business conducted and relationship between organization and the school	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization and the nature of the interest	Steps taken to avoid conflict of interest; the date of the board meeting documenting such steps

-

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Business Telephone:

646 373 3700

Business Address:

800 Westchester Ave Suite N641 Rye Brook, NY 10573

E-mail Address:

naeemalivingston@gmail.com



7/6/26

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2026

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:

Charter School Education Corporation:

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.) and the dates the positions were held. Trustee, 2016-2026; Board Chair March 2026-present

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes X No**

If **Yes**, please describe the nature of your relationship and the person's position.

3. Are you related by blood, marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes X No**

If **Yes**, please describe the nature of your relationship.

-

4. Are you related, by blood or marriage, to any person who could financially benefit from your participation as a board member of the education corporation?

☐ **Yes X No**

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

5. Are you a current or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management ("CMO") services, whether for-profit or not-for-profit, that contracts, or may contract, with the charter school or education corporation?

☐ **Yes X No**

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

6. 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 and your responsibilities.

-

7. Identify each interest/transaction (and provide the requested information) that you, any of your family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the past five years or your current Board term, whichever is less, and, for new Board members serving less than one year, during the six months prior to service. If there has been no such interest or transaction, check **None**.

None X

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) and the date of the board meeting documenting such steps**	**Name of person holding interest or engaging in transaction and relationship to you**

-

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

If you or an immediate family member are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify 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, check **None**.

None X

Organization conducting business with the school(s) and your position if applicable	Nature of business conducted and relationship between organization and the school	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization and the nature of the interest	Steps taken to avoid conflict of interest; the date of the board meeting documenting such steps

-

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Business Telephone: 917-767-1935

Business Address: 155 West 15th Street #6E; New York, NY 10011

E-mail Address: christinesandler@gmail.com

Signature Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name: Susanna Kvam Norris

Charter School Education Corporation: New York City Autism Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.) and the dates the positions were held.

Member of the Finance Committee 2024 - 2026

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and the person's position.

N/A

3. Are you related by blood, marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship.

-

4. Are you related, by blood or marriage, to any person who could financially benefit from your participation as a board member of the education corporation?

☐ **Yes** ☒ **No**

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

N/A

5. Are you a current or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management ("CMO") services, whether for-profit or not-for-profit, that contracts, or may contract, with the charter school or education corporation?

☐ **Yes** ☒ **No**

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

N/A

6. 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 and your responsibilities.

N/A

-

7. Identify each interest/transaction (and provide the requested information) that you, any of your family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the past five years or your current Board term, whichever is less, and, for new Board members serving less than one year, during the six months prior to service. If there has been no such interest or transaction, check **None**.

☒ **None**

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

-

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

If you or an immediate family member are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify 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, check **None**.

☒ **None**

Organization conducting business with the school(s) and your position if applicable	Nature of business conducted and relationship between organization and the school	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization and the nature of the interest	Steps taken to avoid conflict of interest; the date of the board meeting documenting such steps

-

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Business Telephone:

847.757.3484

Business Address:

E-mail Address:

Susannaknorris@gmail.com



Susanna Kvam Norris — 7/6/2026

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2026

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name: Jason Stock

Charter School Education Corporation: New York Autism Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.) and the dates the positions were held.

[redacted] Task Force 02/26-Present

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship and the person's position.

3. Are you related by blood, marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship.

4. Are you related, by blood or marriage, to any person who could financially benefit from your participation as a board member of the education corporation?

☐ **Yes** ☑ **No**

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

5. Are you a current or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management ("CMO") services, whether for-profit or not-for-profit, that contracts, or may contract, with the charter school or education corporation?

☐ **Yes** ☑ **No**

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

6. 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 and your responsibilities.

MANAGING DIRECTOR, THE BASEBALL CENTER NYC (FOR PROFIT)

7. Identify each interest/transaction (and provide the requested information) that you, any of your family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the past five years or your current Board term, whichever is less, and, for new Board members serving less than one year, during the six months prior to service. If there has been no such interest or transaction, check **None**.

☑ **None**

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

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

   If you or an immediate family member are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify 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, check **None**.

   ☑ **None**

Organization conducting business with the school(s) and your position if applicable	Nature of business conducted and relationship between organization and the school	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization and the nature of the interest	Steps taken to avoid conflict of interest; the date of the board meeting documenting such steps

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Business Telephone:

212-362-0344

Business Address:

202 W. 74th St. NY NY 10023

E-mail Address:

JASON@THEBASEBALLCENTER.COM

Jason D. Stock — 06/23/26

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2026

NYC AUTISM
CHARTER SCHOOLS

2025-2026 School Year Calendar (Students)

Sep-25

M	T	W	T	F	S	S
		27	28	29	30	31
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 4- First Day of School; Sept 23 & 24 - Rosh Hashanah

Oct-25

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

Oct 2 - Yom Kippur; Oct 13 - Indigenous Peoples Day/Italian Heritage Day; Oct 20 - Diwali

Nov-25

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 4 - Election Day; Nov 11 - Veteran's Day; Nov 27 & 28 - Thanksgiving

Dec-25

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 5 - EH Piano Recital; Dec 10 - BX Piano Recital; Dec 22 thru Jan 2 - Winter Recess

Jan-26

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 22 thru Jan 2 - Winter Recess; Jan 19 - MLK Day

Feb-26

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	

Feb 16 thru 20 - Midwinter Recess

Mar-26

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					

March 11 - Staff In-Service; March 20 - Eid Al-Fitr

Apr-26

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 2 thru 10 - Spring Recess

May-26

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 15 - Baseball All Star Game; May 25 - Memorial Day; May 26 - Staff In-Service; May 27 - Eid al-Adha

Jun-26

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

June 4 & 5 - Anniversary Day/Clerical Day; June 19 - Juneteenth; June 26 - Last Day of School; June 29 thru July 3 - Summer Recess

Jul-26

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 4 - Summer Recess; July 6 - First Day of Summer Session

Aug-26

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

Vacation
Special Events

NYC AUTISM CHARTER SCHOOLS

2026-2027 School Year Calendar (Students)

Sep-26						
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				

August 16 thru September 9 - Summer Recess; Sept 10 - First Day; Sept 21 - Yom Kippur

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

Oct 12 - Indigenous Peoples Day/Italian Heritage Day

Nov-26						
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	29	29
30						

Nov 3 - Staff In-Service; Nov 11 - Veteran's Day; Nov 26 & 27 - Thanksgiving

Dec-26						
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 2 - BX Piano Recial; Dec 11 - EH Piano Recital; Dec 21 thru Jan 1 - Winter Recess

Jan-27						
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 21 thru Jan 1 - Winter Recess; Jan 18 - MLK Day

Feb-27						
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

Feb 15 thru 19 - Midwinter Recess

Mar-27						
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				

March 9 - Eid Al-Fitr; March 26 - Good Friday; March 31 - Staff In Service

Apr-27						
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 22 thru 30 - Spring Recess

May-27						
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 17 - Eid al Adha; May 21 - Baseball All Star Game; May 28 & 31 - Memorial Day Weekend

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

June 10 - Anniversary Day; Last Day of School Year - June 25; June 28 thru July 2 - Summer Recess (Part 1)

Jul-27						
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 28 thru July 2 - Summer Recess (Part 1); July 5 - First Day of Summer Session

Aug-27						
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 13 - Last Day of Summer Session; August 16 - Sept 8 Summer Recess (Part 2); Sept 9 - Tentative Return to School

No School
Special Events

NYC AUTISM CHARTER SCHOOL BRONX

NYC Autism Charter School Bronx

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 8, 2026

1180 Tinton Avenue

Bronx, NY 10456

718.860.5910

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-12

Julie Fisher, Executive Director, and Erin Solomon, prepared this 2025-26 Accountability Progress Report on behalf of the charter school's Board of Trustees:

Trustee's Name	Board Position	Board Position
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Elaine Florio		Development Committee
Ashley Garrett	Vice President	Executive Committee; Development Committee (Chair); Operations Committee (Chair)
Hannah Hoch		Operations Committee
Ilene Lainer		Governance Committee (Chair)
Naeema Livingston		Operations Committee
Christine Sandler	President	Development Committee
Carol Santiago		Governance Committee
Mark Saretsky	Secretary	Finance Committee
Alysia Steinmann		Executive Committee; Finance Committee (Chair)
Jason Stock		Operations Committee
Susanna Kvam Norris		Finance Committee
Boaz Aronson		Governance Committee

Julie Fisher has served as the Executive Director (initially Co-Director) since 2008.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-12

SCHOOL OVERVIEW

The NYC Autism Charter School Bronx (NYCACS Bronx or NYCACS BX) is a comprehensive educational program that serves the needs of individuals diagnosed with severe to moderate autism. As such, NYCACS Bronx offers a low student-to-teacher ratio (1:1 in most classrooms) and utilizes a well-rounded, functional curriculum that enables a high level of individualized and differentiated instruction. Staff collect data to ensure that learning is taking place and, if not, to allow for timely and focused problem solving. In addition, family involvement is strongly encouraged with school observations (including clinic and planning meetings), home visits, and parent/caregiver training offered to all.

NYCACS Bronx was chartered by the SUNY CSI in August 2016 and opened to serve students in September 2017. The school is approved to serve (at capacity) 32 students with severe to moderate degrees of autism ages 5-16 years in an ungraded setting. The school received a full five-year charter renewal in 2022, in conjunction with its sister school, NYC Autism Charter School East Harlem. The school now operates as one of two schools under the SUNY CSI-authorized NYC Autism Charter Schools Education Corporation, along with NYCACS East Harlem, with the most recent charter extension issued through July 31, 2027. In 2025-26, NYCACS Bronx served 34 students with autism, ages 5-16.

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

The educational philosophy of NYCACS Bronx aligns with 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 inform instruction and interventions), and assumes that every student can achieve progress. This philosophy emphasizes the use of small classroom environments and optimal staff-student ratios to provide intensive, individualized instruction as prescribed by each student's Individualized Education Plan (IEP). Finally, NYCACS Bronx holds that families are an integral part of 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 Bronx curriculum aligns with and cross-walks to the New York State Learning Standards. The curriculum comprises 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 1,200 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, staff may adapt standardized curriculum materials (e.g., Everyday Mathematics, Fundations) for use with particular students. Data collection informs all decision-making. Staff develop educational goals for each student as part of the student's IEP and skill acquisition list (updated quarterly), with voluntary parental input playing an integral role in program design.

NYCACS Bronx assesses students primarily by examining the percentage of objectives mastered on each student's IEP, and through assessments designed specifically for this population and conducted annually. As per their IEP recommendations, NYCACS Bronx students do not take the statewide ELA, math, and science exams given to their typically developing age-matched peers. Instead, once they meet Grade 3 age equivalence, the school assesses them using the New York State Alternate Assessment (NYSAA) for students with severe disabilities. Consequently, most of the metrics requested in this template do not apply to our students.

The approved NYCACS Bronx Accountability Plan identifies five goals and 16 measures specifically designed to assess the school's success in meeting the needs of its students with severe to moderate degrees of autism and their families, in addition to reporting on ESSA status. Progress toward each of those goals and measures for the 2025-26 school year is set forth below.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year															
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Un-graded	Total
2023-24														32	32
2024-25														34	34
2025-26														34	34

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-12

GOAL 1: STUDENT PROGRESS IN TARGETED PROGRAMMING

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

Measure 1: 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). Data are collected on all programs that support IEP goals and objectives. Annually, a percent score will be generated by dividing the number of completed IEP objectives by the total number of objectives determined at each student's annual review. (Only includes students enrolled for at least 12 months.)

METHOD

This measure serves as an indicator of progress on skills contained within each student's Individualized Education Plan (IEP). Staff collect data on all programs that support IEP goals and objectives. Annually, staff generate a percent score 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 can demonstrate the corresponding skill at a predetermined level (e.g., 90% correct responding or better for at least two consecutive data points).

RESULTS AND EVALUATION

88%, or 23 of 26 students, mastered a minimum of 85% of their annual IEP objectives, exceeding the 75% target.

ADDITIONAL CONTEXT AND EVIDENCE

Staff base IEP objective selection on: 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. Of the three students who did not meet the 85% threshold this year, one required extensive behavioral support that significantly limited his access to instruction for much of the year, including a period of suspension from bus transportation. The team and his family have since determined that a different educational placement would better meet his needs, and he will transition once an appropriate setting has been identified. A second student made progress on most of his goals, but several proved more complex and time-intensive than anticipated, such as building tolerance for a full set of nail clippings and completing a full oral rinse as part of dental hygiene programming. His progress was further affected by an extended absence due to injury and reduced mobility upon his return. A third student had several self-care objectives in which acquisition took longer than anticipated due to their complexity and his tendency to engage in avoidant behavior specifically during self-care instruction.

Measure 2: Annually, at least 75% of students assessed using the Verbal Behavior-Milestones Assessment and Placement Program (VB-MAPP) will show an increase in score or will have reached the top score of 170 in the Milestones subtest. The VB-MAPP is a tool that is frequently used to assess young children on the autism spectrum.

METHOD

NYCACS Bronx conducts assessments twice during a student's first year of enrollment — once at the start of the year, and again at the end of the year. After a student's first year, the school conducts these assessments annually. Typically, staff conduct one of two assessments — the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP), or the Assessment of Functional Living Skills (AFLS). The former focuses primarily on assessing language, communication, and academics, and is therefore geared toward younger students and those on the more sophisticated end of the autism spectrum. The latter focuses primarily on life skills, and thus geared toward older students and those on the more profoundly affected end of the autism spectrum. Staff compare scores for each student year to year and determine whether there has been an increase that meets or surpasses the criteria set within the assessment accountability measure.

RESULTS AND EVALUATION

Thirty-three of 33, or 100% of eligible students increased annual VB-MAPP scores, surpassing the target percentage of 75%.

ADDITIONAL CONTEXT AND EVIDENCE

All students assessed using the VB-MAPP this year showed an increase in their annual assessment score, reflecting continued progress across the student body.

Measure 3: 100% of students will participate in some amount of group instruction, regardless of classroom ratio, to promote social interaction, build tolerance in areas such as sharing, waiting, and turn-taking, and develop social skills.

METHOD

Despite the 1:1 instructional ratio in most classrooms, NYCACS Bronx prioritizes group instruction in order to promote social interaction and build social tolerance and social skills. Group instruction includes circle time activities, curriculum-based lessons, turn-taking during shared leisure activities, shared chores, and more. To collect data for this measure, Clinical Supervisors tracked whether each student received group instruction during the school year using the school's data collection platform and classroom schedules.

RESULTS AND EVALUATION

In the 2025-26 school year, 34 of 34, or 100% of students participated in group instruction during the school year, meeting the goal.

ADDITIONAL CONTEXT AND EVIDENCE

Despite behavioral challenges, all NYCACS Bronx students were able to meet this measure this year. Group instruction remains an important goal for every student and NYCACS Bronx will continue to prioritize such opportunities to the greatest extent possible.

Measure 4: Annually, 100% of students will meet at least three IEP objectives focused on self-care, life skills, and/or increased independence.

METHOD

Prioritizing instruction in the areas of self-care, life skills, and independence is critical to ensure that NYCACS Bronx students develop the skills necessary to care for themselves. Examples of these IEP objectives include bathroom skills (like washing hands, brushing teeth, toileting), cleaning, walking safely in the community, dressing independently, and eating using utensils. Staff collect data on each of these IEP objectives using the same trial-by-trial data collection procedures described in Measure 1, and a student is considered to have met an objective once he or she demonstrates the corresponding skill at the criterion level specified in the IEP.

RESULTS AND EVALUATION

NYCACS Bronx met this goal for 33 of 34, or 97% of students. The goal was met by all students except one, who demonstrated significant challenging behavior this year that limited progress in this domain.

ADDITIONAL CONTEXT AND EVIDENCE

The one student who did not meet this goal experienced a significant increase in challenging behavior this year, which limited opportunities for consistent instruction in self-care and independence programming. Staff prioritized behavior stabilization for this student while continuing to work toward self-care goals as tolerated, and NYCACS Bronx will continue to focus on this domain as behavior supports take effect.

Measure 5: 100% of students who have attended NYCACS Bronx for at least two school years and who reach a pre-determined performance level in the Transition domain and/or decrease in the Barriers section of the VB-MAPP assessment will participate in some form of inclusion in a less restrictive classroom or lesson for part of the week.

METHOD

Each school year, NYCACS Bronx assesses students who have attended the school for at least two school years using the VB-MAPP assessment. Staff use performance levels in the Transition domain and/or decrease in the Barriers section of this assessment to determine which students will participate in inclusion. If a student meets the criteria, the school plans inclusion in a less restrictive environment 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

In the 2025-26 school year, none of the 19 eligible students met the pre-determined performance criteria for inclusion. As a result, this Measure was not applicable this year.

ADDITIONAL CONTEXT AND EVIDENCE

NYCACS Bronx continues to see the importance of inclusion for students on a path to a less restrictive educational setting and will continue to monitor VB-MAPP Transition and Barriers scores closely for eligible students going forward.

Measure 6: Within the current charter term, at least ten students will transition from their NYCACS classroom placement to a less restrictive educational setting outside of NYCACS.

METHOD

Across the current charter period, NYCACS Bronx 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 — successfully and for increasing amounts of time — will ultimately graduate and transition into a less restrictive educational environment full time. NYCACS Bronx maintains a running transition log noting the date of transition and receiving educational setting for each student who exits to a less restrictive placement, which staff update throughout the charter period.

RESULTS AND EVALUATION

The table below contains a line for each student who transitioned full-time to a less restrictive educational setting during the current charter period, beginning in July 2022. In the 2025-26 school year, six additional students transitioned, bringing the charter-period total to 15 students and surpassing the goal of at least ten.

Student	Date of Transition	Educational Setting
Student 1	8/12/2022	LRE - Amber Charter School
Student 2	8/11/2023	LRE - 856 @ P469X
Student 3	8/11/2023	LRE - PS 188M
Student 4	8/11/2023	LRE - The Bronx Charter School for Children
Student 5	8/11/2023	LRE – Unknown Placement
Student 6	8/11/2023	LRE - Cooke School
Student 7	8/11/2023	LRE - South Bronx Charter School for International Culture and Arts
Student 8	8/14/2024	LRE - DOE D75 12:1:1 - P188X@34
Student 9	8/14/2024	LRE - DOE D75 12:1:1 - P188X
Student 10	8/15/2025	LRE - DOE D75 12:1:1
Student 11	8/15/2025	LRE - DOE D75 12:1:1
Student 12	8/15/2025	LRE - DOE D75 12:1:1
Student 13	8/15/2025	LRE - Cardinal O'Connor School - Irvington
Student 14	8/15/2025	LRE - DOE D75 12:1:1
Student 15	8/15/2025	LRE - DOE D75 12:1:1

ADDITIONAL CONTEXT AND EVIDENCE

Most graduates from NYCACS Bronx move to a less restrictive specialized environment, such as an 8:1:1 or 12:1:1 District 75 classroom. NYCACS Bronx 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.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-12

Measure 7: Annually, 100% of students who are assessed using the Assessment of Functional Living Skills (AFLS) will demonstrate progress across each age matched section. The AFLS is a tool frequently used to assess adolescents and adults on the autism spectrum.

METHOD

Throughout the school year, NYCACS Bronx assesses all students over the age of 13[1] using the Assessment of Functional Living Skills (AFLS). The AFLS is frequently used to assess adolescents and adults on the autism spectrum. Staff assess progress based on results for each age matched section. As with the VB-MAPP process described in Measure 2, staff compare each student's current-year AFLS scores to the prior year's scores within each age-matched section to determine whether progress occurred.

RESULTS AND EVALUATION

One student was assessed using the AFLS this year and demonstrated progress across each age matched section, meeting the 100% target.

ADDITIONAL CONTEXT AND EVIDENCE

Because NYCACS Bronx serves a younger student population overall, the VB-MAPP remains the primary assessment tool for most students; the AFLS is used selectively for older or more profoundly affected students as appropriate.

SUMMARY OF GOAL 1: STUDENT PROGRESS IN TARGETED PROGRAMMING

NYCACS Bronx made progress on most outcomes in the 2025-26 school year. The details and specifics for each Measure are found above.

Measure	Outcome
1. Annually, at least 75% of students will master a minimum of 85% of the objectives (skill acquisition and behavior reduction) set forth in their IEP.	Met
2. Annually, at least 75% of students assessed using the VB-MAPP will show an increase in score or will have reached the top score of 170 in the Milestones subtest.	Met
3. 100% of students will participate in some amount of group instruction, regardless of classroom ratio.	Met
4. Annually, 100% of students will meet at least three IEP objectives focused on self-care, life skills, and/or increased independence.	Not Met

[1] The AFLS can also be used for younger students if their profile make this assessment tool more functional.

Measure	Outcome
5. 100% of students who have attended NYCACS Bronx for at least two school years and who reach a pre-determined performance level in the Transition domain and/or decrease in the Barriers section of the VB-MAPP will participate in some form of inclusion.	Not Applicable
6. Within the current charter term, at least ten students will transition from their NYCACS classroom placement to a less restrictive educational setting outside of NYCACS.	Met
7. Annually, 100% of students assessed using the AFLS will demonstrate progress across each age matched section.	Met

ACTION PLAN

NYCACS Bronx met five of six applicable Measures in this goal area during the 2025-26 school year. Measure 4 was not met due to one student whose significant challenging behavior this year limited progress toward self-care and independence objectives; staff will continue to target this area of programming for him going forward. Measure 5 was not applicable this year because no students reached the VB-MAPP Transition/Barriers readiness criteria. NYCACS Bronx will continue to monitor eligible students' scores closely.

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: Annually, 100% of students who have had any type of formal behavior reduction in place (formal Baseline, Probe, or Behavior Intervention Plan) to address challenging behavior for at least six months will show a reduction in challenging behavior—in terms of frequency, magnitude, or both. Data will be collected on all formal behavior reduction efforts daily. Progress will be defined as movement in the desired direction from the start of the current school year to the end of the current school year. Progress will be assessed across every formal behavior reduction effort, even if more than one is associated with an individual student.

METHOD

NYCACS Bronx collects student Behavior Intervention Plan (BIP) 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

NYCACS Bronx tracks challenging behavior reduction for all students who have one or more formal Behavior Intervention Plans (BIPs) in place for at least six months. At NYCACS Bronx in the 2025-26 school year, there were 28 such students. Of these, 21, or 75%, demonstrated a reduction from previous and/or baseline measures, falling short of the 100% target.

ADDITIONAL CONTEXT AND EVIDENCE

Seven students did not show improvement despite a variety of strategies implemented to decrease behavior. This was likely due to a variety of reasons including changes in instructional demands, medication updates, attendance variability, and dental or medical issues affecting behavioral presentation. Many NYCACS Bronx students exhibit different forms of challenging behavior at different times during their enrollment as a result of their diagnosis. NYCACS Bronx will continue to look at how it reports on these data, given the critical nature of this area of programming.

Measure 2: For those students without formal behavior reduction planning, students will maintain an average classroom engagement score of at least 85% or show a 30% increase from initial engagement score to final engagement score. Examples of student engagement include: on task behavior, active learning, independence during leisure skills, and lower rates of stereotypy and maladaptive behavior(s).

METHOD

For students without BIPs, NYCACS Bronx assesses progress in student engagement. NYCACS Bronx aims for an average classroom engagement score of at least 85% or a 30% increase from initial engagement score to final score. Staff assess student engagement using a student engagement tool developed internally. It allows Clinical Directors to score engagement using 30-second momentary time sampling (i.e., not engaged, engaged, or instructional) during a 60-minute observation period. The number of engaged and instructional scores are then added up and divided by the total number of intervals to yield a percentage score.

RESULTS AND EVALUATION

Of the five students without BIPs who were assessed in the 2025-26 school year, five, or 100%, maintained an average score of 85% or showed a 30% improvement, meeting the goal.

ADDITIONAL CONTEXT AND EVIDENCE

As stated above, reducing levels of challenging behavior and teaching adaptive alternatives is a key aspect of instruction at NYCACS. Staff are constantly working to ensure that students have access to all of the environments, activities, and opportunities they need and deserve. The presence of behavior challenges can limit that access.

SUMMARY OF GOAL 2: PROGRESS TOWARD REDUCTION OF CHALLENGING BEHAVIOR

Measure	Outcome
1. Annually, 100% of students who have had a formal behavior reduction plan in place for at least six months will show a reduction in challenging behavior.	Not Met
2. For those students without formal behavior reduction planning, students will maintain an average classroom engagement score of at least 85% or show a 30% increase.	Met

ACTION PLAN

NYCACS Bronx met one of two Measures in this goal area during the 2025-26 school year. 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 of co-morbid conditions, means that challenging behavior can appear suddenly or change in magnitude and topography at different points. NYCACS Bronx will continue to explore new ways to address behavior challenges that are safe and effective for students and staff.

GOAL 3: ASSESSMENT OF HUMAN RIGHTS COMMITTEE

GOAL 3: NYC Autism Schools will continually respect and advocate for the human rights of each individual student.

Measure 1: A Human Rights Committee comprised of outside experts (e.g., attorney, medical practitioner, autism specialist, special educator, psychologist) as well as internal representatives from both schools, will meet two times per year and judge NYCACS programs and procedures as respecting the human rights of each individual student, evidenced by positive responses to at least 80% of assessment items for each Behavior Intervention Plan reviewed. Any negative responses will be followed by immediate and documented modifications.

METHOD

In a typical school year, NYCACS Bronx convenes a Human Rights Committee (HRC) two times per year. This committee consists of individuals from a variety of fields. Over the year, the HRC reviews all Behavior Intervention Plans (BIPs) with any type of restrictive component. For each, staff provide a history of challenging behavior, as well as results from assessments, baseline data, and a rationale for the current BIP. HRC members have the opportunity to discuss and seek clarification on any aspects of the plan. NYCACS tallies committee members' "yes" responses and divides them by the total number of questions to determine a percentage of positive responses.

RESULTS AND EVALUATION

In the 2025-26 school year, the HRC reviewed three BIPs, assessed on a combined total of 21 items. All three BIPs received positive responses to at least 80% of assessment items (ranging from 86% to 100%), meeting the goal for every plan reviewed.

ADDITIONAL CONTEXT AND EVIDENCE

The purpose of the Human Rights Committee is to ensure that NYCACS Bronx respects the rights of students who, in many cases, are unable to advocate for themselves. This year's results reflect NYCACS Bronx's continued focus on training and BIP documentation.

Measure 2: Evidence of parental consent will be demonstrated for 100% of Behavior Intervention Plans reviewed.

METHOD

In a typical school year, NYCACS Bronx convenes a Human Rights Committee (HRC) two times per year. It consists of individuals from a variety of fields. Over the year, the HRC reviews all BIPs with any restrictive component. NYCACS divides the number of yes responses to the question, “Is there evidence of parental consent?” by the total number of plans reviewed to determine a percentage of plans with parental consent.

RESULTS AND EVALUATION

Parental consent was provided for all three, or 100%, of BIPs reviewed in the 2025-26 school year, meeting the goal.

ADDITIONAL CONTEXT AND EVIDENCE

See “Additional Context and Evidence” section from Measure 1 above.

SUMMARY OF GOAL 3: ASSESSMENT OF HUMAN RIGHTS COMMITTEE

Measure	Outcome
1. A Human Rights Committee will meet two times per year and judge NYCACS programs and procedures as respecting the human rights of each individual student, evidenced by positive responses to at least 80% of assessment items for each BIP reviewed.	Met
2. Evidence of parental consent will be demonstrated for 100% of Behavior Intervention Plans reviewed.	Met

ACTION PLAN

NYCACS Bronx met both Measures in this goal area during the 2025-26 school year. The school's primary focus remains on using antecedent management strategies whenever possible to minimize the occurrence of challenging behavior. 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, continues to ensure students are protected.

GOAL 4: PARENT ENGAGEMENT AND SATISFACTION

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

Measure 1: Annually, 85% of parents/guardians will participate in a minimum of four hours of individualized parent training focused on school, home, and/or community learning.

METHOD

The NYCACS Bronx 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 NYCACS Bronx takes no action against parents, or children of parents, who do not choose to participate, the school has established a variety of initiatives and activities to engage parents in training focused on school, home and/or community, and staff log participation hours for these activities.

RESULTS AND EVALUATION

NYCACS Bronx tracks the number of clinic/school observation hours, the number of home consultation hours, and the total number of hours of these activities for each student. Thirty-four of 34—or 100%—of parents/guardians obtained at least four hours of training. The average number of parent engagement hours across the 34 families was 8.83, far exceeding the goal of four.

ADDITIONAL CONTEXT AND EVIDENCE

Staff maintain minutes of all clinic sessions, home consultation visits, and annual planning meetings in each student's file and attest to the quality and value of these activities, all aimed at helping parents and family members gain a broader understanding of autism-related issues, how best to address them, and how to prepare for their child's life ahead.

Measure 2: Annually, 85% of parents/guardians who complete the NYCACS Program Effectiveness Survey will rate the school's education program as effective.

METHOD

Annually, NYCACS Bronx conducts an internally designed NYCACS Program Effectiveness Survey to determine parent satisfaction with the school. The survey consists of statements applicable to NYCACS, scored using a Likert five-point scale, ranging from strongly disagree to strongly agree. NYCACS distributes the survey anonymously using the Qualtrics platform, and makes it available in both English and Spanish.

RESULTS AND EVALUATION

Of the parents/guardians who responded, 100% selected either Strongly Agree (20) or Somewhat Agree (2) in response to the statement "Overall, the school program is effective," exceeding the 85% target.

ADDITIONAL CONTEXT AND EVIDENCE

Open-ended responses reinforced the quantitative result. Families frequently identified individualized instruction, communication, staff care, and structured, structured programming as strengths. Respondents also described student progress in communication, self-regulation, toileting, and social skills.

Measure 3: After every instruction focused visit at school, home, or in the community across the year, at least 85% of parents/guardians will indicate overall satisfaction with the quality of education provided to their child, using an internally created survey that is administered to families.

METHOD

Staff ask parents/guardians to complete an NYCACS Observation Form immediately following a visit or training session at school or in the community. Questions appear 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. The yes/no question utilized for this measure is: "Are you satisfied with the quality of education observed during your visit?"

RESULTS AND EVALUATION

Across the 32 families who completed post-visit surveys, representing 82 instruction-focused visits, 82 of 82 visits (100%) were rated with overall satisfaction, surpassing the goal of 85%.

ADDITIONAL CONTEXT AND EVIDENCE

The observation forms are valuable in providing immediate feedback following instruction-focused visits/training sessions. Results are sent directly to the Head of School so that each parent/caregiver can be as comfortable as possible sharing both positive and critical feedback about their child's classroom

staff and programming. The Head of School will continue to ensure that any concerns are promptly considered and addressed.

SUMMARY OF GOAL 4: PARENT ENGAGEMENT AND SATISFACTION

Measure	Outcome
1. Annually, 85% of parents/guardians will participate in a minimum of four hours of individualized parent training.	Met
2. Annually, 85% of parents/guardians who complete the NYCACS Program Effectiveness Survey will rate the school's education program as effective.	Met
3. After every instruction focused visit, at least 85% of parents/guardians will indicate overall satisfaction with the quality of education provided.	Met

ACTION PLAN

NYCACS Bronx met all three Measures in this goal area during the 2025-26 school year, demonstrating high levels of parent engagement and satisfaction. The school will continue to use family feedback to strengthen individualized training and communication.

GOAL 5: STAFF PROFICIENCY AND SATISFACTION

GOAL 5: NYCACS Teachers and Instructors will demonstrate increased proficiency with instruction delivery and data-based decision making.

Measure 1: Annually, 90% of staff evaluated for the same role at mid-year and end-of-year will show gains of at least .25 in their final evaluation summary score from one performance review to the next. A detailed performance evaluation rubric is conducted with every staff member that encompasses all areas of instruction (e.g., discrete trial instruction).

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 performance evaluation and then comprehensive end-of-year performance evaluations annually from that point on, with additional mid-year evaluations conducted for certain roles. Evaluators complete a standardized performance evaluation rubric for each staff member and record scores in the school's staff evaluation system.

RESULTS AND EVALUATION

Of the 16 staff evaluated for the same role at both mid-year and end-of-year, 11, or 69%, showed gains of at least .25 in their final evaluation summary score, falling short of the 90% target.

ADDITIONAL CONTEXT AND EVIDENCE

Staffing turnover affected both the size of the comparison group and the results themselves. Departures, late hires, and role changes narrowed the group evaluated at both mid-year and end-of-year to 16 staff; of those, five did not demonstrate the expected .25 gain — two improved but fell short of the threshold, and three saw scores decrease. There were two likely contributing factors: 1) mid-year departures across roles couldn't be consistently backfilled with outside hires, so supervisors had to step in and provide direct instruction themselves, reducing their coaching capacity; and 2) evaluators differed by checkpoint - Clinical Supervisors/Senior Head Teachers conducted mid-year evaluations, Head of School/Clinical Director conducted end-of-year evaluations – potentially leading to scoring variance. NYCACS Bronx will work to reduce mid-year attrition, standardize the evaluation process across both checkpoints, and continue targeted training and supervision support for staff below the expected gain.

Measure 2: Annually, staff who receive monthly data reviews will score an average of 80% accuracy on all reviews conducted across the year. Data reviews are conducted by Head Teachers and Lead Instructors and involve a monthly review of every skill acquisition and behavior reduction program in place for every student. The review looks at whether or not a sufficient amount of data have been collected and whether or not the staff responsible for a particular program made good decisions to ensure ongoing progress (e.g., making changes if a skill is not moving in the desired direction).

METHOD

Monthly data reviews allow supervisors to assess skill acquisition and behavior reduction for every student under their purview. During this process, they are also able to investigate if sufficient data have been collected, as well as ensure that staff use these data to inform instruction and programming moving forward. It involves a review of graphs corresponding to each skill acquisition program housed in every student's folder on the school's electronic data collection platform.

RESULTS AND EVALUATION

Across monthly data reviews, NYCACS Bronx strives for all instructors to receive at least an 80% aggregate accuracy score. In the 2025-26 school year, 9 of 23 staff, or 39%, received an individual score of at least 80%. While the individual accuracy goal was not met for 14 staff members, staff had an average accuracy score of 75% when aggregated.

ADDITIONAL CONTEXT AND EVIDENCE

Staffing shortages during the year limited supervisors' ability to provide the level of direct coaching and supervision that would typically support higher data review accuracy. NYCACS Bronx will continue to give significant support to staff below the 80% threshold to build their understanding of data collection and use of the platform.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-12

SUMMARY OF GOAL 5: STAFF PROFICIENCY AND SATISFACTION

Measure	Outcome
1. Annually, 90% of staff evaluated for the same role at mid-year and end-of-year will show gains of at least .25 in their final evaluation summary score.	Not Met
2. Annually, staff who receive monthly data reviews will score an average of 80% accuracy on all reviews conducted across the year.	Not Met

ACTION PLAN

NYCACS Bronx did not meet either Measure in this goal area during the 2025-26 school year. Staffing shortages and departures across the year appear to have been a significant contributing factor, limiting the amount of direct coaching and supervision available. NYCACS Bronx will work to stabilize staffing and provide targeted training and supervision support to staff below the relevant thresholds in the 2026-27 school year. Additionally, NYCACS will work to ensure staff use a single, consistent evaluation tool and process across mid-year and end-of-year reviews in the 2026-2027 school year to allow for a more reliable direct comparison.

2025-26 ACCOUNTABILITY PLAN PROGRESS REPORT: K-12

GOAL 7: ESSA

ESSA Measure 1

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.

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 Every Student Succeeds Act ("ESSA") accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system. More information on assigned accountability designations and context can be found here.

Schools can find their 2025-26 Preliminary Accountability Status in the Information and Reporting Services Portal (IRSP), in the download titled "2025-26 Preliminary Accountability Determinations ROS". All schools, including schools in their first year of operating, should have a 2025-26 Preliminary Accountability Status by the time this report is being compiled.

Accountability Status by Year

Year	Status
2023-24	Local Support and Improvement+
2024-25	Local Support and Improvement+
2025-26	Local Support and Improvement+

Additional Context and Evidence

NYCACS Bronx has been designated Local Support and Improvement+ since 2023-24. The school's 2025-26 status remains unchanged from the prior school year.

NYC AUTISM CHARTER SCHOOLS

NEW YORK, NEW YORK

AUDITED FINANCIAL STATEMENTS

OTHER FINANCIAL INFORMATION

REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS

AND

INDEPENDENT AUDITOR'S REPORTS

JUNE 30, 2026
(With Comparative Totals for 2025)

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INDEPENDENT AUDITOR'S REPORT

Board of Trustees
NYC Autism Charter Schools

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of NYC Autism Charter Schools, which comprise the statement of financial position as of June 30, 2026, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of NYC Autism Charter Schools as of June 30, 2026, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of NYC Autism Charter Schools and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

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

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about NYC Autism Charter Schools' ability to continue as a going concern for one year after the date that the financial statements are available to be issued.

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Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of NYC Autism Charter Schools' internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about NYC Autism Charter Schools' ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control–related matters that we identified during the audit.

Report on Summarized Comparative Information

We have previously audited NYC Autism Charter Schools' June 30, 2025 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 22, 2025. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2025 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 19, 2026 on our consideration of NYC Autism Charter Schools' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering NYC Autism Charter Schools' internal control over financial reporting and compliance.

Mengel, Metzger, Barr & Co. LLP

Fairport, New York
October 19, 2026

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NYC AUTISM CHARTER SCHOOLS

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2026
(With Comparative Totals for 2025)

ASSETS	June 30, 2026	June 30, 2025
CURRENT ASSETS		
Cash	$ 1,276,209	$ 1,337,370
Investments	6,063,082	5,222,244
Grants and contracts receivable	18,365	36,331
Current portion of contribution receivable	50,000	50,000
Prepaid expenses	789	-
TOTAL CURRENT ASSETS	7,408,445	6,645,945
PROPERTY AND EQUIPMENT, net	293,866	240,141
OTHER ASSETS		
Cash in escrow	163,363	157,677
Contribution receivable	-	50,000
Deferred compensation	89,819	53,722
	253,182	261,399
TOTAL ASSETS	$ 7,955,493	$ 7,147,485
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable and accrued expenses	$ 561,791	$ 524,482
TOTAL CURRENT LIABILITIES	561,791	524,482
OTHER LIABILITIES		
Deferred compensation	89,819	53,722
TOTAL LIABILITIES	651,610	578,204
NET ASSETS		
Without donor restrictions	7,169,945	6,337,710
With donor restrictions	133,938	231,571
TOTAL NET ASSETS	7,303,883	6,569,281
TOTAL LIABILITIES AND NET ASSETS	$ 7,955,493	$ 7,147,485

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

NYC AUTISM CHARTER SCHOOLS

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

YEAR ENDED JUNE 30, 2026
(With Comparative Totals for 2025)

	Year ended June 30,			
	2026			2025
	Without donor restrictions	With donor restrictions	Total	Total
Revenue, gains and other support:				
Public school district:				
Students with disabilities	$ 8,172,262	$ -	$ 8,172,262	$ 8,014,092
Grants and contracts:				
State and local	30,000	-	30,000	30,000
Federal - Title and IDEA	63,936	-	63,936	54,314
Federal - other	3,256	-	3,256	-
In-kind - contributed rent	2,451,679	-	2,451,679	2,404,228
In-kind contribution of property and equipment	61,700	-	61,700	-
TOTAL REVENUE, GAINS, AND OTHER SUPPORT	10,782,833	-	10,782,833	10,502,634
Expenses:				
Program services:				
Special education	9,687,089	-	9,687,089	9,134,667
Management and general	1,807,158	-	1,807,158	1,658,855
Fundraising and special events	85,898	-	85,898	85,572
TOTAL OPERATING EXPENSES	11,580,145	-	11,580,145	10,879,094
DEFICIT FROM SCHOOL OPERATIONS	(797,312)	-	(797,312)	(376,460)
Support and other revenue:				
Contributions:				
Foundations	-	75,000	75,000	292,000
Individuals	171,467	-	171,467	132,710
Investment income	190,117	-	190,117	228,388
Employee Retention Credit	1,095,330	-	1,095,330	-
Miscellaneous income	-	-	-	2,500
Net assets released from restriction	172,633	(172,633)	-	-
TOTAL SUPPORT AND OTHER REVENUE	1,629,547	(97,633)	1,531,914	655,598
CHANGE IN NET ASSETS	832,235	(97,633)	734,602	279,138
Net assets at beginning of year	6,337,710	231,571	6,569,281	6,290,143
NET ASSETS AT END OF YEAR	$ 7,169,945	$ 133,938	$ 7,303,883	$ 6,569,281

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

NYC AUTISM CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2026
(With Comparative Totals for 2025)

		Year ended June 30,					
		2026					2025
		Program Services	Supporting Services				
	No. of Positions	Special Education	Management and General	Fundraising and Special Events	Sub-total	Total	Total
Personnel services costs:							
Administrative staff personnel	7	$ 170,305	$ 986,689	$ 64,837	$ 1,051,526	$ 1,221,831	$ 1,090,826
Instructional personnel	69	4,846,849	-	-	-	4,846,849	4,568,927
Total salaries and staff	76	5,017,154	986,689	64,837	1,051,526	6,068,680	5,659,753
Fringe benefits and payroll taxes		1,388,903	167,990	14,968	182,958	1,571,861	1,427,378
Retirement		107,142	27,880	-	27,880	135,022	112,381
Legal fees		-	49,569	-	49,569	49,569	27,352
Accounting and auditing services		-	36,359	-	36,359	36,359	31,201
Other professional and consulting services		405,015	127,386	1,855	129,241	534,256	544,904
In-kind - contributed rent		2,206,511	245,168	-	245,168	2,451,679	2,404,228
Repairs and maintenance		18,320	4,580	-	4,580	22,900	12,265
Insurance		62,611	15,652	-	15,652	78,263	70,897
Utilities		-	3,475	-	3,475	3,475	5,106
Supplies and materials		141,376	10,376	-	10,376	151,752	133,038
Equipment and furnishings		12,843	9,423	-	9,423	22,266	20,288
Staff development		36,416	21,589	2,923	24,512	60,928	41,315
Marketing and recruiting		-	16,855	-	16,855	16,855	26,738
Technology services		-	12,451	-	12,451	12,451	11,612
Student services		70,102	7,243	-	7,243	77,345	76,207
Office expenses		105,557	49,780	1,315	51,095	156,652	155,234
Depreciation and amortization		107,834	11,982	-	11,982	119,816	108,835
Other		7,305	2,711	-	2,711	10,016	10,362
		$ 9,687,089	$ 1,807,158	$ 85,898	$ 1,893,056	$ 11,580,145	$ 10,879,094

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

NYC AUTISM CHARTER SCHOOLS

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2026
(With Comparative Totals for 2025)

	Year ended June 30, 2026	Year ended June 30, 2025
CASH FLOWS - OPERATING ACTIVITIES		
Change in net assets	$ 734,602	$ 279,138
Adjustments to reconcile change in net assets to net cash provided from operating activities:		
Depreciation and amortization	119,816	108,835
Realized and unrealized loss (gain) on investments	3,507	(28)
In-kind contribution of property and equipment	(61,700)	-
Changes in certain assets and liabilities affecting operations:		
Grants and contracts receivable	17,966	48,736
Contribution receivable	50,000	(100,000)
Prepaid expenses	(789)	-
Accounts payable and accrued expenses	37,309	48,877
NET CASH PROVIDED FROM OPERATING ACTIVITIES	900,711	385,558
CASH FLOWS - INVESTING ACTIVITIES		
Purchases of property and equipment	(111,841)	(107,529)
Proceeds from maturity of investments	4,700,000	5,425,000
Purchase of investments	(5,544,345)	(5,641,221)
NET CASH USED FOR INVESTING ACTIVITIES	(956,186)	(323,750)
NET (DECREASE) INCREASE IN CASH AND RESTRICTED CASH	(55,475)	61,808
Cash and restricted cash at beginning of year	1,495,047	1,433,239
CASH AND RESTRICTED CASH AT END OF YEAR	$ 1,439,572	$ 1,495,047
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION		
Reconciliation of cash and restricted cash reported within the statement of financial position that sum to the total amounts shown in the statement of cash flows:		
Cash	$ 1,276,209	$ 1,337,370
Cash in escrow	163,363	157,677
Total cash and restricted cash shown in the statement of cash flows	$ 1,439,572	$ 1,495,047
NON-CASH OPERATING ACTIVITIES		
In-kind - contributed rent	$ 2,451,679	$ 2,404,228
NON-CASH OPERATING AND INVESTING ACTIVITIES		
In-kind contribution of property and equipment	$ 61,700	$ -

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

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The Charter School

New York Center for Autism Charter School ("East Harlem School") is an education corporation formed in 2005 to operate a charter school located in the City of New York, borough of Manhattan. In July 2005, the Board of Regents of the University of the State of New York (the "Board"), for and on behalf of the State Education Department, granted a provisional charter valid for a term of five years and renewable upon expiration.

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

Effective July 1, 2017, East Harlem School and the Bronx School merged under one Education Corporation with the Bronx School Employer Identification Number, and the combined entity is known as NYC Autism Charter Schools (the "Charter School"). On June 28, 2022, the Board granted the Charter School a renewal for both charters valid for a term of five years through July 31, 2027.

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

Basis of accounting

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

Classification of net assets

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

The assets, liabilities, activities and net assets are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions

Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions. The Board of Trustees has discretionary control to use these in carrying on operations in accordance with the guidelines established by the Charter School.

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

Net Assets With Donor Restrictions

Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both. The Charter School had $133,938 and $231,571 of net assets with donor restrictions at June 30, 2026 and 2025, respectively.

Revenue and support recognition

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

The Charter School records substantially all revenues over time as follows:

Public school district revenue

The Charter School recognizes revenue as educational programming is provided to students throughout the year. The Charter School earns public school district revenue based on the approved per pupil tuition rate of the public school district in which the pupil resides. The amount received each year from the resident district is the product of the approved per pupil tuition rate and the full-time equivalent student enrollment of the Charter School. Each NYS school district has a fixed per pupil tuition rate which is calculated annually by NYSED in accordance with NYS Education Law. Amounts are billed in advance every other month and payments are typically received in six installments during the year. At the end of each school year, a reconciliation of actual enrollment to billed enrollment is performed and any additional amounts due or excess funds received are agreed upon between the Charter School and the district(s) and are paid or recouped. Additional funding is available for students requiring special education services. The amount of additional funding is dependent upon the length of time and types of services provided by the Charter School to each student, subject to a maximum amount based upon a set rate for each district as calculated by NYSED. There were no contract balances at June 30, 2026. Contract balances at June 30, 2025 amounted to $27,677. There were no contract balances at June 30, 2024.

Contributions

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

Contributions and unconditional promises to give are recorded as revenue in the appropriate class of net assets depending on the existence of any donor restrictions. A contribution that is received and expended in the same period for a specific purpose is classified as revenue without donor restrictions.

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

Contributions are recorded as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities and changes in net assets as net assets released from restrictions.

Grant revenue

Some of the Charter School's revenue is derived from cost-reimbursable federal and state contracts and grants, which are conditioned upon certain performance requirements and/or the incurrence of allowable qualifying expenses. Amounts received are recognized as revenue when the Charter School has incurred expenditures in compliance with specific contract or grant provisions. Certain grants are subject to audit and retroactive adjustments by its funders. Any changes resulting from these audits are recognized in the year they become known. Qualifying expenditures that have been incurred but are yet to be reimbursed are reported as grants and contracts receivable in the accompanying statement of financial position. There were no amounts received prior to incurring qualifying expenditures, which would be reported as deferred revenue in the accompanying statement of financial position at June 30, 2026 and 2025. Qualifying expenditures that have been incurred but are yet to be reimbursed are reported as grants receivable in the accompanying statement of financial position.

Cash

Cash balances are maintained at financial institutions located in New York and are insured by the Federal Deposit Insurance Corporation up to $250,000 at each institution. In the normal course of business, the cash account balances at any given time may exceed insured limits. However, the Charter School has not experienced any losses in such accounts and does not believe it is exposed to significant risk in cash.

Cash in escrow

The Charter School maintains cash in an escrow account in accordance with the terms of its charter agreement. The amount in escrow was $163,363 and $157,677 at June 30, 2026 and 2025, respectively. The agreement requires a balance be maintained to fund any audit and legal expense should the Charter School cease operations and dissolve.

Grants and contracts receivable and allowance for credit losses

At each fiscal year end, the Charter School evaluates the need for an expected allowance for credit losses for all outstanding balances that fall under ASU 2014-09. As necessary, the allowance for credit losses is updated at fiscal year end to reflect any changes in credit risk since the receivable was initially recorded. The allowance for credit losses is calculated on a pooled basis where similar risk characteristics exist.

The Charter School uses historical loss data as a starting point to estimate expected credit losses, given consistent revenue sources since its inception. There were no write-offs for the years ended June 30, 2026 and 2025.

Investments

Investments consist of cash equivalents and certificates of deposit with maturities of less than twelve months and are measured at fair value. Investment income is recorded as revenue in the period earned.

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

Contribution receivable

Contribution receivable represents unconditional promises to give. Those that are expected to be collected within one year are recorded at their net realizable value. No discount was deemed necessary to present the estimated future collections at their present value for amounts expected to be received in subsequent years. There was no allowance for uncollectible contribution receivable necessary at June 30, 2026 or 2025.

Property and equipment

Property and equipment are recorded at cost. Depreciation and amortization are computed using the straight-line method on a basis considered adequate to depreciate the assets over their estimated useful lives, which range from three to five years. Leasehold improvements are capitalized at cost and amortized over the lesser of the term of the lease or the estimated useful life of the improvement.

Major renewals and betterments are capitalized, while repairs and maintenance are charged to operations as incurred. Upon sale or retirement, the related cost and allowances for depreciation or amortization are removed from the accounts and the related gain or loss is reflected in operations.

Contributed services

The Charter School receives contributed services from volunteers to develop its academic program and to serve on the Board of Trustees. These services are not valued in the financial statements because they do not require "specialized skills" and would typically not be purchased if they were not contributed. In addition, the Charter School received donated transportation services and a nurse from the local district. The Charter School was unable to determine a value for these services.

Tax exempt status

The Charter School is a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code and applicable state regulations and, accordingly, is exempt from federal and state taxes on income.

The Charter School files Form 990 tax returns in the U.S. federal jurisdiction. The Charter School's current and prior three years tax returns remain subject to review by taxing authorities. Management of the Charter School believes they have no material uncertain tax positions and, accordingly, they have not recognized any liability for unrecognized tax benefits.

Marketing costs

The Charter School expenses marketing costs as they are incurred. Total marketing and recruiting costs approximated $17,000 and $27,000 for the years ended June 30, 2026 and 2025, respectively.

Use of estimates in the preparation of financial statements

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

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

Comparatives for year ended June 30, 2025

The financial statements include certain prior year summarized comparative information in total but not by net asset class or functional classification. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Charter School's financial statements for the year ended June 30, 2025, from which the summarized information was derived.

Subsequent events

The Charter School has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 19, 2026, which is the date the financial statements are available to be issued. See Note M.

NOTE B: LIQUIDITY AND AVAILABILITY

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

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

In addition to financial assets available to meet general expenditures over the next 12 months, the Charter School operates with a balanced budget and anticipates collecting sufficient revenue to cover general expenditures not covered by donor-restricted resources. Refer to the statement of cash flows which identifies the sources and uses of the Charter School's cash.

Financial assets available for general expenditures, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprise the following at June 30, 2026 and 2025:

	June 30,	
	2026	2025
Cash	$ 1,276,209	$ 1,337,370
Investments	6,063,082	5,222,244
Grants and contracts receivable	18,365	36,331
Current portion of contribution receivable	50,000	50,000
Total financial assets available within one year	7,357,656	6,595,945
Less:		
Amounts unavailable for general expenditures within one year due to:		
Restricted by donors with purpose restrictions	(83,938)	(131,571)
Total financial assets available to management for general expenditures within one year	$ 7,273,718	$ 6,464,374

NOTE C: INVESTMENTS

Investments at market value consisted of the following:

	June 30, 2026	June 30, 2025
Certificates of deposit	$ 5,176,519	$ 4,500,000
Cash	886,563	722,244
Total assets at fair value	$ 6,063,082	$ 5,222,244

NOTE D: FAIR VALUE MEASUREMENTS

Accounting principles generally accepted in the United States of America establishes a framework for measuring fair value. That framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). The three levels of the fair value hierarchy are described below:

Level 1: Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets.

Level 2: Inputs to the valuation methodology include:

- Quoted prices for similar assets or liabilities in active markets;
- Quoted prices for identical or similar assets or liabilities in inactive markets;
- Inputs other than quoted prices that are observable for the asset or liability;
- Inputs that are derived principally from or corroborated by observable market data by correlation or other means.

If the asset or liability has a specified (contractual) term, the Level 2 input must be observable for substantially the full term of the asset or liability.

Level 3: Inputs to the valuation methodology are unobservable and significant to the fair value measurement. The asset's or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs.

Following is a description of the valuation methodologies used for assets measured at fair value. There have been no changes in the methodologies used at June 30, 2026 and 2025.

Certificates of Deposit: Valued at the daily average yields and other observable inputs.

NOTE D: FAIR VALUE MEASUREMENTS, Cont'd

The preceding methods described may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair values. Furthermore, while the Charter School believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

The following table sets forth by level, within the fair value hierarchy, the Charter School's assets at fair value as of June 30, 2026 and 2025:

	Level 1	Level 2	Level 3	Total
June 30, 2026				
Certificates of deposit	$ -	$ 5,176,519	$ -	$ 5,176,519
Cash (at cost) *	-	-	-	886,563
Total assets at fair value	$ -	$ 5,176,519	$ -	$ 6,063,082
June 30, 2025				
Certificates of deposit	$ -	$ 4,500,000	$ -	$ 4,500,000
Cash (at cost) *	-	-	-	722,244
Total assets at fair value	$ -	$ 4,500,000	$ -	$ 5,222,244

* Investments as of June 30, 2026 and 2025 include cash in the amount of $886,563 and $722,244, respectively, intended for investment purposes.

NOTE E: PROPERTY AND EQUIPMENT

Property and equipment consist of the following:

	June 30, 2026	June 30, 2025
Equipment, furniture and fixtures	$ 713,512	$ 643,208
Computer equipment	152,076	199,006
Leasehold improvements	1,236,975	1,144,151
	2,102,563	1,986,365
Less accumulated depreciation and amortization	1,808,697	1,746,224
	$ 293,866	$ 240,141

NOTE F: NET ASSETS

Net assets with donor restrictions are as follows:

	June 30, 2026	June 30, 2025
Subject to expenditure for a specified purpose:		
Extended school-year program	$ 75,000	$ 75,000
Transition program	8,938	8,938
Consultant program	-	47,633
	83,938	131,571
Subject to passage of time:		
Foundation contribution	50,000	100,000
	$ 133,938	$ 231,571

Net assets without donor restrictions are as follows:

	June 30, 2026	June 30, 2025
Undesignated	$ 6,876,079	$ 6,097,569
Invested in property and equipment	293,866	240,141
	$ 7,169,945	$ 6,337,710

NOTE G: SCHOOL FACILITY – GIFTS IN-KIND

East Harlem School has a Facility Shared Use Agreement (the "Facility Agreement") with the NYCDOE for dedicated and shared space at P.S. 50, a New York City public school located at 433 East 100th Street, New York, New York at a cost of $1 per year. The total square footage utilized by East Harlem School during the years ended June 30, 2026 and 2025 amounted to approximately 8,200 square feet. East Harlem School will continue to operate under the terms of the Facility Agreement unless either party terminates the Facility Agreement with appropriate notice. In addition, East Harlem School continues to be responsible for any overtime-related costs for services provided beyond the regular opening hours.

Bronx School is co-located on the 4th floor of 1180 Tinton Avenue in the Bronx. The space houses eight classrooms, one student gym, one staff room and multiple administrative spaces. Each classroom is approximately 600 square feet, and the school occupies approximately 7,500 square feet at the site.

NOTE G: SCHOOL FACILITY – GIFTS IN-KIND, Cont'd

In valuing the contributed space in the school buildings, the Charter School estimated the fair value of $2,451,679 and $2,404,228 for the years ended June 30, 2026 and 2025, respectively, on the basis of financial information provided to the Charter School under the New York City School Rental Assistance Program. There were no associated donor restrictions with the contributed facilities.

See the table below for program utilization:

Program or Supporting Service	Year ended June 30, 2026	2025
Special education	$ 2,206,511	$ 2,163,805
Management and general	245,168	240,423
Total	$ 2,451,679	$ 2,404,228

NOTE H: CONTINGENCY

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

NOTE I: CONCENTRATIONS

For both years ended June 30, 2026 and 2025, approximately 76% of total operating revenue and support came from per-pupil funding provided by New York State through the New York City School District. The per-pupil rate is set time to time by petition of the Charter School to the City.

June 30, 2026 and 2025, approximately 91% and 80%, respectively, of grants and contracts receivable were due from federal agencies relating to certain grants.

NOTE J: RETIREMENT PLANS

The Charter School sponsors a 401(k) retirement plan available to all eligible full-time employees who have completed at least one year of service. The Charter School matches up to 4% of gross compensation. Contributions amounted to $111,522 and $89,381 for the years ended June 30, 2026 and 2025, respectively.

The Charter School has also established a 457(b) deferred compensation plan for a certain employee. The Charter School may make discretionary contributions to the plan at any time. For the years ended June 30, 2026 and 2025, the Charter School contributed $23,500 and $23,000 to the plan, respectively.

NOTE K: FUNCTIONAL EXPENSES

The financial statements report certain categories of expenses that are attributed to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. The expenses that are allocated include rent, repairs and maintenance which are allocated on a square footage basis, as well as salaries, benefits, payroll taxes and others which are allocated on the basis of estimates of time and effort spent in each functional category or program.

NOTE L: FINANCIAL IMPACT OF COVID-19 OUTBREAK

On March 27, 2020, the CARES Act was enacted. Under the CARES Act, the Employee Retention Credit, a refundable, wage-related tax credit, was made available to eligible employers. The Charter School has applied for this credit related to the calendar year 2020 and the first two quarters of calendar year 2021. The Charter School recognized a net benefit of approximately $1,095,000 recorded as other revenue in the statement of activities and changes in net assets related to this credit during the year ended June 30, 2026. The total credits applied for and not yet received is approximately $557,000.

NOTE M: MERGER WITH DREAM CHARTER SCHOOL

DREAM Charter School and NYC Autism Charter Schools are longstanding members of the New York City charter school community. The organizations have similar missions and consequently, the two organizations have agreed to merge, whereby DREAM Charter School will be the surviving organization. The merger was approved by the respective charter school boards and is expected to become effective July 1, 2027.

NOTE N: RENEWAL PROCESS

The Charter School is currently in the process of renewing its charter as granted by the New York State Board of Regents. The charter currently expires July 31, 2027. The renewal process includes review by New York State Education Department (NYSED) of various operational and governance aspects, including fiscal health and results, NYSED will determine if the charter should be renewed and if so, for how long. Successful charter renewals can range from one to five years. At this time, management of the Charter School expects the charter to be renewed.

NYC AUTISM CHARTER SCHOOLS

OTHER FINANCIAL INFORMATION

INDEPENDENT AUDITOR'S REPORT ON OTHER FINANCIAL INFORMATION

Board of Trustees
NYC Autism Charter Schools

We have audited the financial statements of NYC Autism Charter Schools as of and for the year ended June 30, 2026, and have issued our report thereon dated October 19, 2026, which contained an unmodified opinion on those financial statements. Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole.

The other financial information hereinafter is presented for the purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Mengel, Metzger, Barr & Co. LLP

Fairport, New York
October 19, 2026

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NYC AUTISM CHARTER SCHOOLS

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS BY CHARTER

YEAR ENDED JUNE 30, 2026

	East Harlem School	Bronx School	Total
Revenue, gains, and other support:			
Public school district:			
Students with disabilities	$ 4,518,583	$ 3,653,679	$ 8,172,262
Grants and contracts:			
State and local	15,000	15,000	30,000
Federal - Title and IDEA	32,899	31,037	63,936
Federal - other	3,256	-	3,256
In-kind - contributed rent	1,355,575	1,096,104	2,451,679
In-kind contribution of property and equipment	61,700	-	61,700
TOTAL REVENUE, GAINS, AND OTHER SUPPORT	5,987,013	4,795,820	10,782,833
Expenses:			
Program services:			
Special education	5,491,448	4,195,641	9,687,089
Management and general	986,082	821,076	1,807,158
Fundraising and special events	46,517	39,381	85,898
TOTAL OPERATING EXPENSES	6,524,047	5,056,098	11,580,145
DEFICIT FROM SCHOOL OPERATIONS	(537,034)	(260,278)	(797,312)
Support and other revenue:			
Contributions:			
Foundations	45,000	30,000	75,000
Individuals	141,069	30,398	171,467
Investment income	93,742	96,375	190,117
Employee Retention Credit	602,432	492,898	1,095,330
TOTAL SUPPORT AND OTHER REVENUE	882,243	649,671	1,531,914
CHANGE IN NET ASSETS	345,209	389,393	734,602
Net assets at beginning of year	5,726,960	842,321	6,569,281
NET ASSETS AT END OF YEAR	$ 6,072,169	$ 1,231,714	$ 7,303,883

NYC AUTISM CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES – EAST HARLEM SCHOOL

YEAR ENDED JUNE 30, 2026

	No. of Positions	Program Services	Supporting Services			
		Special Education	Management and General	Fundraising and Special Events	Sub-total	Total
Personnel services costs:						
Administrative staff personnel	3	$ 84,530	$ 535,093	$ 32,367	$ 567,460	$ 651,990
Instructional personnel	43	2,717,655	-	-	-	2,717,655
Total salaries and staff	46	2,802,185	535,093	32,367	567,460	3,369,645
Fringe benefits and payroll taxes		849,895	102,256	9,129	111,385	961,280
Retirement		68,125	18,791	-	18,791	86,916
Legal fees		-	16,794	-	16,794	16,794
Accounting and auditing services		-	18,181	-	18,181	18,181
Other professional and consulting services		230,237	67,185	1,095	68,280	298,517
In-kind - contributed rent		1,220,017	135,558	-	135,558	1,355,575
Repairs and maintenance		9,233	2,308	-	2,308	11,541
Insurance		31,305	7,826	-	7,826	39,131
Utilities		-	2,432	-	2,432	2,432
Supplies and materials		83,084	5,311	-	5,311	88,395
Equipment and furnishings		7,277	5,414	-	5,414	12,691
Staff development		21,622	8,725	2,611	11,336	32,958
Marketing and recruiting		-	8,428	-	8,428	8,428
Technology services		-	9,886	-	9,886	9,886
Student services		37,848	3,439	-	3,439	41,287
Office expenses		58,557	28,549	1,315	29,864	88,421
Depreciation and amortization		69,929	7,770	-	7,770	77,699
Other		2,134	2,136	-	2,136	4,270
		$ 5,491,448	$ 986,082	$ 46,517	$ 1,032,599	$ 6,524,047

NYC AUTISM CHARTER SCHOOLS

STATEMENT OF FUNCTIONAL EXPENSES – BRONX SCHOOL

YEAR ENDED JUNE 30, 2026

	No. of Positions	Program Services	Supporting Services			
		Special Education	Management and General	Fundraising and Special Events	Sub-total	Total
Personnel services costs:						
Administrative staff personnel	4	$ 85,775	$ 451,596	$ 32,470	$ 484,066	$ 569,841
Instructional personnel	26	2,129,194	-	-	-	2,129,194
Total salaries and staff	30	2,214,969	451,596	32,470	484,066	2,699,035
Fringe benefits and payroll taxes		539,008	65,734	5,839	71,573	610,581
Retirement		39,017	9,089	-	9,089	48,106
Legal fees		-	32,775	-	32,775	32,775
Accounting and auditing services		-	18,178	-	18,178	18,178
Other professional and consulting services		174,778	60,201	760	60,961	235,739
In-kind - contributed rent		986,494	109,610	-	109,610	1,096,104
Repairs and maintenance		9,087	2,272	-	2,272	11,359
Insurance		31,306	7,826	-	7,826	39,132
Utilities		-	1,043	-	1,043	1,043
Supplies and materials		58,292	5,065	-	5,065	63,357
Equipment and furnishings		5,566	4,009	-	4,009	9,575
Staff development		14,794	12,864	312	13,176	27,970
Marketing and recruiting		-	8,427	-	8,427	8,427
Technology services		-	2,565	-	2,565	2,565
Student services		32,254	3,804	-	3,804	36,058
Office expenses		47,000	21,231	-	21,231	68,231
Depreciation and amortization		37,905	4,212	-	4,212	42,117
Other		5,171	575	-	575	5,746
		$ 4,195,641	$ 821,076	$ 39,381	$ 860,457	$ 5,056,098

NYC AUTISM CHARTER SCHOOLS

REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Trustees
NYC Autism Charter Schools

We have audited in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States, the financial statements of NYC Autism Charter Schools, which comprise the statement of financial position as of June 30, 2026, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements and have issued our report thereon dated October 19, 2026.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered NYC Autism Charter Schools' internal control over financial reporting (internal control) as a basis for designing procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of NYC Autism Charter Schools' internal control. Accordingly, we do not express an opinion on the effectiveness of NYC Autism Charter Schools' internal control.

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

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

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Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether NYC Autism Charter Schools' financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

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

Mengel, Metzger, Barr & Co. LLP

Fairport, New York
October 19, 2026

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