Application: NYC Autism Charter School East Harlem

Christina Secharan - csecharan@nycacharterschool.org 2020-2021 Annual Report

Entry 1 School Info and Cover Page

Completed Jul 30 2021

Instructions

<u>Required of ALL Charter Schools</u>

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

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2020-2021 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) <u>before</u> all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2021)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

NYC AUTISM CHARTER SCHOOL EAST HARLEM 310400861061

a1. Popular School Name

NYC Autism Charter School East Harlem

b. CHARTER AUTHORIZER (As of June 30th, 2021)

Please select the correct authorizer as of June 30, 2021 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

CSD # 4 - MANHATTAN

d. DATE OF INITIAL CHARTER

4/2005

e. DATE FIRST OPENED FOR INSTRUCTION

9/2005

h. SCHOOL WEB ADDRESS (URL)

https://www.nycautismcharterschool.org/

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

program enrollment)

40

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

42

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

Check all that apply

Grades Served

Ungraded

I1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

FACILITIES INFORMATION

m. FACILITIES

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

No, just one site.

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	433 East 100th Street, New York, NY 10029	212-860-2580	NYC CSD 4	Ungraded	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Julie Fisher			
Operational Leader	Christina Secharan			
Compliance Contact	Julie Fisher			
Complaint Contact	Julie Fisher			
DASA Coordinator	Julie Fisher			
Phone Contact for After Hours Emergencies	212-860-2580			

Co-located Space

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

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

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

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

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2020-2021 school year? (Please include approved or pending material and non-material charter revisions).

No

o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?

Yes

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Julie Fisher
Position	Executive Director
Phone/Extension	212-860-2580
Email	jfisher@nycacharterschool.org

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

Responses Selected:

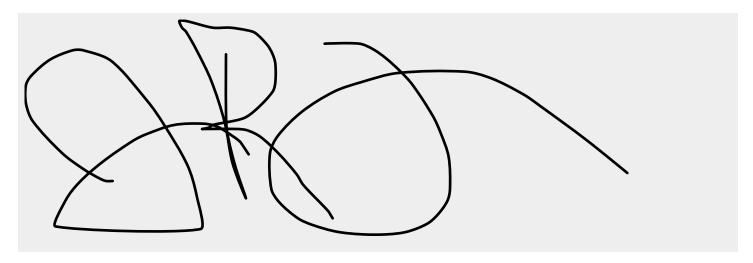
Yes

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

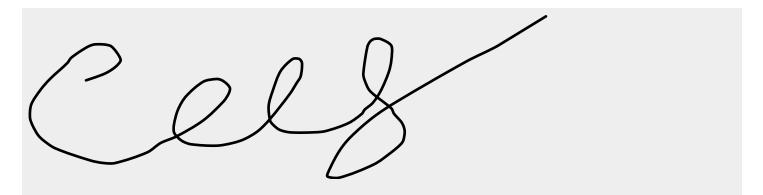
Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Jul 14 2021



Entry 3 Accountability Plan Progress Reports

Incomplete

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at <u>Accountability Plan Progress Report template</u>. After completing, schools must upload the document into the SUNY Epicenter system by **August 16, 2021.**

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

Entry 4 - Audited Financial Statements

Incomplete

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements in .pdf format into the SUNY Epicenter system no later than **November 1, 2021.** SUNY CSI will forward to NYSED CSO.

ALL Regents, NYCDOE, and Buffalo BOE authorized charter schools must upload final, audited financial statements to the <u>Annual Report Portal</u> no later than November 1, 2021. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a .PDF file, ensuring that security features such as password protection are turned off.

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

Entry 4a - Audited Financial Report Template (SUNY)

Incomplete

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at http://www.newyorkcharters.org/fiscal/. After completing, schools must upload the document into the SUNY Epicenter system by **November 1**.

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

Entry 4c - Additional Financial Documents

Incomplete Hidden from applicant

<u>Instructions - Regents, NYCDOE and Buffalo BOE authorized schools</u> must upload financial documents in this section by November 1, 2021. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold."

- 1. Advisory and/or Management letter
- 2. Federal Single Audit
- 3. CSP Agreed-Upon Procedure Report
- 4. Evidence of Required Escrow Account for each school[1]
- 5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

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

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

Entry 4d - Financial Services Contact Information

Completed Jul 30 2021 Hidden from applicant

<u>Instructions</u>: Please enter the contact information for school staff, firms or other entities providing financial services to the education corporation by November 1, 2021.

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

School Based Fiscal	School Based Fiscal	School Based Fiscal
Contact Name	Contact Email	Contact Phone
Tiffney Jones		

2. Audit Firm Contact Information

School Audit	School Audit	School Audit	Years Working With
Contact Name	Contact Email	Contact Phone	This Audit Firm
XiXi Dong			

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

services firm.

|--|

Entry 5 - Fiscal Year 2021-2022 Budget

Incomplete

<u>Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools</u> should upload a copy of the school's FY21 Budget using the 2021-2022 <u>Projected Annual Budget template</u> in the portal or from the Annual Report website **by November 1, 2021**.

The assumptions column should be completed for all revenue and expense items unless the item is selfexplanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

<u>Instructions - SUNY authorized charter schools</u> should download the <u>2021-2022 Budget and</u> <u>Quarterly Report Template</u> on the SUNY website or Epicenter and upload the completed template into the portal **by November 1, 2021**.

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

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Jul 30 2021

Required of ALL Charter Schools by August 2

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2020-2021 school year must complete a signed:

- Regents, NYCDOE, and Buffalo BOE Authorized Schools: Disclosure of Financial Interest Form
- SUNY- Authorized Charter Schools: <u>SUNY Trustee Financial Disclosure Form</u>

All completed forms must be collected and uploaded in .PDF format for each individual member. If a

trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee. (Forms completed from past years will not be accepted).

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

Alvin Shih 2021-SUNY-Financial-Disclosure-Form-1 - signed[6]

Filename: Alvin Shih 2021 SUNY Financial Disc kdJOnLK.pdf Size: 222.2 kB

Alysia Steinmann 2021-SUNY-Financial-Disclosure-Form-URGENT - signed

Filename: Alysia Steinmann 2021 SUNY Financia gtzyJHQ.pdf Size: 235.2 kB

Ashley Garrett 2021-SUNY-Financial-Disclosure-Form-1 - signed

Filename: Ashley Garrett 2021 SUNY Financial K0xxXDh.pdf Size: 227.0 kB

Carol Santiago 2021-SUNY-Financial-Disclosure-Form

Filename: Carol Santiago 2021 SUNY Financial RIqhd27.pdf Size: 226.4 kB

Benjamin Hartman 2021-SUNY-Financial-Disclosure-Form-1 - signed[2]

Filename: Benjamin Hartman 2021 SUNY Financia NVBp0D1.pdf Size: 223.5 kB

Christine Sandler 2021-SUNY-Financial-Disclosure-Form-1 - signed[5]

Filename: Christine Sandler 2021 SUNY Financi NQpvReO.pdf Size: 225.8 kB

Hannah Hoch 2021-SUNY-Financial-Disclosure-Form-1 - signed[1]

Filename: Hannah Hoch 2021 SUNY Financial Dis rCoSXOf.pdf Size: 227.4 kB

Elaine Florio 2021-SUNY-Financial-Disclosure-Form-1 - signed

Filename: Elaine Florio 2021 SUNY Financial D otuYper.pdf Size: 224.9 kB

Mitch Baum 2021-SUNY-Financial-Disclosure-Form

Filename: Mitch Baum 2021 SUNY Financial Disc BKDRQI6.pdf Size: 229.9 kB

Mark Saretsky 2021-SUNY-Financial-Disclosure-Form-1 - signed[3]

Filename: Mark Saretsky 2021 SUNY Financial D 14Fjbxg.pdf Size: 223.2 kB

Naeema Livingston 2021-SUNY-Financial-Disclosure-Form-1 - signed[4]

Filename: Naeema Livingston 2021 SUNY Financi iLpakoe.pdf Size: 226.0 kB

Paul O'Neill 2021-SUNY-Financial-Disclosure-Form

Filename: Paul ONeill 2021 SUNY Financial Dis fg3EIHf.pdf Size: 228.0 kB

Ilene Lainer 2021-SUNY-Financial-Disclosure-Form - signed

Filename: Ilene Lainer 2021 SUNY Financial Di yyRaffi.pdf Size: 197.5 kB

Entry 7 BOT Membership Table

Completed Jul 30 2021

Instructions

Required of All charter schools

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

Entry 7 BOT Table

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

1. 2020-2021 Board Member Information (Enter info for each BOT member)

	Trustee	Trustee	Position	Commit	Voting	Number	Start	End	Board
	Name	Email	on the	tee	Member	of Terms	Date of	Date of	Meeting
		Address	Board	Affiliatio	Per By-	Served	Current	Current	S
				ns	Laws		Term	Term	Attende
					(Y/N)		(MM/DD	(MM/DD	d
							/YYYY)	/YYYY)	During
									2020-
									2021
1	Mitchell Baum		Trustee/ Member	Operati ons Commit tee	Yes	3	06/30/2 019	06/01/2 022	7
2	Elaine		Trustee/	Develop ment	Yes	1	04/30/2	06/01/2	8

	Florio	Member	Commit tee			019	022	
3	Ashley Garrett	Vice Chair	Secretar y, Executiv e Commit tee, Develop ment Commit tee Chair, Operati ons Commit tee Chair	Yes	3	07/12/2 021	07/01/2 024	12
4	Benjami n Hartma n	Trustee/ Member	Finance Commit tee	Yes	3	07/13/2 020	06/01/2 023	10
5	Hannah Hoch	Trustee/ Member	Operati ons Commit tee	Yes	1	06/30/2 018	06/01/2 021	12
6	llene Lainer	Trustee/ Member	Governa nce Commit tee	Yes	5	07/13/2 020	06/01/2 023	11
7	Naeema Livingst on	Trustee/ Member	Operati ons Commit tee	Yes	1	07/13/2 020	06/01/2 023	8
8	Paul O'Neill	Trustee/ Member	Executiv e Commit tee, Governa nce	Yes	1	06/30/2 018	06/01/2 021	9

			Commit tee Chair					
9	Christin e Sandler	Trustee Membe	Develop	Yes	1	07/13/2 020	06/01/2 023	9

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

Yes

1b. Current Board Member Information

ame	Trustee Email Address	Position on the Board	Commit tee Affiliatio ns	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 Meeting s Attende d During 2020- 2021
arol antiag		Chair	Presiden t, Executiv e Commit tee Chair, Governa nce Commit tee	Yes	3	06/30/2 018	06/01/2 021	11

11	Mark Saretsky	Trustee/ Member	Finance Commit tee	Yes	1	04/06/2 020	06/01/2 023	11
12	Alvin Shih	Trustee/ Member	Operati ons Commit tee	Yes	1	06/30/2 018	06/01/2 021	12
13	Alysia Steinma nn	Trustee/ Member	Executiv e Commit tee, Finance Commit tee Chair	Yes	1	07/13/2 020	06/01/2 023	10
14								
15								

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2021	13
b.Total Number of Members Added During 2020- 2021	0
c. Total Number of Members who Departed during 2020-2021	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	13

3. Number of Board meetings held during 2020-2021

13

4. Number of Board meetings scheduled for 2021-2022

12

Thank you.

Entry 8 Board Meeting Minutes

Incomplete Hidden from applicant

Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY

Schools must upload a complete set of monthly board meeting minutes (July 2020-June 2021), which should match the number of meetings held during the 2020-2021 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 2, 2021.

Entry 9 Enrollment & Retention

Completed Jul 30 2021

Instructions for submitting Enrollment and Retention Efforts

ALL charter schools must complete this section. Describe the good faith efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Entry 9 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Recruitment/Attraction Efforts Toward Meeting Targets

Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
NYC Autism Charter School consistently serves a high percentage of students eligible for FRPL. Within the context of enrolling high need/under-served students, the school made the following outreach efforts: print and/or electronic admission ads in English and Spanish in El Diario	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

Economically Disadvantaged	and the Bronx Times; posting of a Virtual Open House/Information Session on the schools website with 133 views; distribution of flyers and/or electronic notices to community organizations, service agencies, daycare facilities and city administrative councils; and recruitment messages on the school's website and Facebook pages. In addition, recruitment and outreach to communities served by our sister school NYC Autism Charter School Bronx also bolstered recruitment at the East Harlem School, as parents were invited to submit lottery applications to both schools.	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.
English Language Learners	NYC Autism Charter School actively recruits high need students from heavily Spanish speaking neighborhoods in the surrounding 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	NYC Autism Charter School will continue to serve students who, as a component of their autism diagnosis, are significantly language impaired. Recruitment efforts will continue to reach out to families in heavily Spanish speaking neighborhoods and

	Committees on Special Education using the English Language Learner (ELL) assessments that are otherwise given to the general education student population. As a result, NYC Autism Charter School students are not designated as ELL students and are not recommended for an ELL instructional program. 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.	neighborhoods in which multiple languages are spoken.
Students with Disabilities	100% of NYC Autism Charter School's students are designated as Students with Disabilities, surpassing the district enrollment of 20%. As defined by the school's charter, NYC Autism Charter School serves only students falling on the severe to moderate end of the autism spectrum who need a highly structured, staffing-intensive special education setting.	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.

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
Economically Disadvantaged	NYC Autism Charter School works diligently to retain economically disadvantaged students. In the 2020-21 school year, NYC Autism Charter School's retention rate of economically disadvantaged students was 100%.	Given the nature of the NYC Autism Charter Schools special education population and their specialized instructional needs, retention rates for all students will continue to be high, with the caveat that one of the school's accountability goals is to move 5% of its students to less restrictive placements over a five-year period.
English Language Learners	The district retention of 87% for students designated as ELLs is not a meaningful target for NYC Autism Charter School, as its students are not designated as ELL students. This is due to the confounding nature of their significant language deficits, a component of their autism. Nonetheless, NYC Autism Charter School continues to work effectively with students with autism whose families speak languages other than or in addition to English.	NYC Autism Charter School will continue to work effectively with students with autism whose families speak languages other than or in addition to English.
Students with Disabilities	NYC Autism Charter School's retention of Students with Disabilities was 100%, surpassing the district's target of 86%.	Given the nature of the school's special education population and their specialized instructional needs, retention rates for Students with Disabilities will continue to be high, with the caveat that one of the school's accountability goals is to move 5% of its students to less restrictive placements over a five-year period.

Entry 10 - Teacher and Administrator Attrition

Completed Jul 30 2021

Form for "Entry 10 - Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation

A. TEACH System - Employee Clearance

Charter schools must ensure that all prospective employees^[1] receive clearance through <u>the NYSED Office</u> of School Personnel Review and Accountability (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, or related/contracted service providers**. After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is <u>not</u> employed by the school.

[1] Employees that must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers. See NYSED memorandum dated October 1, 2019 at

<u>http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf</u> or visit the NYSED website at: <u>http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html</u> 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 simultaneously request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates <u>automatically</u> once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

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

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at

http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf.

Attestation

Responses Selected:

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

Entry 11 Percent of Uncertified Teachers

Incomplete Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
 i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021) 	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two yearsof Teach for America experience (as of June 30,2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category A: 5 or 30% whichever is less	0

CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category B: not to exceed 5	0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category C: not to exceed 5	0

CATEGORY D: TOTAL FTE COUNT OF <u>UNCATEGORIZED</u>, <u>UNCERTIFIED</u> TEACHERS

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF <u>CERTIFIED</u> TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

Entry 12 Organization Chart

Incomplete Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

Upload the 2020-2021 **Organization Chart.** The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart

Entry 13 School Calendar

Completed Jul 30 2021

Instructions for submitting School Calendar

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 2, 2021. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 2nd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

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

Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.

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

NYCACS School Year Calendar 2020-2021 (Student)

Filename: NYCACS School Year Calendar 2020 20 NwNe3Vr.pdf Size: 116.1 kB

Entry 14 Links to Critical Documents on School Website

Completed Jul 30 2021

Instructions

<u>Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY</u>

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

- 1. Most recently filed Annual Report (i.e., 2019-2020 Annual Report);
- 2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
- 3. Link to New York State School Report Card;
- 4. Lottery Notice announcing date of lottery;
- 5. Authorizer-approved DASA Policy;
- 6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 <u>Emergency Response Plan Memo</u>);
- 7. Authorizer-approved FOIL Policy; and
- 8. Subject matter list of FOIL records.
- 9. Link to School Reopening Plan

Form for Entry 14 Links to Critical Documents on School Website

School Name: NYC Autism Charter School East Harlem

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required

to submit item 5: Authorizer-approved DASA policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	<u>https://www.nycautismcharterschool.org/annual-</u> <u>reports/</u>
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	https://www.nycautismcharterschool.org/board- meetings/
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://www.nycautismcharterschool.org/board- meetings/
3. Link to NYS School Report Card	https://tools.nycenet.edu/snapshot/2020/84M337/D 75/? utm_source=schools.nyc.gov&utm_medium=Public Page&utm_campaign=SQR_Public_Page
4. Lottery Notice announcing date of lottery	https://www.nycautismcharterschool.org/apply- east-harlem/
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	https://www.nycautismcharterschool.org/code-of- conduct/ (Covered under Co-located public schools SSP - not posted but printed and shared)
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://www.nycautismcharterschool.org/code-of- conduct/
7. Authorizer-Approved FOIL Policy	https://www.nycautismcharterschool.org/freedom- information-law/
8. Subject matter list of FOIL records	https://www.nycautismcharterschool.org/freedom- information-law/ & https://opengovernment.ny.gov/

Thank you.



Entry 15 Staff Roster

Incomplete Hidden from applicant

INSTRUCTIONS

Required of Regents-Authorized Charter Schools ONLY

Please click on <u>the MS Excel Staff Roster Template</u> and provide the following information for ANY and ALL instructional and non-instructional employees.

• Full name for any and all employees

•TEACH IDs for any and all employees

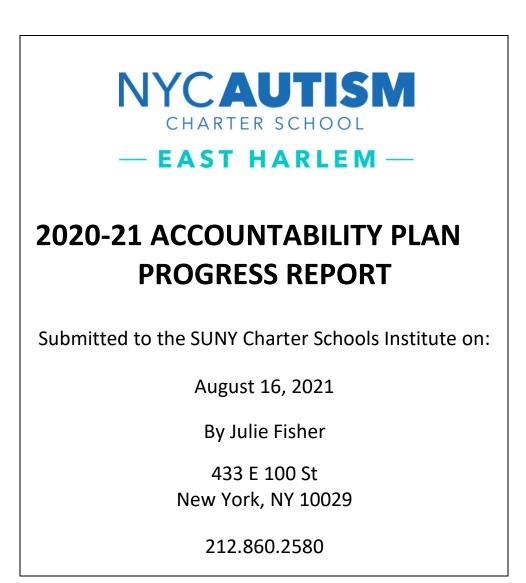
•Using the drop down menu, select a role/position (or the best fit) for each employee in the charter school. (Please provide additional information to the Notes Section of the Staff Roster Template as necessary)

•Date of hire and employment start dates

•Number of years each employee has had in their respective professions

•Number of years each employee has had in their current role in the charter school

•Using the drop down menu, select the correct explanation as to why a teacher is teaching outside of their certification area.



Julie Fisher, Executive Director, and Lauren Iannuccilli, Compliance Consultant, prepared this 2020-21 Accountability Progress Report on behalf of the school's Board of Trustees:

Trustee's Name	Board Position			
Mitchell Baum	Operations Committee			
Elaine Florio	Development Committee			
Achlou Carratt	Vice President, Secretary, Executive Committee, Development			
Ashley Garrett	Committee Chair, Operations Committee Chair			
Benjamin Hartman	Finance Committee			
Hannah Hoch	Operations Committee			
llene Lainer	Governance Committee			
Naeema Livingston	Operations Committee			
Paul O'Neill	Executive Committee, Governance Committee Chair			
Christine Sandler	Finance Committee, Development Committee			
Carol Santiago	President, Executive Committee Chair, Governance Committee			
Mark Saretsky	Finance Committee			
Alvin Shih	Operations Committee			
Alysia Steinmann	Executive Committee, Finance Committee Chair			

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

SCHOOL OVERVIEW

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

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

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

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

The NYCACS East Harlem curriculum is aligned with and cross-walked to the New York State Next Generation Alternate Learning Standards. The curriculum is comprised of research-based teaching procedures and individualized skill acquisition programs that facilitate the development of skills across 23 curriculum areas, including expressive language, social interaction, reading, mathematics, speech, fine motor, gross motor, behavior, and self-care. Close to 1200 targeted instructional programs provide clearly defined behavioral objectives, specific teaching procedures, assessment procedures to determine the effectiveness of interventions, and terminal goals to ensure maintenance and generalization. When appropriate, standardized curriculum materials (e.g., Everyday Mathematics, Fundations) may be adapted

for use with particular students. Data collection informs all decision-making. Educational goals for each student are developed as part of the student's IEP and skill acquisition list (updated quarterly), with voluntary parental input playing an integral role in program design.

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

The approved NYCACS East Harlem Accountability Plan identifies six goals and 36 measures specifically designed to assess the school's success in meeting the needs of its students with severe to moderate degrees of autism, in addition to a fiscal soundness goal and ESSA goal. Progress toward each of those goals and measures for the 2020-21 school year is set forth below. While NYCACS East Harlem experienced significant disruptions to in-person instruction due to COVID-19 this school year, many of the school's accountability goals—described in more detail below—have been reported on and achieved.

	School Enrollment by Grade Level and School Year														
School Year	к	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	Total
2016-17														32	32
2017-18														33	33
2018-19														40	40
2019-20														40	40
2020-21														40	40

ENROLLMENT SUMMARY

PROMOTION POLICY

Not applicable.

GOAL 1: STUDENT PROGRESS IN TARGETED PROGRAMMING

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

Measure 1: Progress on IEP Objectives

Annually, at least 75% of NYCACS East Harlem 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.

METHOD

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

RESULTS AND EVALUATION

The table below contains a line for each student and highlights the total number of IEP objectives determined in the annual review, the number of completed IEP objectives, and the percentage mastery generated. 79.5%, or 31/39 students, mastered a minimum of 85% of their annual IEP objectives, exceeding the 75% target. The eight students who did not master 85% of their annual IEP objectives spent most of or the full year in remote learning.

	Student IEP Objective Mastery 2020-21						
Students	Completed IEP Objectives	Total IEP Objectives	Percent of IEP Objectives Complete				
Student 1	21	24	88.0%				
Student 2	20	23	87.0%				
Student 3	17	20	85.0%				
Student 4	19	22	86.0%				
Student 5	17	19	89.0%				
Student 6	19	22	86.0%				
Student 7	28	32	88.0%				

202	20-2021 ACCC	UNTABILITY	Y PLAN PROC	GRESS REPORT
	Student 8	18	21	86.0%
	Student 9	19	23	86.0%
	Student 10	22	26	85.0%
	Student 11	23	26	88.0%
	Student 12	28	32	88.0%
	Student 13	26	28	93.0%
	Student 14	2	25	8.0%
	Student 15	3	33	9.0%
	Student 16	34	47	72.0%
	Student 17	32	40	80.0%
	Student 18	18	21	86.0%
	Student 19	20	23	87.0%
	Student 20	15	31	48.0%
	Student 21	18	22	82.0%
	Student 22	28	33	85.0%
	Student 23	44	51	86.3%
	Student 24	35	43	81.4%
	Student 25	46	53	86.8%
	Student 26	39	45	86.7%
	Student 27	43	49	87.8%
	Student 28	40	47	85.1%
	Student 29	31	36	86.1%
	Student 30	34	39	87.2%
	Student 31	22	25	88.0%
	Student 32	49	57	86.0%
	Student 33	48	56	85.7%
	Student 34	48	56	85.7%
	Student 35	45	52	86.5%
	Student 36	50	59	84.7%
	Student 37	26	34	76.5%
	Student 38	36	39	92.3%
	Student 39	40	47	85.1%

ADDITIONAL EVIDENCE AND COMMENTS

IEP objective selection is based upon: 1) results from annual assessments (VB-MAPP and/or AFLS), 2) evidence of past learning history and rate of acquisition, and 3) input from parents. Teachers understand the importance of these objectives for each student, and monitor progress through weekly electronic data collection via the Thread Learning application.

Measure 2: Annual Assessments

Annually, at least 75% of NYCACS East Harlem students assessed using the Verbal Behavior-Milestones Assessment and Placement Program (VB-MAPP) will increase their score by a minimum of three points across at least two domains.

METHOD

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

RESULTS AND EVALUATION

The table below contains a line for each student and highlights the 2019-2020 assessment score or initial assessment score, the current year's or final assessment score (2020-21 school year), the difference between the two, and an indication of whether or not there was progress that met or exceeded the criteria set forth in the assessment accountability measure. NYCACS East Harlem completed testing in winter 2020 prior to the COVID-19 building shutdown. 16/18, or 88% of eligible students increased annual assessment scores by the number of points stipulated within the accountability measure.

Student Assessment Score Comparison 2020-21							
Students	Previous Year Total Score	Current Year Total Score	Met Improvement Criteria? (VB-MAPP minimum of 3 point increase across two domains)				
Student 1	169.5	169.5	N/A – with max score 170, cannot increase by 3 points				
Student 2	168.5	169	N/A – with max score 170, cannot increase by 3 points				
Student 3	164.5	170	Yes				
Student 4	166.5	169	No				
Student 5	N/A	N/A	Already above the max score of 170 and transitioning to a LRE				
Student 6	166.5	170	Yes				
Student 7	133.5	145.5	Yes				

0-	D-2021 ACCOUNTABILITY PLAN PROGRESS REPORT						
	Student 8	163.5	168	Yes			
	Student 9	153	166.5	Yes			
	Student 10	120	129.5	Yes			
	Student 11	146.5	159	Yes			
	Student 12	30	103.5	Yes			
	Student 13	20	85	Yes			
	Student 14	6	14.5	Yes			
	Student 15	17.5	34	Yes			
	Student 16	46	52.5	Yes			
	Student 17	64	71	Yes			
	Student 18	88	91	Yes			
	Student 19	117.5	119.5	No			
	Student 20	N/A	N/A	Student took AFLS in 2019-20 and VB-MAPP in 2020-21			
	Student 21	162	165.5	Yes			
	Student 22	156	160	Yes			

2020

ADDITIONAL EVIDENCE AND COMMENTS

Annual assessments not only document progress but allow for teachers to identify ongoing areas for growth and development. They are conducted within a timeframe that allows for results to be reviewed with parents at internal planning meetings (meetings scheduled at least annually with each family to discuss longer term goals and preparation for future transition) and utilized to inform IEP objective development in advance of annual reviews. Moving forward, NYCACS East Harlem is considering an alternative method of assessment that is more academically focused for students who are higher functioning, as there were a handful of students in the 2020-2021 school year who came close to reaching a ceiling on the VB-MAPP assessed skills.

Measure 3: Group Instruction

Annually, 100% of NYCACS East Harlem students will participate in some amount of group instruction—regardless of classroom ratio, in order to promote social interaction and build social tolerance and social skills.

METHOD

At NYCACS East Harlem, group instruction is prioritized to promote social interaction and build social tolerance and social skills. Group instruction includes circle time activities, curriculum-based lessons, turntaking during shared leisure activities, shared chores, and more. To collect data for Measure 3, Clinical Supervisors tracked whether each student received group instruction throughout the school year.

RESULTS AND EVALUATION

The table includes data regarding participation in group instruction in the 2020-21 school year. Despite challenges associated with COVID-19, **36 of 39 students participated in group instruction throughout the school year.** The three students who were not able to participate in group instruction remained fully remote throughout the 2020-21 school year.

Student Participation in Group Instruction 2020-21				
Student Name Yes/No				
Student 1	Yes			
Student 2	Yes			
Student 3	Yes			
Student 4	Yes			
Student 5	Yes			
Student 6	Yes			
Student 7	Yes			
Student 8	Yes			
Student 9	Yes			
Student 10	Yes			
Student 11	Yes			
Student 12	Yes			
Student 13	Yes			
Student 14	No			
Student 15	No			
Student 16	Yes			
Student 17	Yes			
Student 18	Yes			
Student 19	Yes			
Student 20	No			
Student 21	Yes			
Student 22	Yes			
Student 23	Yes			
Student 24	Yes			
Student 25	Yes			
Student 26	Yes			
Student 27	Yes			

Student 28	Yes
Student 29	Yes
Student 30	Yes
Student 31	Yes
Student 32	Yes
Student 33	Yes
Student 34	Yes
Student 35	Yes
Student 36	Yes
Student 37	Yes
Student 38	Yes
Student 39	Yes

ADDITIONAL EVIDENCE AND COMMENTS

Despite behavior challenges that may limit our ability to meet this measure, group instruction remains an important goal for every student. NYCACS East Harlem will continue to prioritize such opportunities to the greatest extent possible.

Measure 4: IEP Goals

Annually, 100% of NYCACS East Harlem students will have 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 East Harlem 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.

RESULTS AND EVALUATION

The table below includes data indicating whether a given student has had at least three IEP objectives focused on self-care, life skills, and/or increased independence. NYCACS East Harlem met this goal for 39 of 39, or 100%, of its students. On average, students had 10 such objectives included on their IEPs, far exceeding the goal of three.

Student IEP Objectives 2020-21				
Student Name	Total IEP Objectives Falling Within Target Categories	Met Goal? Yes/No		
Student 1	5	Yes		
Student 2	5	Yes		
Student 3	5	Yes		
Student 4	5	Yes		
Student 5	5	Yes		
Student 6	6	Yes		
Student 7	4	Yes		
Student 8	4	Yes		
Student 9	4	Yes		
Student 10	6	Yes		
Student 11	5	Yes		
Student 12	5	Yes		
Student 13	10	Yes		
Student 14	14	Yes		
Student 15	12	Yes		
Student 16	13	Yes		
Student 17	15	Yes		
Student 18	8	Yes		
Student 19	5	Yes		
Student 20	16	Yes		
Student 21	5	Yes		
Student 22	12	Yes		
Student 23	26	Yes		
Student 24	9	Yes		
Student 25	15	Yes		
Student 26	16	Yes		
Student 27	19	Yes		
Student 28	8	Yes		
Student 29	15	Yes		
Student 30	13	Yes		
Student 31	4	Yes		
Student 32	12	Yes		
Student 33	8	Yes		

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2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT					
	Student 34	8	Yes		
	Student 35	12	Yes		
	Student 36	10	Yes		
	Student 37	8	Yes		
	Student 38	17	Yes		
	Student 39	16	Yes		

ADDITIONAL EVIDENCE AND COMMENTS

While this measure aimed for students to have at least three objectives focused on prioritizing self-care, life skills, and independence, NYCACS East Harlem far exceeds the goal with an average of 10 such objectives. The intentional value placed on these skill areas serves as a means to achieve the best possible outcomes for students. NYCACS East Harlem worked and will continue to work closely with families to ensure that these skill areas are addressed despite limitations resulting from COVID-19.

Measure 5: Student Inclusion in a Less Restrictive Environment

100% of students who have attended NYCACS East Harlem 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 for part of the week.

METHOD

Each school year, students are assessed on the VB-MAPP. Performance levels in the Transition domain and/or decrease in the Barriers section of the VB-MAPP assessment are used to determine which students will participate in inclusion. If a student meets the criteria, inclusion in a less restrictive environment is planned for the following school year. This measure looks at whether each student who demonstrated readiness criteria in the previous year did, in fact, participate in inclusion during the current year.

RESULTS AND EVALUATION

Given the school's inability to conduct assessments in 2020 as well as the lack of inclusion opportunities available this year, this measure is not reportable. In the last several months, remote inclusion opportunities have been established for a handful of students, both across NYCACS sites as well as at DREAM Charter School.

ADDITIONAL EVIDENCE AND COMMENTS

NYCACS East Harlem anticipates additional students qualifying and participating in inclusion during the upcoming school year.

Measure 6: Movement to less restrictive environments

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

METHOD

Across a five-year charter period, NYCACS East Harlem tracks the number of students who transition to a less restrictive full-time educational setting. Typically, students who participate in inclusion within a less restrictive environment (see Measure 4)—successfully and for increasing amounts of time—will ultimately graduate and transition into a less restrictive educational environment full time.

RESULTS AND EVALUATION

During NYCACS East Harlem's last five-year charter period, four students (10%) transitioned to less restrictive educational settings between 2016-2020. No students transitioned during the 2020-21 school year.

ADDITIONAL EVIDENCE AND COMMENTS

As referenced in Measure 4 above, most graduates move from NYCACS East Harlem to a less restrictive specialized environment, such as an ASD Horizon classroom or an 8:1:1 or 12:1:1 District 75 classroom. NYCACS East Harlem 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. NYCACS East Harlem anticipates moving at least three students to a less restrictive environment in the coming year.

Measure 7: Progress on AFLS

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

METHOD

Throughout the school year, all students over the age of 13 (and some who are younger but whose profiles make this assessment tool more functional) are assessed using the Assessment of Functional Living Skills (AFLS). AFLS is frequently used to assess adolescents and adults on the autism spectrum. Progress was assessed based on results for each age matched section.

RESULTS AND EVALUATION

13 of 13, or 100%, of students assessed using the AFLS, demonstrated progress across each age matched section.

Student AFLS Progress 2020-21		
Students	Progress Demonstrated? Yes/No	
Student 1	Yes	
Student 2	Yes	
Student 3	Yes	
Student 4	Yes	
Student 5	Yes	
Student 6	Yes	
Student 7	Yes	
Student 8	Yes	
Student 9	Yes	
Student 10	Yes	
Student 11	Yes	
Student 12	Yes	
Student 13	Yes	

ADDITIONAL EVIDENCE AND COMMENTS

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

Measure 8: Community Based Instruction Objective Mastery

Annually, 100% of NYCACS East Harlem students ages 13 and older whose behavior allows for participation in community based instruction (CBI) will master 100% of target CBI objectives (e.g., community fitness, travel, work internships) set forth in their IEPs. Data will be collected on all programs that support IEP goals and objectives. Annually, a percent score will be generated by dividing the number of completed community based IEP objectives by the total number of community based IEP objectives determined at each student's annual review.

METHOD

Community based instruction is a part of the educational experience for all students over the age of 13 whose behavior allows for participation. NYCACS East Harlem's goal is for students to master 100% of the targeted objectives set forth in their IEP that fall into this domain.

RESULTS AND EVALUATION

Unfortunately, due to COVID-19, NYCACS East Harlem was not able to offer community based instruction in the 2020-2021 school year.

ADDITIONAL EVIDENCE AND COMMENTS

Given the ongoing nature of the pandemic, NYCACS East Harlem anticipates that it may continue to prove challenging to offer community based instruction and to assess this Measure in the 2021-2022 school year. It is hoped that some form of community based instruction may commence at mid-year. In the meantime, skills that would normally be targeted in the community will be addressed, to the greatest extent possible, within the classroom.

Measure 9: Community Based Instruction Student Independence

Annually, at least 100% of NYCACS East Harlem students whose behavior allows for participation in CBI will perform with an increased level of independence as evidenced by NYCACS staff's ability to decrease physical proximity and overall support. The ultimate goal is for staff to be completely faded and for students to be supervised exclusively by site personnel.

METHOD

Community based instruction is as part of the educational experience for all students over the age of 13 whose behavior allows for participation. NYCACS East Harlem's goal is for students to show an increased level of independence as evidenced by NYCACS staff's ability to decrease physical proximity and overall support.

RESULTS AND EVALUATION

Unfortunately, due to COVID-19, NYCACS East Harlem was not able to offer community based instruction in the 2020-2021 school year.

ADDITIONAL EVIDENCE AND COMMENTS

As referenced above, given the ongoing nature of the pandemic, NYCACS East Harlem anticipates that it may prove challenging to offer community based instruction and to assess this Measure in the 2021-2022 school year.

Measure 10: Community Partner Engagement

Within a five-year period, NYCACS East Harlem will engage with a minimum of two new community partners focused on leisure/recreation or work readiness. As part of this engagement, the partner organization will agree to host one (or more) NYCACS student and staff member at least one time per week, and will provide space, work materials and supervision (if appropriate) that allow students to practice pre-defined job skills and/or to receive relevant instruction.

METHOD

NYCACS East Harlem collects data on new partner engagements hosted, as well as whether they provided space, work materials and supervision. New community partners afford new and varied learning opportunities for NYCACS East Harlem students over the age of 16. In addition to learning work production and leisure skills, these settings offer practice in social and navigational skills as well.

RESULTS AND EVALUATION

NYCACS East Harlem engaged four new community partners during the 2019-20 school year, the final year of the prior charter term. Given challenges associated with COVID-19 and the pause on community based instruction, no new partners were engaged during the 2020-21 school year.

ADDITIONAL EVIDENCE AND COMMENTS

NYCACS East Harlem plans to continue to expand and grow their community partners over the next five years.

Measure 11: Work Internship Site Satisfaction

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

METHOD

Typically, work internship site staff are given surveys to complete in which they are asked to answer a short list of questions about their experience (e.g., "Did you receive enough training?", "Were NYCACS staff responsive to your needs and requests?"), culminating in a final question, "Would you host NYCACS students at your organization again?" However, in the 2020-21 school year, work internships were not possible due to COVID-19.

RESULTS AND EVALUATION

Unfortunately, due to COVID-19, NYCACS East Harlem was not able to offer work internships.

ADDITIONAL EVIDENCE AND COMMENTS

Given the ongoing nature of the pandemic, NYCACS East Harlem anticipates that it may continue to prove challenging to offer work internships and to assess this Measure in the 2021-2022 school year. It is hoped that some form of work internship programming (e.g., data entry that can be done remotely) may commence at mid-year or sooner. In the meantime, skills that would normally be targeted at a work site will be addressed, to the greatest extent possible, within the classroom.

Once work internships are once again possible, NYCACS East Harlem will continue to refine survey questions to get the most accurate information possible. Partners' feedback will allow the school to continue to shape and grow this invaluable program.

SUMMARY OF GOAL 1: STUDENT PROGRESS IN TARGETED PROGRAMMING

While NYCACS East Harlem strived to meet all of the Measures in the 2021-2022 school year, some of the Measures were not possible to report on, due to COVID-19. 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 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.	Met
2.	Annually, at least 75% of NYCACS students assessed using the Verbal Behavior-Milestones Assessment and Placement Program (VB-MAPP) will increase their score by a minimum of three points across at least two domains. The VB-MAPP is an assessment that is frequently used to assess children on the autism spectrum.	Met
3.	Annually, 100% of students will participate in some amount of group instruction—regardless of classroom ratio, in order to promote social interaction and build social tolerance and social skills.	Not Met
4.	Annually, 100% of students will have at least three IEP objectives focused on self-care, life skills, and/or increased independence.	Met
5.	100% of students who have attended NYCACS 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 for part of the week.	Not Reportable
6.	In any five-year period, NYCACS will seek to move at least 5% of its students from their NYCACS classroom placement to a less restrictive educational setting outside of NYCACS.	N/A (first year of new term)
7.	Annually, 100% of students who are assessed using the Assessment of Functional Living Skills (AFLS) will demonstrate progress across each age matched section. AFLS is frequently used to assess adolescents and adults on the autism spectrum.	Met

8.	Annually, 100% of students ages 13 and older whose behavior allows for participation in community based instruction (CBI) will master 100% of target CBI objectives (e.g., community fitness, travel, work internships) set forth in their IEPs. Data will be collected on all programs that support IEP goals and objectives. Annually, a percent score will be generated by dividing the number of completed community based IEP objectives by the total number of community based IEP objectives determined at each student's annual review.	Not Reportable
9.	Annually, at least 100% of students whose behavior allows for participation in CBI will perform with an increased level of independence as evidenced by NYCACS staff's ability to decrease physical proximity and overall support. The ultimate goal is for staff to be completely faded and for students to be supervised exclusively by site personnel.	Not Reportable
10.	Within a five-year period, the school will engage with a minimum of two new community partners focused on leisure/recreation or work readiness. As part of this engagement, the partner organization will agree to host one (or more) NYCACS student and staff member at least one time per week, and will provide space, work materials and supervision (if appropriate) that allow students to practice pre- defined job skills and/or to receive relevant instruction.	N/A (first year of new term)
11.	Annually, a minimum of 75% of staff within organizations hosting NYCACS students in work internships will report the experience was positive. This will be measured by their affirmative response to the annual survey question "Based upon my experience this past year, I would host NYCACS students again in the future."	Not Reportable

ACTION PLAN

NYCACS East Harlem mastered four of five of the measures set forth under Goal #1 that could be assessed during the 2020-21 school year. The one goal that was not mastered was due to challenges encountered as part of the shift to remote instruction due to COVID-19. Given the year ahead, NYCACS East Harlem will focus on making up for learning loss as students return to in-person instruction and on finding innovative ways to provide them with as many pertinent learning opportunities as possible across the areas outlined above.

GOAL 2: PROGRESS TOWARD REDUCTION OF CHALLENGING BEHAVIOR

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

Measure 1: Reduction of Challenging Behavior

Annually, 100% of NYCACS East Harlem students who have had one or more Behavior Intervention Plans (BIP) in place to address challenging behavior for at least six months will show a reduction in challenging behavior—either in terms of frequency, magnitude, or both. Data will be collected on all student BIPs daily. Progress will be defined as movement in the desired direction from previous BIPs and/or baseline measures (i.e., a reduction in rates of targeted behavior). Progress will be assessed across every BIP, even if more than one is associated with an individual student.

METHOD

NYCACS East Harlem collects student Behavior Intervention Plan data on a daily basis. Student progress is defined as movement in the desired direction from previous BIP and/or baseline measures (i.e., a reduction in rates of targeted behavior).

RESULTS AND EVALUATION

The table below contains a row for each student Behavior Intervention Plan (BIP). Each BIP indicates mean and range percentages or occurrences of behavior (depending upon measurement procedures utilized within each plan) from baseline or previous plan contrasted with the most recent month. The final column indicates if a reduction in behavior has been demonstrated. Only students who were in-person for at least six months and had behavior reduction plans are included. All five students (100%) demonstrated a decrease in the rate of targeted challenging behavior across one or more BIPs.

Reduction in Challenging Behavior 2020-21				
Students Mean Previous BIP or Baseline		Mean Current BIP	Reduction Demonstrated? Yes/No	
Student 1				
BIP 1	Interfering behavior level 1 Mean = 7%	Interfering behavior level 1 Mean = 3.5%	Yes	

20-2021 ACCOUNTABILITY PLAN PROGRESS REPORT					
BIP 2	Interfering behavior level 2 Mean = 5.7%	Interfering behavior level 2 Mean = 1.1%	Yes		
Student 2					
BIP 1	Disruptive behavior Mean = 6.4%	Disruptive behavior Mean = 3.6%	Yes		
BIP 2	Screaming Mean = 3.7%	Screaming Mean = 1.3%	Yes		
Student 3					
BIP 1	Oral motor stereotypy Mean = 313 instances	Oral motor stereotypy Mean = 1.9 instances	Yes		
Student 4					
BIP 1	Tantrum Behavior Mean = 2.3%	Tantrum Behavior Mean = .17%	Yes		
Student 5					
BIP 1	Aggression Mean = 9.3%	Aggression Mean = .14%	Yes		

ADDITIONAL EVIDENCE AND COMMENTS

Many NYCACS East Harlem students exhibit different forms of challenging behavior at different times during their enrollment as a result of their diagnosis. Neither school has ever suspended or expelled a student since opening in East Harlem in 2005. Rather, NYCACS East Harlem has demonstrated effectiveness in reducing levels of such challenging behavior through careful baseline and functional assessment procedures, intervention probes, and formal Behavior Intervention Plans. Parental consent is secured for every step of that process, starting with the baseline and assessment phase. Given how many different forms these plans can take, how long they may be in place, and the general ebb and flow of rates of behavior for this population at different times in their lifespan, meaningfully capturing progress can be difficult. NYCACS East Harlem will continue to look at how it reports on these data, given the critical nature of this area of programming.

Measure 2: Improvement in Barriers Section

For those NYCACS East Harlem students without BIPs who are assessed using the VB-MAPP assessment, 100% will show improvement in the barriers section.

METHOD

For many students without BIPs, NYCACS East Harlem assesses progress in the realm of behavior reduction using the VB-MAPP assessment. NYCACS East Harlem aims for 100% improvement in the barriers section on this assessment.

RESULTS AND EVALUATION

The table below contains a line for each student without BIPs who was in person for at least six months during the 2020-21 school year. Each row contains their 2019-20 VB-MAPP assessment score in the barriers section, the current year assessment score in the barriers section, the difference between the two, and an indication of whether or not there was improvement. Seven of eight students, or 88%, showed improvement with one student's score remaining the same.

Im	Improvement in VB-MAPP Barriers Section 2020-21				
Students	Baseline Barriers Score	Final Barriers Score	Improvement in VB-MAPP Barriers Section? Yes/No		
Student 1	26	10	Yes		
Student 2	9	3	Yes		
Student 3	44	4	Yes		
Student 4	46	5	Yes		
Student 5	31	13	Yes		
Student 6	80	47	Yes		
Student 7	40	40	No		
Student 8	41	34	Yes		

ADDITIONAL EVIDENCE AND COMMENTS

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. Despite the challenges of COVID-19 referenced in the previous section, substantial progress was made by the majority of in-person students in this area.

SUMMARY OF GOAL 2: PROGRESS TOWARD REDUCTION OF CHALLENGING BEHAVIOR

Measure		Outcome
1.	Annually, 100% of students who have had one or more Behavior Intervention Plans (BIP) in place to address challenging behavior for at least six months will show a reduction in challenging behavior—either in terms of frequency, magnitude, or both. Data will be collected on all student BIPs daily. Progress will be defined as movement in the desired direction from previous BIPs and/or baseline measures (i.e., a reduction in rates of targeted behavior). Progress will be assessed across every BIP, even if more than one is associated with an individual student.	Met
2.	For those students without BIPs who are assessed using the VB-MAPP assessment, 100% will show improvement in the barriers section.	Not Met

ACTION PLAN

Behavior Intervention Plans can take many different forms and be in place for varied amounts of time. The nature of autism, paired with changes that come during adolescence and/or the appearance or co-morbid conditions, means that challenging behavior can appear suddenly or change in magnitude and topography at different points. Given how much time, planning, collaborating, and problem-solving goes into managing and reducing challenging behavior, NYCACS East Harlem will continue to look at ways to capture all of the work that goes on in this arena. As we look toward the year ahead, NYCACS East Harlem will continue to find new ways to address behavior challenges that are safe and effective for students and staff, particularly given some of the ongoing safety protocols in place for the coming year.

GOAL 3: ASSESSMENT OF HUMAN RIGHTS COMMITTEE

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

Measure 1: HRC Positive Assessment of Behavior Intervention Plans

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

METHOD

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

RESULTS AND EVALUATION

Given the limitations on in-person meetings as well as the limited number of active BIP's due to the percentage of students in remote instruction for the majority of the year, HRC meetings were cancelled for the 2020-2021 school year. The required two meetings per year will commence again starting this fall.

ADDITIONAL EVIDENCE AND COMMENTS

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

Measure 2: HRC Evidence of Parental Consent

Evidence of parental consent will be demonstrated for 100% of plans reviewed for NYCACS East Harlem and NYCACS Bronx.

METHOD

As noted under Measure 1, in a typical school year, NYCACS convenes a Human Rights Committee (HRC) two times per year that consists of individuals from a variety of fields: a doctor, an attorney, an educator from another school, a journalist, and the parent of a child with autism who does not attend NYCACS. Over the year, all Behavior Intervention Plans (BIPs) with any restrictive component (e.g., time out, response cost) are reviewed by the HRC. For each, a history of challenging behavior is provided, as well as results from assessments, baseline data, and a rationale for the current BIP. Details of the BIP are reviewed along with data collected to date. HRC members are given the opportunity to discuss and seek clarification on any aspects of the plan. Then they are asked a series of questions. The number of yes responses to the question, "Is there evidence of parental consent?" is divided by the total number of plans reviewed to determine a percentage of plans with parental consent.

RESULTS AND EVALUATION

As noted under Measure 1, given the limitations on in-person meetings as well as the limited number of active BIP's due to the percentage of students in remote instruction for the majority of the year, HRC meetings were cancelled for the year. The required two meetings per year will commence again starting this fall.

ADDITIONAL EVIDENCE AND COMMENTS

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

SUMMARY OF GOAL 3: ASSESSMENT OF HUMAN RIGHTS COMMITTEE

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

Me	Measure		
1.	A Human Rights Committee will positively respond to at least 80% of assessment items requested for each Behavior Intervention Plan reviewed. Any negative responses will be followed by immediate and documented modifications.	Not Reportable	
2.	Evidence of parental consent will be demonstrated for 100% of plans reviewed.	Not Reportable	

ACTION PLAN

Given the forms of challenging behavior demonstrated by some of the students served—including self-injury, aggression, property destruction — NYCACS East Harlem must focus on ensuring the safety of students and staff at all times. The school's primary focus is and has always been on using antecedent management strategies whenever possible (arranging a student's schedule, environment, reinforcement system, etc.) in order to minimize the occurrence of challenging behavior. However, there are times when instances of extreme and dangerous behavior occur which require responses that may be restrictive in nature in order to ensure the safety of all. Building in BIP reviews by a Human Rights Committee (in addition to parental consent at every step of the BIP process and ongoing dialogue with parents as rates of challenging behavior are monitored) ensures students are protected. While COVID-19 prevented the HRC from meeting during the 2020-2021 school year, NYCACS East Harlem is committed to continuing this important practice during the upcoming 2021-2022 school year.

GOAL 4: PARENT ENGAGEMENT AND SATISFACTION

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

Measure 1: Individualized Parent Training

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

METHOD

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

RESULTS AND EVALUATION

The table below contains a row for each student and indicates the number of home hours conducted, the number of clinic hours in which a parent/guardian participated, and the total number of hours of such training activities. For students 12 years old and younger in reduced-ratio classrooms, less clinical hours are required with the goal set at 5 hours of total training.

Overall, 24/40—or 60.0%—of parents/guardians met the required number of training hours as determined by their child's age. 12 of 22 or 54.5% of families met the criterion of 10 hours (5 hours for students in reduced-ratio classrooms) for younger students. The number of hours ranged from 4.33 to 11.5. The target of five hours for the parents of older students was closer to being met, with 12 of 18 or 66.7% meeting criterion. The number of hours ranged from two to 15.5.

Parents may choose not to participate in home visits, as was the case for the parents of the four younger students who did not meet criterion, but staff are still expected to find alternate ways of engaging parents in the requisite number of training hours. This continues to be a challenge but is something the school is committed to working on given how important training and education is for parents of children with autism.

Parent Training Hours 2020-21				
Students	Clinic/School Observation Hours	Home Consultation Hours	Total Hours of Parent Training	Met Target? Yes/No
Students 12 Years and Under			Target 10 Hours	
Student 1	5.75	2	7.75	Yes – reduced ratio
Student 2	3.25	2	5.25	Yes – reduced ratio
Student 3	5.01	1.66	6.67	Yes – reduced ratio
Student 4	5.01	1.66	6.67	Yes – reduced ratio
Student 5	5.25	6.25	11.5	Yes – reduced ratio
Student 6	4.5	1.66	6.16	Yes – reduced ratio
Student 7	4.5	1.58	6.08	Yes – reduced ratio
Student 8	5.78	3	8.78	Yes – reduced ratio
Student 9	5.25	3	8.25	Yes – reduced ratio
Student 10	6.28	2.33	8.61	No
Student 11	6.5	1	7.5	No
Student 12	5.5	0.75	6.25	No
Student 13	8.55	2.25	10.8	Yes
Student 14	4	0.33	4.33	No
Student 15	4	0.33	4.33	No
Student 16	5.83	1.25	7.08	No
Student 17	4.83	2.25	7.08	No
Student 18	7.5	2.5	10	Yes
Student 19	5.5	1.66	7.16	No
Student 20	6.6	1.5	8.1	No
Student 21	5.1	5.08	10.18	Yes
Student 22	6.6	1	7.6	No

Students	Clinic/School Observation Hours	Home Consultation Hours	Total Hours of Parent Training	Met Target? Yes/No
Students 13 Years and Over			Target 5 Hours	
Student 1	2	0	2	No
Student 2	1	5	6	Yes
Student 3	2	1	3	No
Student 4	2	0	2	No
Student 5	2	0.5	2.5	No
Student 6	3.5	3	6.5	Yes
Student 7	6	0.5	6.5	Yes
Student 8	7.5	1	8.5	Yes
Student 9	14.5	1	15.5	Yes
Student 10	5	0	5	Yes
Student 11	4	2.25	6.25	Yes
Student 12	2.5	0.25	2.75	No
Student 13	3.5	3.5	7	Yes
Student 14	1	5.25	6.25	Yes
Student 15	5.25	1.25	6.5	Yes
Student 16	1.5	1.25	2.75	No
Student 17	6	3.5	9.5	Yes
Student 18	3.25	2.75	6	Yes

ADDITIONAL EVIDENCE AND COMMENTS

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

While COVID-19 presented challenges to in-person hours, NYCACS staff found that parents were very open to virtual home consultation hours, leading to numerous benefits; specifically, many families who did not meet the hourly goal overall still participated in many remote school sessions. This finding will inform the structure of what parental training looks like moving forward.

Measure 2: NYCACS Program Effectiveness Survey

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

METHOD

NYCACS East Harlem conducted an internally designed NYCACS Program Effectiveness Survey to determine parent satisfaction with the school. The survey consists of 22 statements applicable specifically to NYCACS. Statements were scored using a Likert scale of 1 to 4, where 1 means Strongly Disagree and 4 means Strongly Agree. Comments and open-ended questions were solicited as well. The survey was distributed anonymously using the Survey Monkey platform. It was made available in English and Spanish.

RESULTS and EVALUATION

Despite COVID-19, 36 of 39, or 92%, of families responded to the NYCACS Program Effectiveness Survey, exceeding the response rate target of 75%.

NYCACS P	NYCACS Program Effectiveness Survey Response Rate 2020-21		
Re			
Number of	Number of	Response	
Responses	Families	Rate	
36	39	92%	

97% of NYCACS parents indicated strong satisfaction with their child's program. In response to the question "Overall, the school program is effective," 97% of parents either agreed or strongly agreed.

NYCACS Program Effectiveness Survey Parent Satisfaction on Key Survey Results 2020-21 Item Percent Satisfied	

ADDITIONAL EVIDENCE AND COMMENTS

The Parent Program Effectiveness Survey offers open ended questions, including the following: "Please list important skills your child has learned at NYCACS this year"; "Please list the strengths of the school and leadership team"; "Please list ways in which the school and/or leadership team could better support you"; and "Do you or your child have any stories you would like to share?."

Comments and anecdotes reinforced numerical findings from this and other surveys. A few responses to open-ended questions include the following:

- "Educated, supportive, flexible, understanding, very clean, and organized. Supplies us with what our child needs to learn in and outside of the school. Caring to our needs, ideas, concerns, and most importantly to our child."
- "In this unprecedented year of turmoil and chaos, the school has been a rock solid source of stability and learning. My daughter has continued to learn and thrive through her virtual school sessions. he school sessions are organized and top-notch and humming along. This simply would not be possible without a strong, organized and thoughtful leadership team."
- "Very caring, always on the lookout for new concepts and programs, open to new ideas and suggestions, always available when needed."
- "The support has been incredible. Every little thing we have needed for our daughter has been thoughtfully considered and problem-solved and integrated into her online instruction. The individualized instruction is tailored so specifically to our daughter and to her learning style, personality, etc. We could not ask for more."

Measure 3: Parent Observation Form

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

METHOD

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

RESULTS AND EVALUATION

Of the 72 NYCACS East Harlem School Observation Forms completed, 100% expressed overall satisfaction with the quality of education observed, surpassing the goal of 85% satisfaction.

NYCACS School Observation Forms			
Results Following Instruction-Focused Visits/Parent Training Sessions 2020-21			
Item Forms Percent Completed Satisfied			
"Overall, did you feel the quality of education was satisfactory? (Yes/No)	72	100% Yes	

ADDITIONAL EVIDENCE AND COMMENTS

The observation forms are valuable in providing immediate feedback following instruction-focused visits/training sessions. The forms are straightforward and give parents a voice in the continued development and shaping of instruction. As a result of COVID-19 and our remote-only access to parents (even for in-person students), surveys were moved to an electronic platform. Results now go directly to the Head of School (rather than a paper/pencil form given to classroom staff) so that each parent/caregiver can now be as comfortable as possible sharing both good and critical feedback about their child's classroom staff. The Head of School will, as always, ensure that any concerns are promptly considered and addressed.

Measure 4: NYC DOE Learning Environment Survey

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

METHOD

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

RESULTS AND EVALUATION

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

NYC DOE L	NYC DOE Learning Environment Survey Response Rate 2018-19			
Re				
Number of	Number of	Response		
Responses	Families	Rate		
34	36	94%		

100% of parents responded positively across all three delineated areas - Effective School Leadership, Strong Family Community Ties, and Trust.

NYC DOE Learning Environment Survey Parent Satisfaction on Key Results 2018-19		
Item	Percent of Respondents Satisfied	
Effective School Leadership	100%	
Strong Family Community Ties	100%	
Trust	100%	

ADDITIONAL EVIDENCE AND COMMENTS

The NYC DOE Learning Environment Survey holds value as a generic measure of parent satisfaction in areas held in common with schools across the city. It is best appreciated in conjunction with the NYCACS- specific surveys that measure satisfaction in areas related to the unique educational program provided to NYCACS students. These measures combined reflect an exceptionally high level of parent satisfaction with the education their children receive. As of July 2021, NYCACS has not yet reviewed the NYC DOE Learning Environment Survey results from 2019-20. According to the NYC Department of Education website, due to COVID-19, scores are not available for any schools for the 2019-20 school year.

Measure 5: Parent Alumni Survey

100% of parents or caregivers of children who have transitioned out of NYC Autism Charter Schools to attend a less restrictive educational setting (LRE), and who complete a biennial survey, will positively rate their experience at NYC Autism Charter Schools and the impact it had on their children.

METHOD

During the 2020-21 school year, NYCACS conducted a Parent Alumni Survey of 17 families whose children transitioned out of NYC Autism Charter Schools. In almost all cases, these transitions were either to less restrictive environments, to more restrictive environments (i.e., residential care facilities), or to the adult service support system at age 21. The surveys collects data on current school placement and living situation.

It also solicits overall parent feedback on their satisfaction while at NYCACS, the most important skills learned, and ways in which NYCACS could have done better to support both child and family. Using a 4-point scaled response from Strongly Disagree to Strongly Agree, the survey asks parents to respond to the statement, "While at NYCACS, I felt that my child was part of a positive and supportive environment." Surveys are disseminated biannually and results represent alumni from both schools – NYCACS Bronx and NYCACS East Harlem.

RESULTS AND EVALUATION

In seven of 17 instances, the child transitioned out of NYCACS to move to a less restrictive educational setting. Of these respondents, 100% indicated that they "Strongly Agree" with the statement, "While at NYCACS, I felt that my child was part of a positive and supportive environment."

NYCACS Parent Alumni Survey Satisfaction Rate 2020-2021		
Total Responses	Total Moved to LRE	Satisfaction Rate
17	7	100%

ADDITIONAL EVIDENCE AND COMMENTS

The numerical results indicate NYCACS' positive impact. But it is the comments from parents that give even more insight into how and how much NYCACS students benefit from the education they receive. Skills attributed to NYCACS referenced by these alumni parents included: understanding personal space, learning to engage in reciprocal conversation, better self-regulating, self-care and daily living skills, time management, independence, and self-advocacy.

Measure 6: Parent Alumni Survey

100% of parents or caregivers of children who have transitioned out of NYC Autism Charter Schools to attend a more restrictive educational setting (MRE), and who complete a biennial survey, will positively rate their experience at NYC Autism Charter Schools and the impact it had on their children.

METHOD

See Method description under Measure 5 above.

RESULTS AND EVALUATION

In six of 17 instances, the child transitioned out of NYCACS to move to a more restrictive educational setting. Of these respondents, 100% indicated that they "Strongly Agree" with the statement, "While at NYCACS, I felt that my child was part of a positive and supportive environment."

NYCACS Parent Alumni Survey			
Sati	Satisfaction Rate 2020-2021		
Total Total Moved to Satisfaction			
Responses MRE Rate			
17	6	100%	

ADDITIONAL EVIDENCE AND COMMENTS

The numerical results indicate NYCACS' positive impact. But it is the comments from parents that give even more insight into how and how much NYCACS students benefit from the education they receive. Skills attributed to NYCACS referenced by these alumni parents include: toilet training, tolerating non-preferred activities (e.g., wearing a seatbelt), using utensils, engaging in appropriate leisure activities, and self-care. Even though many of these students require a high degree of support and likely will for the rest of their lives, parents identified that many of the skills learned at NYCACS have led to a greater degree of independence as these students grow older.

Measure 7: Parent Alumni Survey

100% of parents or caregivers of children who have aged out of NYC Autism Charter Schools, and who complete a biennial survey, will positively rate their experience at NYC Autism Charter Schools and the impact it had on their children in specific areas to best prepare their children for adulthood.

METHOD

See Method description under Measure 5 above.

RESULTS AND EVALUATION

In four of 17 instances, the child aged out of NYCACS at 18 or 21. Of these respondents, 100% indicated that they "Strongly Agree" with the statement, "While at NYCACS, I felt that my child was part of a positive and supportive environment."

NYCACS Parent Alumni Survey Satisfaction Rate 2020-2021		
Total Responses	Aged Out at 18 or 21	Satisfaction Rate
17	4	100%

ADDITIONAL EVIDENCE AND COMMENTS

The numerical results indicate NYCACS' positive impact. But it is the comments from parents that give even more insight into how and how much NYCACS students benefit from the education they receive. Skills attributed to NYCACS referenced by these alumni parents include: language development, following directions for more complex tasks, self-help skills, and everyday living skills, including preparing simple meals, eating, loading and unloading the dishwasher, dressing and undressing, toilet training, brushing and flossing teeth, and washing face. Even though many of these students require a high degree of support and likely will for the rest of their lives, parents identified that many of the skills learned at NYCACS have led to a greater degree of independence as these students transition to adulthood.

Measure 8: Departure Preparation

Annually, 100% of NYCACS East Harlem parents/guardians of students over the age of 15 (who have not already successfully completed mandatory transition readiness tasks) will participate in at least one mandatory action related to preparing for their child's departure from the education system. These mandatory actions include: having their child evaluated to become eligible to access OPWDD (Office of People with Developmental Disabilities) services and funding; identifying and/or enrolling with an adult service agency and/or taking steps to secure self-directed funding; registering for the Draft (males only); and identifying which care coordination organization will manage their child's Individualized Service Plan.

METHOD

NYCACS East Harlem aims to have 100% of parents/guardians of students over the age of 15 (who have not already successfully completed mandatory transition readiness tasks) participate in at least one mandatory action related to preparing for their child's departure from the education system. These mandatory actions include: having their child evaluated to become eligible to access OPWDD (Office of People with Developmental Disabilities) services and funding; identifying and/or enrolling with an adult service agency and/or taking steps to secure self-directed funding; registering for the Draft (males only); and identifying which care coordination organization will manage their child's Individualized Service Plan.

RESULTS AND EVALUATION

14 of 16 (or 88%) of applicable families participated in mandatory actions, described above, coming close to meeting the goal.

Participation in Actions to Prepare for Transition Out 2020-21		
Family	Mandatory Action Complete? Yes/No	
Family 1	No	
Family 2	Yes	
Family 3	Yes	
Family 4	Yes	
Family 5	Yes	
Family 6	Yes	
Family 7	No	
Family 8	Yes	
Family 9	Yes	
Family 10	Yes	
Family 11	Yes	
Family 12	Yes	
Family 13	Yes	
Family 14	Yes	
Family 15	Yes	
Family 15	Yes	
Family 16	Yes	

ADDITIONAL EVIDENCE AND COMMENTS

While engagement was steady and strong with families throughout the pandemic, family bandwidth to take on additional tasks was more limited given challenges associated with COVID-19. NYCACS East Harlem looks forward to supporting all families with departure preparation in the upcoming school year.

SUMMARY OF GOAL 4: PARENT ENGAGEMENT AND SATISFACTION

Me	Outcome		
1.	Annually, 85% of parents/guardians whose children are 12 years old or younger will participate in a minimum of 10 hours of individualized parent training focused on school, home, and/or community learning on an annual basis: 85% of parents/guardians whose children are 13 years old or older will participate in a minimum of five hours of individualized parent training focused on school, home, and/or community learning.	Not Met	
2.	 Annually, 85% of parents/guardians will rate the NYCACS education program as effective in the annual Program Effectiveness Survey. The school will obtain a 75% participation rate. 		
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.	Met	
4.	Annually, parents/guardians will express satisfaction with the school's program, based on the NYC DOE Learning Environment Survey in which the school will receive scores of 75% or higher in each of the domains surveyed as designated by the NYC DOE. The school will obtain a 75% participation rate on the survey.	Met	
5.	5. 100% of parents or caregivers of children who have transitioned out of NYC Autism Charter Schools to attend a less restrictive educational setting (LRE), and who complete a biennial survey, will positively rate their experience at NYC Autism Charter Schools and the impact it had on their children.		
6.	100% of parents or caregivers of children who have transitioned out of NYC Autism Charter Schools to attend a more restrictive educational setting (MRE), and who complete a biennial survey, will positively rate their experience at NYC Autism Charter Schools and the impact it had on their children.	Met	
7.	100% of parents or caregivers of children who have aged out of NYC Autism Charter Schools, and who complete a biennial survey, will positively rate their experience at NYC Autism Charter Schools and the impact it had on their children in specific areas to best prepare their children for adulthood.	Met	

8.	Annually, 100% of parents/guardians of students over the age of 15 (who have not already successfully completed mandatory transition readiness tasks) will participate in at least one mandatory action related to preparing for their child's departure from the education system. These mandatory actions include: having their child evaluated to become eligible to access OPWDD (Office of People with Developmental Disabilities) services and funding; identifying and/or enrolling with an adult service agency and/or taking steps to secure self-directed funding; registering for the Draft (males only); and identifying which care coordination organization will manage their child's Individualized Service Plan.	Not Met
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ACTION PLAN

NYCACS East Harlem demonstrates high levels of parent engagement and satisfaction across measures. The school will continue to work with students, parents and the broader community to enrich satisfaction and to better identify, prepare for, and transition its adolescent students to (and ready their families for) post-school adult services. The strong levels of participation and satisfaction is a testament to an even further strengthening of ties to families during the pandemic. NYCACS looks forward to utilizing the new ways of communicating with and involving families, brought on by COVID-19, into the future.

GOAL 5: STAFF PROFICIENCY AND SATISFACTION

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

Measure 1: Staff understanding of training concepts

Annually, post-test measures of NYCACS East Harlem staff understanding of concepts presented within training segments will show a minimum of 80% accuracy.

METHOD

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

RESULTS AND EVALUATION

The table below provides the average post-test scores compiled for nine staff members and indicates whether they met the criteria of at least 80% mastery. 100% of staff, or nine of nine staff members, surpassed the 80% post-test criterion, with an average post-test score of 98%.

Post-test Training Scores 2020-21			
Staff Member	Post-Test Score Average	Criteria Met? Yes/No	
Staff Member 1	98	Yes	
Staff Member 2	100	Yes	
Staff Member 3	98	Yes	
Staff Member 4	99	Yes	
Staff Member 5	99	Yes	
Staff Member 6	96	Yes	

Staff Member 7	97	Yes
Staff Member 8	98	Yes
Staff Member 9	98	Yes

ADDITIONAL EVIDENCE AND COMMENTS

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

Measure 2: Key Learning Points

. Annually, an average of 80% of NYCACS East Harlem staff surveyed will indicate that they acquired valuable information as a result of attending staff development meetings.

METHOD

NYCACS East Harlem teachers and instructors are asked to complete brief written summaries the conclusion of topic specific staff development meetings held throughout the year. Part of this summary includes a question indicating whether they have acquired valuable information as a result of attending the development meeting.

RESULTS AND EVALUATION

The table below summarizes the percentage of staff rating information from staff development meetings as valuable. Across staff development meetings, 100% of staff in attendance rated the information as valuable, surpassing the target of 80% for the measure.

Staff Development Ratings 2020-21			
Meeting Date	Торіс	% of Staff Rating Information as Valuable	80% Criteria Met? Yes/No
11/17/20	Differential Reinforcement	100%	Yes
12/1/20	Center for Autism and Related Disorders (Michael Alessandri) – Early Detection of Autism	100%	Yes
12/15/20	Preference and reinforcer Assessments	100%	No
2/2/21	Instructional Feedback	100%	Yes
3/2/21	Stimulus Control (Group A)	100%	No

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	3/16/21	Antecedent Management (Group B)	100%	No
	4/7/21	Stimulus Control Part 2 (Group A)	100%	No
	4/20/21	Stimulus Control (Group B)	100%	Yes
	6/1/201	Prompt Problem Solving	100%	Yes

ADDITIONAL EVIDENCE AND COMMENTS

While the structure of staff development meetings changed on March 13, 2020 when the school year shifted to remote instruction, professional learning has continued remotely ever since. This transition has allowed for staff from both schools to blend together and benefit from each other's comments and questions. Additionally, PD has been leveled, with different tracks for different levels of staff expertise. NYCACS Bronx will continue to work to ensure that virtual professional development is high quality and functional.

Measure 3: Performance Proficiency Standards

Of NYCACS East Harlem instructional staff invited to return for the upcoming school year, 100% will show proficiency in teaching techniques and satisfactory execution of job requirements as assessed through the NYCACS performance evaluation rubric. Evaluations are comprised of information gathered across the school year as part of regular supervision (varied formats include in vivo observation, video review, and written feedback), and aggregated annually for each staff member.

METHOD

NYCACS utilizes a comprehensive, data-driven assessment of teacher and instructor performance to assess proficiency in teaching techniques and satisfactory execution of job requirements. All teachers and instructors receive an initial three-month and comprehensive performance evaluation. Data regarding each staff's performance of pivotal teaching skills are collected. The evaluations employ objective measures, including the following: frequency of behavior-specific praise; levels of engagement and on-task behavior of both students and staff; ability to implement a variety of teaching strategies; ability to follow and implement a written behavior intervention plan; and ability to use and understand behavioral terminology. Data are collected on clearly defined areas (e.g., discrete trial instruction, incidental teaching, professionalism with colleagues) that are further broken down into many discrete instructional skills (e.g. within discrete trial instruction, subcomponents include ensuring attending prior to presenting instruction, providing effective prompts, delivering appropriate levels of reinforcement). Points are assigned to each area according to a Likert Rating Scale ranging from Ineffective, to Developing, to Effective, to Highly Effective. Proficiency is defined as a rating of effective or above. To be invited to return the following year, staff must obtain a performance rating between Developing and Highly Effective.

RESULTS AND EVALUATION

The table below verifies that 20 of 20, or 100%, of staff invited to return in 2020-2021 demonstrated proficiency in teaching techniques and satisfactory execution of job requirements.

Staff Proficiency Ratings 2020-21		
Staff Member	Proficiency Shown? Yes/No	
Staff Member 1	Yes	
Staff Member 2	Yes	
Staff Member 3	Yes	
Staff Member 4	Yes	
Staff Member 5	Yes	
Staff Member 6	Yes	
Staff Member 7	Yes	
Staff Member 8	Yes	
Staff Member 9	Yes	
Staff Member 10	Yes	
Staff Member 11	Yes	
Staff Member 12	Yes	
Staff Member 13	Yes	
Staff Member 14	Yes	
Staff Member 15	Yes	
Staff Member 16	Yes	
Staff Member 17	Yes	
Staff Member 18	Yes	
Staff Member 19	Yes	
Staff Member 20	Yes	

ADDITIONAL EVIDENCE AND COMMENTS

The NYCACS Performance Evaluation rubric is both comprehensive and objective. Beginning at the threemonth evaluation, it provides a blueprint for individualized staff training and supervision. Areas to be strengthened are identified early and targeted for additional training and support. In the few cases where proficiency is not demonstrated after concerted effort, the decision not to continue employment is typically a mutual one. There have been several modifications to the performance evaluation rubric over the years of its development. The hope is, once in its final form and consistent year over year, another accountability metric may be included to assess improvement in performance evaluation scores over time. Additionally, adjustments will be made to the rubric in order to account for skills required to deliver effective remote instruction.

Measure 4: Teacher Survey

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

METHOD

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

RESULTS AND EVALUATION

Teachers expressed exceptionally high satisfaction with NYCACS East Harlem across domains and at a participation rate of 100%, exceeding the target of a 75% participation rate.

NYC DOE Learning Environment Survey		
Survey Response Rate 2018-19		
Number of Number of Responses Instructional S		Response Rate
29	29	100%

Across five of six domains, 96% or more of teachers expressed satisfaction, exceeding the 75% goal; however, Rigorous Instruction fell just short at 73%, largely due to the quality of student discussion rating.

NYC DOE Learning Environment Survey Teacher Satisfaction on Key Survey Results 2018-19	
Item Percent of Respondents Satisf	
Rigorous Instruction	73%
Collaborative Teachers	96%
Supportive Environment	98%
Effective School Leadership	99%
Strong Family Community Ties	100%
Trust	98%

ADDITIONAL EVIDENCE AND COMMENTS

The NYC DOE Learning Environment Survey has value as a generic measure of teacher satisfaction in areas held in common with schools across the city. It does NYCACS a disservice, however, when assessing performance that is directly impacted by our students' disabilities. The highly positive scores in the domains of Collaborative Teachers, Supportive Environment, Effective School Leadership, Strong Family Community Ties, and Trust, taken together with the equally positive scores from parents in these same domains (reported in Goal 4 Measure 2), reinforce the conclusion that NYCACS East Harlem is a highly positive environment in which to work as a professional and learn as a student. As of July 2021, NYCACS has not yet reviewed the NYC DOE Learning Environment Survey results from 2019-20. According to the NYC Department of Education website, due to COVID-19, scores are not available for any schools for the 2019-20 school

Measure 5: ABA Certification

Annually, at least 10% of instructional staff across NYCACS East Harlem and NYCACS Bronx will be working toward certification in Applied Behavior Analysis (with supervision hours provided by NYCACS licensed staff) or certification in Special Education.

METHOD

The Board Certification in Behavior Analysis is a graduate level certification in Applied Behavior Analysis (ABA). Certification requires: 1) the completion of a graduate degree in a related field, 2) the completion of a defined period of supervised practical experience and 3) passing the BCBA certification exam. NYCACS offers experienced staff who are working toward their BCBA credential qualifying supervision hours by a board certified NYCACS staff member. Hours of supervision are documented according to the requirements of the Behavior Analysis Certification board. NYCACS also records staff working towards SPED certification.

RESULTS AND EVALUATION

14 of 32 or 43.8% of East Harlem staff members were working toward their ABA, SPED, or BCBA certification in the 2020-21 school year, exceeding the goal. The NYCACS instructional program is strongly enhanced by the expertise brought by its Board Certified Behavior Analysts. To the extent that the school is able to support staff who are working towards their BCBA, both the program and staff retention are stronger. Additionally, 33% of Bronx staff members were working toward certification.

Staff Certification 2020-21		
Staff Member	Working Toward ABA or SPED Certification? Yes/No	
Staff Member 1	No	
Staff Member 2	Yes (ABA)	
Staff Member 3	Yes (ABA)	
Staff Member 4	Yes (ABA)	
Staff Member 5	Yes (ABA)	
Staff Member 6	Yes (SPED)	
Staff Member 7	Yes (SPED, ABA)	
Staff Member 8	Yes (SPED, ABA)	
Staff Member 9	Yes (ABA)	
Staff Member 10	Yes (SPED)	
Staff Member 11	Yes (ABA)	
Staff Member 12	Yes (BCBA)	
Staff Member 13	No	
Staff Member 14	No	
Staff Member 15	No	
Staff Member 16	No	
Staff Member 17	Yes (ABA)	
Staff Member 18	No	
Staff Member 19	Yes (SPED)	
Staff Member 20	No	
Staff Member 21	No	
Staff Member 22	No	
Staff Member 23	No	
Staff Member 24	Yes (ABA)	
Staff Member 25	No	
Staff Member 26	No	
Staff Member 27	No	
Staff Member 28	No	
Staff Member 29	No	
Staff Member 30	No	
Staff Member 31	No	
Staff Member 32	No	

ADDITIONAL EVIDENCE AND COMMENTS

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

Measure 6: Tuition Assistance

Annually, at least 30% of staff across NYCACS East Harlem and NYCACS Bronx will take advantage of the NYCACS tuition assistance program to further their education in a relevant field.

METHOD

NYCACS prides itself on offering a tuition assistance program to help staff members further their education in a relevant field. This not only benefits NYCACS, but also the broader autism community as it provides staff with critical skills they will take with them and use in all of the settings in which they ultimately work. As such, NYCACS set a goal of at least 30% of staff taking advantage of this program.

RESULTS AND EVALUATION

13 of 35 or 37% staff members participated in the tuition assistance program, exceeding the goal of 30%. Additionally, 41% of NYCACS Bronx staff members participated in tuition assistance.

Staff Participating in Tuition Assistance 2020-21		
Staff Member	Participation in Tuition Assistance? Yes/No	
Staff Member 1	No	
Staff Member 2	Yes	
Staff Member 3	No	
Staff Member 4	No	
Staff Member 5	Yes	
Staff Member 6	Yes	
Staff Member 7	Yes	
Staff Member 8	Yes	
Staff Member 9	Yes	
Staff Member 10	Yes	
Staff Member 11	Yes	
Staff Member 12	No	
Staff Member 13	No	
Staff Member 14	No	

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2020-2021 ACCOUNTABILITY	PLAN PROGRESS REPORT
Staff Member 15	No
Staff Member 16	No
Staff Member 17	Yes
Staff Member 18	No
Staff Member 19	No
Staff Member 20	No
Staff Member 21	No
Staff Member 22	No
Staff Member 23	No
Staff Member 24	Yes
Staff Member 25	No
Staff Member 26	No
Staff Member 27	No
Staff Member 28	No
Staff Member 29	No
Staff Member 30	No
Staff Member 31	No
Staff Member 32	No
Staff Member 33	Yes
Staff Member 34	Yes
Staff Member 35	Yes

ADDITIONAL EVIDENCE AND COMMENTS

NYCACS East Harlem prides itself on attracting and retaining high-caliber instructors and teachers. Additional education helps to further improve the caliber of teaching at NYCACS and benefits the broader autism community.

Measure 7: Alumni Satisfaction

Of staff who are no longer employed by NYCACS East Harlem and NYCACS Bronx and who complete a biennial alumni survey, 90% will report having learned valuable skills during their time at NYCACS that support their current work.

METHOD

During the 2020-21 school year, NYCACS conducted a Staff Alumni Survey with 16 individuals responding to questions related to their time at NYCACS, current employment status, how NYCACS influenced their career path, and what they took away from their time at NYCACS. Using a Yes or No response, the survey asks

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alumni staff to respond to the statement, "During my time at NYCACS, I learned valuable skills that support my current work."

RESULTS AND EVALUATION

100% of respondents answered Yes to learning valuable skills at NYCACS that support their current work, exceeding the goal of 90%.

ADDITIONAL EVIDENCE AND COMMENTS

As with the parent alumni survey responses, the numerical results indicate NYCACS' positive impact. But it is the comments from staff that give even more insight into the critical skills and sensibilities that staff leave with.

- "The sense of community and positivity among staff is very special."
- "Staff was always like family. It was a lovable place to work at. I still miss interacting with the students."
- "I will always remember the valuable lessons I learned at NYCACS. I want to give an especially big shout-out to XXX for helping me to become the clinician and supervisor I am today."
- "I appreciated every moment at NYCACS. It taught me to home my skills as a therapist and a person."
- "Besides all the great (and challenging) moments I had at NYCACS, my greatest memory is how it has changed me and taught me the necessity of making environments inclusive of people of all abilities. This is something I strive to do in my work as a student affairs/higher education professional so that one day, ANY student who wants an opportunity to experience college can have that in a way that works best for them."

SUMMARY OF GOAL 5: STAFF PROFFICIENCY AND SATISFACTION

Measure		
1.	Annually, post-test measures of staff understanding of concepts presented within training segments will show a minimum of 80% accuracy for each staff member.	Met
2.	Annually, an average of 80% of staff surveyed will indicate that they acquired valuable information as a result of attending staff development meetings.	Met
3.	Of instructional staff invited to return for the upcoming school year, 100% will show proficiency in teaching techniques and satisfactory execution of job requirements as assessed through the NYCACS performance evaluation rubric. Evaluations are comprised of information gathered across the school year as part of regular supervision (varied formats include in vivo observation, video review, and written feedback), and aggregated annually for each staff member.	Met
4.	Annually, teachers will express satisfaction with the school's program, based on the NYC DOE Learning Environment Survey in which the school will receive scores of 75% or higher in each of the applicable surveyed domains. The school will obtain a 75% participation rate on the survey.	Did Not Meet
5.	Annually, at least 10% of instructional staff across both sites will be working toward certification in Applied Behavior Analysis (with supervision hours provided by NYCACS licensed staff) or certification in Special Education.	Met
6.	Annually, at least 30% of staff will take advantage of the NYCACS tuition assistance program to further their education in a relevant field.	Met
7.	Of staff who are no longer employed by NYCACS and who complete a biennial alumni survey, 90% will report having learned valuable skills during their time at NYCACS that support their current work.	Met

ACTION PLAN

NYCACS East Harlem will continue its highly successful staff development, supervisory and evaluation practices and continue to seek ways to enhance the satisfaction and well-being of its staff. While many of the typical practices and protocols will likely continue to look somewhat different in the 2021-2022 school year, the school will work to ensure all staff receive adequate training, support, and supervision. Many of the successful adaptations to professional development necessitated by the pandemic will continue into the future.

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GOAL 6: COMMUNITY AND PROFESSIONAL OUTREACH

GOAL 6: NYCACS will share practices with the broader community (including personnel, students, participants, and employees at other schools, organizations, and businesses) and raise awareness about autism and autism education. This is done through internships, training, observations, workshops, peer mentoring, conference presentations, and more.

Measure 1: Open Houses and Professional Observations

NYC Autism Charter Schools will conduct minimum of 10 open houses or professional observations each year across both sites, during which parents and professionals from outside of NYCACS will have the opportunity to hear a description of the NYCACS education model and observe students receiving instruction in their classrooms, shared space, or community based instruction sites.

METHOD

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

RESULTS AND EVALUATION

While professional observations were not feasible this year given the constraints of COVID-19, NYCACS developed a virtual Open House program to provide parents and professionals with the opportunity to learn about the schools. Across a two month period, over 100 parents and professionals participated. With registration for the Open House, individuals could also register for information sessions to retrieve further information about the schools and ask specific questions.

Open Houses 2020-21		
Date Number of Attendees Purpose		Purpose
3/20/21	2	Information session to answer questions related to NYCACS' program.
3/21/21 - 5/26/21	133 (122 parents and 11 professionals)	Open House Video to share information about NYCACS.

3/30/21

Information session to answer questions related to NYCACS' program.

ADDITIONAL EVIDENCE AND COMMENTS

2

COVID-19 significantly impeded achievement of this measure. However, the school was still able to provide virtual opportunities to members of the community (parents and educators) to learn more about effective autism education and the NYCACS program. Development of the virtual Open House program took time and limited the frequency and reach. NYCACS hopes to return to in-person observations and sessions during the 2021-2022 school year while also continuing to utilize the virtual space.

Measure 2: Student Interns

During non-expansion years, a minimum of two student interns will be placed within NYCACS East Harlem classrooms each year, at each school. Interns will be provided both didactic and hands-on training related to autism and how the principles of applied behavior analysis are used to educate students with autism.

METHOD

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

RESULTS AND EVALUATION

Due to limitations on people allowed access to buildings and classrooms resulting from COVID-19, the school's traditional, in-person internship program was suspended for the year. We hope to be able to bring interns back to NYCACS in person at some point during the 2021-2022 school year. However, we were able to create an adapted and somewhat abbreviated, virtual internship experience for 15 interns, including one student from Sarah Lawrence College and 14 fellows from Weill Cornell Medical College.

ADDITIONAL EVIDENCE AND COMMENTS

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

given the overlay of other conditions and significant behavioral issues that may arise during adolescence. NYCACS hopes to resume the traditional internship program in the 2021-2022 school year.

Measure 3: Peer Mentors

During non-expansion years, a minimum of four peer mentors will participate in a NYCACS East Harlem peer mentor program. Peers will be provided with didactic instruction, an opportunity to observe instruction, and hands-on training to learn how to interact effectively with NYCACS students. Pre- and post-test measures and/or written summaries of their experience will show understanding of concepts and of the disorder.

METHOD

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

RESULTS AND EVALUATION

While this year was a non-expansion year, NYCACS East Harlem did not implement a peer mentoring program due to restrictions resulting from COVID-19.

ADDITIONAL EVIDENCE AND COMMENTS

The Peer Mentoring Program is a ground-breaking program, developed by NYCACS in 2006 and since replicated nationally. NYCACS East Harlem looks forward to implementing the Peer Mentoring Program for the 2021-2022 school year.

Measure 4: Autism Awareness

NYC Autism Charter Schools will conduct a minimum of five autism awareness outreach efforts across both sites, reaching at least 100 people annually. These efforts will be aimed at increasing awareness of autism and providing a basic understanding of its complexities.

METHOD

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

RESULTS AND EVALUATION

Despite COVID-19, NYCACS conducted two Autism Awareness sessions, reaching 215 people across NYCACS East Harlem and NYCACS Bronx, partially meeting the goal. NYCACS Autism Awareness outreach efforts reach a broad range of audiences and address autism in general as well as topics of specific relevance to the particular attendees.

	2020-21 Autism Awareness Outreach Efforts				
Date Event Title Audience Number of Par					
4/3/21	Applied Behavior Analysis and the NYCACS Model	Parents and Professionals in Qatar	190		
4/16/21	Autism Acceptance and appreciation	CPE2 4th grade	25		

ADDITIONAL EVIDENCE AND COMMENTS

NYCACS autism awareness efforts are beneficial not only to the students and families of NYCACS, but to the broader autism community. The more educated the general public is about autism, the more likely individuals on the autism spectrum will be treated with respect and compassion, and the more opportunities they may be offered moving forward. These efforts have a secondary benefit of contributing to NYCACS student recruitment efforts. The school's lottery open houses and information sessions (not listed in the table above) also have the effect of raising autism awareness. Due to COVID-19, the number of events was more limited than desired; however, NYCACS hopes to increase outreach efforts during the 2021-2022 school year.

Measure 5: Conference Presentation

Staff from one or both of the NYC Autism Charter Schools will present annually at a minimum of one local, national or international conference, sharing research and/or best practice strategies around educating students with autism.

METHOD

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

RESULTS AND EVALUATION

In October 2020, the NYCACS Director of Transition and Community Outreach and NYCACS Bronx Senior Clinical Supervisor presented at the New York City Charter School Center's Virtual Conference. The session title was "Effectively Educating Students with Autism – Some Important Considerations."

2020-21 Staff Presentations			
Attendees	Conference Name	Торіс	Date
14	New York Charter Schools Virtual Conference Innovation & Empowerment	Effectively Educating Students with Autism Some Important Considerations (90 minutes)	Oct-20

ADDITONAL EVIDENCE AND COMMENTS

Conference presentations give NYCACS the opportunity to share practices with other educators and clinicians. This has a positive impact on the broader autism community. Some of those attending the conference presentation referenced above were regular education teachers or teachers in more traditional special education environments looking for tips and strategies to increase their effectiveness with the students on the autism spectrum within their classrooms.

Measure 6: Training for Other Schools

Staff from one or both of the NYC Autism Charter Schools will provide training in the areas of challenging behavior and/or effective inclusion practices to personnel at two or more schools.

METHOD

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

RESULTS AND EVALUATION

Staff at both schools provided training on four separate occasions, two with specific schools and two through the New York City Charter School Center, surpassing the goal. These trainings reached 120 individuals across five different school sites.

2020-21 Staff Presentations			
Date	Attendees	Training Topic	Participating School Name
11/1/20	4	Overview of NYCACS remote program, guidance on family outreach, resource sharing, guidance on use of visual supports and schedules (30 minutes)	Achievement First Network – Empower Bushwick location
11/25/20	2	Consultation for preK student with sleep concerns	Central Park East 2
3/22/21	20	PD - Effectively Educating Students with Autism Some Important Considerations Part 1	NYC Charter School Center - The Collaborative for Inclusive Education
4/13/21	9	PD - Lunch & Learn - Effectively Educating Students with Autism Part 2	NYC Charter School Center - The Collaborative for Inclusive Education

ADDITONAL EVIDENCE AND COMMENTS

NYCACS prides itself on providing support and training to other schools and has built a formal goal around sharing best practices to signal how the school communities value and prioritize sharing best practices. NYCACS looks forward to furthering these efforts during the 2021-2022 school year.

SUMMARY OF GOAL 6: COMMUNITY AND PROFESSIONAL OUTREACH

Me	asure	Outcome
1.	NYC Autism Charter Schools will conduct minimum of 10 open houses or professional observations each year across both sites, during which parents and professionals from outside of NYCACS will have the opportunity to hear a description of the NYCACS education model and observe students receiving instruction in their classrooms, shared space, or community based instruction sites.	Not Met
2.	During non-expansion years, a minimum of two student interns will be placed within NYCACS classrooms each year, at each school. Interns will be provided both didactic and hands-on training related to autism and how the principles of applied behavior analysis are used to educate students with autism.	Not Reportable
3.	During non-expansion years, a minimum of four peer mentors will participate in a Peer Mentor program. Peers will be provided with didactic instruction, an opportunity to observe instruction, and hands-on training to learn how to interact effectively with NYCACS students. Pre- and post-test measures and/or written summaries of their experience will show understanding of concepts and of the disorder.	Not Reportable
4.	NYC Autism Charter Schools will conduct a minimum of five autism awareness outreach efforts across both sites, reaching at least 100 people annually. These efforts will be aimed at increasing awareness of autism and providing a basic understanding of its complexities.	Partially Met
5.	Staff from one or both of the NYC Autism Charter Schools will present annually at a minimum of one local, national or international conference, sharing research and/or best practice strategies around educating students with autism.	Met
6.	Staff from one or both of the NYC Autism Charter Schools will provide training in the areas of challenging behavior and/or effective inclusion practices to personnel at two or more schools.	Met

ACTION PLAN

NYC Autism Charter Schools' commitment to outreach to professionals, communities, and parents has been part of its mission since the school's founding in 2005 and will remain so. Given the significant and ongoing impact of COVID-19, efforts in this area have been and may continue to be somewhat limited. As NYCACS East Harlem enters the 2021-22 school year, the school will remain focused on maintaining the high caliber of programming for which it is known while also seeking opportunities to disseminate information and share practices.

NYCACS East Harlem 2020-2021 Accountability Plan Progress Report Page 57 of 61

GOAL 7: FISCAL SOUNDNESS

Goal 7: Fiscal Soundness

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

METHOD

NYCACS has established and continuously monitors all necessary internal financial control practices and procedures necessary to operate in a fiscally sound and compliant manner. Separation of responsibilities and oversight by the NYCACS Board of Trustees and its Finance Committee are ongoing. The annual independent financial audit for the fiscal year ending June 2021 is currently underway and will be submitted together with all additional required documentation by November 3, 2021.

RESULTS AND EVALUATION

Awaiting completion of Independent Fiscal Audit.

GOAL 8: ESSA

The 2019-20 ESSA goal remains unchanged due to the COVID-19 school closure. The 2020-21 accountability status based on 2019-20 results and can be found by navigating to the school report card available <u>here</u>.

Goal 8: Absolute Measure

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

METHOD

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

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

RESULTS AND EVALUATION

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

ADDITIONAL EVIDENCE

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

Accountability Status by Year	
Year Status	
2017-18	In Good Standing
2018-19	In Good Standing
2019-20	In Good Standing
2020-21	In Good Standing

APPENDIX A: OPTIONAL GOALS

Optional Goal 1: Retention

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

METHOD

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

RESULTS

The NYCACS East Harlem student retention rate for 2020-2021 was 100%, exceeding the target of 90%.

2020-21 Student Retention Rate								
	Number of	Number of	Retention Rate					
2019-20	Students Who	Students Who	2020-21 Re-enrollment ÷					
Enrollment	Graduated in	Returned in 2020-	(2019-20 Enrollment -					
	2019-20	21	Graduates)					
40	1 - 1	40	100%					

EVALUATION

The NYCACS East Harlem student retention rate for 2020-2021 was 100%, exceeding the target of 90%. NYCACS East Harlem sets as an Accountability Goal moving 5% of its students in a five-year period to less restrictive placements. While these students contribute to a lower retention rate, their departure is a success and contributes to meeting that goal. Additionally, there may be situations in which a student's behavioral challenges become extremely difficult for families to manage at home. In such cases, a family (with support from the Committee on Special Education) may decide to place their child in a residential facility that provides 24/7 care (a more restrictive environment or MRE). The school helps to support such transitions when deemed clinically appropriate (all MRE transitions to date have been considered such). The list below indicates the number of students who departed in the given year and the number of those who moved to less restrictive (LRE) or more restrictive (MRE) placements

Year	Total Student Departures	Students Moved to LRE	Students Moved to MRE
2016-2017	1	1	0
2017-2018	1	1	0
2018-2019	3	1	0
2019-2020	1	0	0
2020-2021	0	0	0

ADDITIONAL EVIDENCE

Year	Retention Rate
2016-17	97%
2017-18	88%
2018-19	88%
2019-20	97%
2020-21	100%

Optional Goal 2: Attendance

Each year NYCACS East Harlem will have a daily attendance rate of at least 95 percent.

METHOD

NYCACS East Harlem tracks attendance through the ES BOCES data system.

RESULTS

NYCACS East Harlem's 2020-21 10-month attendance rate was 86.8%. While this does not meet the target, NYCACS made every effort to engage students and families and maximize attendance, given the challenges of COVID-19.

2020-21 Student Attendance							
Average Daily Grade Attendance Rate							
1	[%]						
2	[%]						
3	[%]						
4	[%]						
5	[%]						
6	[%]						
7	[%]						
8	[%]						
Ungraded	86.8%						

EVALUATION

NYCACS East Harlem's average daily attendance was 86.8% in the 2020-2021 school year, the lowest rate across the past five years. Remote instruction presented a new set of attendance challenges. NYCACS East Harlem teachers and clinical supervisors worked closely with parents and students to troubleshoot any challenges and improve attendance. Attendance is reviewed with parents at monthly clinic meetings, giving staff an opportunity to identify and address issues students and/or families may have surrounding attendance. Home visits are also used to establish and help parents and students implement evening and morning routines to facilitate the transition from home to school.

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2016-17	94%
2017-18	95.5%
2018-19	95.5%
2019-20	92%
2020-21	86.8%



Financial Statements and Supplementary Information

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

Years Ended June 30, 2021 and 2020



ACCOUNTANTS & ADVISORS

NYC AUTISM CHARTER SCHOOLS

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

YEARS ENDED JUNE 30, 2021 AND 2020

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Report Required by Government Auditing Standards

 Marks Paneth LLP 685 Third Avenue New York, NY 10017 P 212.503.8800 F 212.370.3759 markspaneth.com



INDEPENDENT AUDITORS' REPORT

The Board of Trustees of NYC Autism Charter Schools

Report on the Financial Statements

We have audited the accompanying financial statements of NYC Autism Charter Schools (the "Schools"), which comprise the statements of financial position as of June 30, 2021 and 2020, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

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

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

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

Opinion

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



Supplementary Information

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The supplementary information (shown on pages 15-17) is presented for purposes of additional analysis of the financial statements and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The supplementary information has been subjected to the auditing procedures applied in the audits of the financial statements and other records used to prepare the financial statements or to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, based on our audits, the supplementary information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 22, 2021, on our consideration of the Schools' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Schools' internal control over financial reporting and compliance.

Marks Paneth UP

New York, NY October 22, 2021



ACCOUNTANTS & ADVISORS

NYC AUTISM CHARTER SCHOOLS STATEMENTS OF FINANCIAL POSITION AS OF JUNE 30, 2021 AND 2020

ASSETS		2021		2020
Cash and cash equivalents (Notes 2C and 12B) Investments, at fair value (Notes 2D, 2E and 5) Contributions and grants receivable (Notes 2F and 2H) Restricted cash and cash equivalents (Notes 2C and 4) Property and equipment, net (Notes 2I and 6)	\$	1,831,164 3,031,234 66,110 151,936 282,423	\$	1,543,902 2,010,995 12,552 151,920 443,725
TOTAL ASSETS	<u>\$</u>	5,362.867	\$	4,163,094
LIABILITIES				
Accounts payable and accrued expenses Refundable advances (Note 2G) Loan payable (Note 10)	\$	360,706 58,489 -	\$	299,363 - 915,750
TOTAL LIABILITIES		419,195		1,215,113
CONTINGENCIES (Note 8)				
NET ASSETS (Note 2B)				
Without donor restrictions With donor restrictions (Note 9)		4,810,277 133,395		2,813,784 134,197
TOTAL NET ASSETS		4,943,672		2,947,981
TOTAL LIABILITIES AND NET ASSETS	<u>\$</u>	5,362,867	<u>\$</u>	4,163,094

NYC AUTISM CHARTER SCHOOLS STATEMENTS OF ACTIVITIES FOR THE YEARS ENDED JUNE 30, 2021 AND 2020

Year Ended June 30, 2021

Year Ended June 30, 2020

		out Donor rictions			Total		Without Donor Restrictions		With Donor Restrictions		Total
OPERATING REVENUE:											
State and local per pupil operating revenue (Notes 2G and 12A) Contributions from individuals (Note 2F) Government grants (Notes 2G and 8B) Grants from foundations (Note 2F) Gain on extinguishment of debt (Note 10) Net assets released from restrictions (Note 9)	\$	7,424,012 107,245 117,183 35,000 915,750 75,802	\$	- - 75,000 - (75,802)	\$	7,424,012 107,245 117,183 110,000 915,750	\$	6,264,854 160,586 78,536 80,050 - 86,108	\$	- - 75,000 - (86,108)	\$ 6,264,854 160,586 78,536 155,050 -
TOTAL OPERATING REVENUE		8,674,992		(802)		8,674,190		6,670,134		(11,108)	 6,659,026
OPERATING EXPENSES (Note 2J):											
Program Services Regular Education		5,645,667				5,645,667		5,593,218			 5,593,218
Total Program Services		5,645,667				5,645,667		5,593,218			 5,593,218
Supporting Services Management and General Fundraising		992,600 70,234		-		992,600 70,234		902,558 94,699		-	 902,558 94,699
Total Supporting Services		1,062,834				1,062,834		997,257			 997,257
TOTAL OPERATING EXPENSES		- 6,708,501 -				6,708,501		6,590,475			 6,590,475
NET INCREASE (DECREASE) FROM OPERATIONS		1,966,491		(802)		1,965,689		79,659		(11,108)	 68,551
NON-OPERATING ACTIVITIES:		-						-			
Other income (Note 5)		30,002				30,002		_61,074			 61,074
TOTAL NON-OPERATING ACTIVITIES		- 30,002				30,002		61,074			 61,074
CHANGE IN NET ASSETS		- 1,996,493		(802)		1,995,691		- 140,733		(11,108)	129,625
Net Assets - beginning of year		2,813,784		134,197		2,947,981		2,673,051		145,305	 2,818,356
NET ASSETS - END OF YEAR	<u>\$</u>	4,810,277	\$	133,395	\$	4,943,672	\$	- 2,813,784 -	\$	134,197	\$ 2,947,981

-

NYC AUTISM CHARTER SCHOOLS STATEMENT OF FUNCTIONAL EXPENSES FOR THE YEAR ENDED JUNE 30, 2021 (With Comparative Totals for the Year Ended June 30, 2020)

	Program Services			Supporting Services							
		Regular Education	M:	anagement and General	Ft	undraising	:	Total Supporting Services		Total 2021	 Total 2020
Salaries and wages Fringe benefits and payroll taxes (Note 11)	\$	3,843,724 1,057,949	\$	474,086 126,825	\$	56,575 11,967	\$	530,661 138,792	\$	4,374,385 1,196,741	\$ 4,413,398 1,184,071
Total Salaries and Related Costs		4,901,673		600,911		68,542		669,453		5,571,126	5,597,469
Consulting and professional fees		197,389		257,650		-		257,650		455,039	425,252
Classroom and teaching supplies		110,241		-		-		-		110,241	77,416
Repairs and maintenance		6,284		1,571		-		1,571		7,855	15,977
Insurance		38,926		9,732		-		9,732		48,658	43,693
Staff recruitment and development		8,399		22,044		-		22,044		30,443	29,315
Communications and outreach		27,573		15,443		-		15,443		43,016	27,752
Expensed furniture and equipment		4,919		2,714		-		2,714		7,633	9,707
Travel		61,930		15,482		-		15,482		77,412	4,874
Office expense		52,619		40,861		1,692		42,553		95,172	85,869
Depreciation and amortization		235,714		26,192				26,192		261,906	 273,151
TOTAL EXPENSES	\$	5,645,667	\$	992,600	\$	70,234	\$	1,062,834	\$	6,708,501	\$ 6,590,475

NYC AUTISM CHARTER SCHOOLS STATEMENT OF FUNCTIONAL EXPENSES FOR THE YEAR ENDED JUNE 30, 2020

	Program Ser	vices	S			
		M gular ation	anagement and General	Fundraising	Total Supporting Services	Total 2020
Salaries and wages Fringe benefits and payroll taxes (Note 11)	, ,	5,507 \$ 0,757	457,924 121,437	\$	\$	\$ 4,413,398 1,184,071
Total Salaries and Related Costs	4,92	6,264	579,361	91,844	671,205	5,597,469
Consulting and professional fees Classroom and teaching supplies Repairs and maintenance Insurance Staff recruitment and development Communications and outreach Expensed furniture and equipment Travel Office expense Depreciation and amortization	7 1 3 1 3	1,809 7,416 2,782 4,954 8,155 5,380 2,787 2,437 6,845 4,389	193,443 - 3,195 8,739 21,160 11,161 6,920 2,437 47,380 28,762	- - - 1,211 - 1,644	193,443 - 3,195 8,739 21,160 12,372 6,920 2,437 49,024 28,762	425,252 77,416 15,977 43,693 29,315 27,752 9,707 4,874 85,869 273,151
TOTAL EXPENSES	<u>\$5,59</u>	<u>3,218</u> \$	902,558	<u>\$ 94,699</u>	<u>\$ </u>	<u>\$ 6,590,475</u>

-

NYC AUTISM CHARTER SCHOOLS STATEMENTS OF CASH FLOWS FOR THE YEARS ENDED JUNE 30, 2021 AND 2020

	 2021		2020
CASH FLOWS FROM OPERATING ACTIVITIES: Change in net assets	\$ 1,995,691	\$	129,625
Adjustments to reconcile change in net assets to			
net cash provided by operating activities:	(4 505)		
Unrealized gain on investments Gain on extinguishment of debt	(1,595) (915,750)		(1,155)
Depreciation and amortization expense	261,906		273,151
Subtotal	 1,340,252		401,621
Changes in operating assets and liabilities:			
Decrease (increase) in assets:			
Contributions and grants receivable	(53,558)		2,590
Prepaid expenses and other assets	-		19,159
Increase (decrease) in liabilities:			
Accounts payable and accrued expenses	61,343		63,581
Refundable advances	 58,489		(22,273)
Net Cash Provided By Operating Activities	 1,406,526		464,678
CASH FLOWS FROM INVESTING ACTIVITIES:			
Purchases of property and equipment	(100,604)		(63,758)
Proceeds from maturity of investments	1,810,000		1,675,000
Purchase of investments	 (2,828,644)		(1,685,865)
Net Cash Used in Investing Activities	 (1,119,248)		(74,623)
CASH FLOWS FROM FINANCING ACTIVITIES:			
Loan payable	 -		915,750
Net Cash (Used in) Provided by Financing Activities	_		915,750
	 		010,700
NET INCREASE IN CASH, CASH EQUIVALENTS AND RESTRICTED CASH	287,278		1,305,805
Cash, cash equivalents and restricted cash - beginning of year	 1,695,822		390,017
CASH, CASH EQUIVALENTS AND RESTRICTED CASH - END OF YEAR	\$ 1,983,100	\$	1,695,822
Supplemental Disclosure of Cash Flow Information:			
Forgiveness of loan	\$ 915,750	\$	-
-		-	

NOTE 1 – ORGANIZATION AND NATURE OF ACTIVITIES

New York Center for Autism Charter School ("East Harlem School") is an education corporation formed in 2005 to operate a charter school located in the City of New York, borough of Manhattan. In July 2005, the Board of Regents of the University of the State of New York (the "Board"), for and on behalf of the State Education Department, granted a provisional charter valid for a term of five years, incorporating the School. On April 20, 2010, the Board granted the School a first charter renewal valid for an additional term of five years through and including April 14, 2015. On June 10, 2015, the Board granted the East Harlem School a second and third charter renewal valid for an additional term of five years through and including June 30, 2020. On October 15, 2019, the Board granted the East Harlem School the fourth charter renewal valid for an additional term of five years through June 30, 2025.

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

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

The Schools' mission is to provide individualized, scientifically-based educational services to children with autism and other pervasive developmental disorders. The Schools 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 Schools' walls through training, consultation, and support for students' families. The Schools also offers ongoing professional development opportunities to its staff, as well as to other educators in New York City and the surrounding area. The Schools are exempt from federal income tax under Section 501(a) of the Internal Revenue Code (the "Code") and are classified as an organization described in Section 501(c)(3).

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

- A. Basis of Accounting The Schools prepare its financial statements using the accrual basis of accounting. The Schools adhere to accounting principles generally accepted in the United States of America ("U.S. GAAP").
- B. Net Assets Net assets and revenues 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:

<u>Net Assets Without Donor Restrictions</u> – represent net assets not subject to donor-imposed stipulations that are available for the general support of the Schools' operations.

<u>Net Assets With Donor Restrictions</u> – represent net assets subject to donor-imposed stipulations that will be met by actions of the Schools or by the passage of time.

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

C. **Cash and Cash Equivalents** – Cash equivalents include all highly liquid instruments purchased with maturities of 90 days or less. The following table provides a reconciliation of cash and restricted cash reported within the statements of financial position at June 30 that sum to the total of the same such amounts shown in the statements of cash flows.

	J	<u>une 30, 2021</u>	J	<u>une 30, 2020</u>
Cash and cash equivalents Restricted cash	\$	1,831,164 <u>151,936</u>	\$	1,543,902 <u>151,920</u>
Total	<u>\$</u>	1,983,100	\$	1,695,822

- D. **Investments** Investments are stated at fair value. Donated securities are recorded at their fair values on the date received using an average of the high and low price on the date received. Investment income is recorded as revenue in the period earned.
- E. *Fair Value Measurements* Fair value measurements are the prices that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. In order to increase consistency and comparability in fair value measurements, a fair value hierarchy prioritizes observable and unobservable inputs used to measure fair value into three levels, as described in Note 5.
- F. **Contributions and Grants** Contributions received, including unconditional promises to give, are recognized as revenues in the appropriate category of net assets in the period received. Conditional promises to give are recognized when they become unconditional, that is, when the conditions are substantially met. All contributions receivable are expected to be collected within one year.
- G. Government Support State and local per pupil revenue resulting from the Schools' charter status, which is based on the number of students enrolled, is recorded when services are performed in accordance with the charter agreement.

Performance obligations are determined based on the nature of the services provided by the Schools in accordance with the contract. Revenue for performance obligations satisfied over time is recognized as the services are provided. This method depicts the transfer of services over the term of the performance obligation based on the inputs needed to satisfy the obligation. The Schools measures the performance obligation from the beginning of the next month or day to the point when it is no longer required to provide services under the contract or has met the requirements to bill for the services provided, which is generally at the end of each month or period of time allowed based on the government agencies' stipulations.

The Schools' performance obligations are primarily satisfied over time during the course of an academic year, therefore, there are no performance obligations or contract balances that are unsatisfied as of June 30, 2021. The performance obligations for these contracts are completed when the service is completed and upon submission of required documentation. The Schools determines the transaction price based on the established per pupil reimbursement rate.

Revenue from federal, state and local government grants and contracts is recorded by the Schools when qualifying expenditures are incurred and billable. Funds received in advance for which expenditures have not been incurred are reflected as refundable advances in the statements of financial position. Governmental grants are recognized as revenue when barriers within the contract are overcome and there is no longer a right of return. As of June 30, 2021 and 2020, the Schools had no conditional grants and contracts from government agencies that have not been recorded in the accompanying financial statements.

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

- H. Contributions and Grants Receivable Contributions and grants receivable are stated at the amount management expects to collect from outstanding balances. The Schools provide an allowance for doubtful accounts for receivables. This estimate is based on management's assessment of the aged basis of its government funding sources, current economic conditions and creditworthiness of its donors and grantors. The Schools determined that no allowance for doubtful accounts was necessary as of June 30, 2021 and 2020.
- Property and Equipment The Schools capitalize property and equipment having a cost of \$500 or more and a useful life of at least one year. Depreciation is recognized using the straight-line method over the estimated useful lives of the respective assets. Leasehold improvements are amortized on a straightline basis over the lesser of the life of the improvements or the charter term.
- J. Functional Allocation of Expenses The costs of program and supporting services activities have been summarized on a functional basis in the statements of activities. The statements of functional expenses present the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

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 occupancy, insurance, depreciation, and amortization, which are allocated on a square footage basis, as well as salaries and wages, benefits, payroll taxes, professional services, office expenses, information technology, interest and other, which are allocated on the basis of estimates of time and effort.

K. Use of Estimates – The preparation of financial statements in conformity with U.S. GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingencies at the date of the financial statements, and revenues and expenses recognized during the reporting period. Actual results could differ from those estimates.

NOTE 3 – LIQUIDITY AND AVAILABILITY

As part of the Schools' liquidity management, the investment accounts are structured to be available as its general expenditures, liabilities and other obligations come due. Their reserves are maintained in highly liquid products. CDs are laddered to ensure cash is available if needed. They have no exposure to illiquid assets.

The Schools' financial assets available within one year of the statements of financial position date for general expenditures are as follows:

	2021	2020
Cash and cash equivalents	\$ 1,831,164	\$ 1,543,902
Investments	3,031,234	2,010,995
Contributions and grant receivable	66,110	12,552
	4,928,508	3,567,449
Less: Net assets with donor restrictions	(133,395)	(134,197)
	<u>\$ 4,801,924</u>	<u>\$ 3,433,252</u>

NOTE 4 – RESTRICTED CASH

The New York City Department of Education (the "NYCDOE") requires the Schools to maintain funds in a separate cash account to have funds available to ensure an orderly liquidation, dissolution or transition process if the Schools' charters were to be terminated or the Schools were closed for other reasons. Restricted cash amounted to \$151,936 and \$151,920 as of June 30, 2021 and 2020, respectively.

NOTE 5 - INVESTMENTS AND FAIR VALUE MEASUREMENTS

Investments consisted of the following as of June 30, 2021 and were classified in the table below in two of the three levels as follows:

	 Level 1	 Level 2		Total
Certificates of deposit	\$ -	\$ 1,650,000	\$	1,650,000
Money market funds	244,963	-		244,963
Cash*	-	-		1,136,271
Total investments			<u>\$</u> ;	<u>3,031,234</u>

*Investments as of June 30, 2021 include cash in the amount of \$1,136,271 intended for long-term investments.

Investments consisted of the following as of June 30, 2020 and were classified in the table below in two of the three levels as follows:

		Level 1		Level 2		Total
Certificates of deposit Money market funds	\$	- 200,780	\$	1,810,215 -	\$	1,810,215 200,780
Total investments	<u>\$</u>	200,780	<u>\$</u>	1,810,215	<u>\$</u>	2,010,995

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

Investment income consisted of the following for the years ended June 30, 2021 and 2020 and is included in other income in the accompanying statements of activities:

		2021		2020
Interest and dividends	\$	20,509	\$	37,047
Unrealized gain on investments		1,595		1,155
Total	<u>\$</u>	22,104	<u>\$</u>	38,202

The fair value hierarchy defines three levels as follows:

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

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

NOTE 5 – INVESTMENTS AND FAIR VALUE MEASUREMENTS (Continued)

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

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

The Schools' policy is to recognize transfers in and out between fair value levels as of the beginning of the period in which the transfer takes place. During the years ended June 30, 2021 and 2020, no such transfers between fair value levels occurred.

NOTE 6 - PROPERTY AND EQUIPMENT, NET

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

	2021	2020	Estimated <u>Useful Lives</u>
Furniture and fixtures	\$ 562,069	\$ 514,507	5 years
Computer equipment	548,981	498,569	3 years
			Remaining charter
Leasehold improvements	889,518	886,888	term
Less: accumulated depreciation and	2,000,568	1,899,964	
amortization	(1,718,145)	(1,456,239)	
Total	<u>\$ 282,423</u>	<u>\$ 443,725</u>	

Depreciation and amortization expense amounted to \$261,906 and \$273,151 for the years ended June 30, 2021 and 2020.

NOTE 7 – SCHOOL FACILITIES

- A. East Harlem School has a Facility Shared Use Agreement (the "Facility Agreement") with the NYCDOE for dedicated and shared space at P.S. 50, a New York City public school located at 433 East 100th Street, New York, New York at a cost of \$1 per year. The total square footage utilized by East Harlem School during the years ended June 30, 2021 and 2020 amounted to approximately 8,200 square feet. East Harlem School will continue to operate under the terms of the Facility Agreement unless either party terminates the Facility Agreement with appropriate notice. In addition, East Harlem School continues to be responsible for any overtime-related costs for services provided beyond the regular opening hours.
- B. Bronx School is co-located on the 4th floor of 1180 Tinton Avenue in the Bronx. The space houses 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 8 – CONTINGENCIES

- A. The Schools believes it had no uncertain tax positions as of June 30, 2021 and 2020, in accordance with Accounting Standards Codification ("ASC") Topic 740, "Income Taxes," which provides standards for establishing and classifying any tax provisions for uncertain tax positions.
- B. Certain grants and contracts may be subject to audit by funding sources. Such audits might result in disallowances of costs submitted for reimbursement by the Schools. Management is of the opinion that such disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.
- C. In March 2020, the World Health Organization declared the outbreak of a novel coronavirus ("COVID-19") as a pandemic, which continues to spread throughout the United States. The Schools could be materially and adversely affected by the risks, or the public perception of the risks, related to an epidemic, pandemic, outbreak, or other public health crisis, such as the recent outbreak of COVID-19. Even when school buildings were closed due to the COVID-19 pandemic, the Schools was able to continue to deliver educational services remotely. However, the delay in receiving a per pupil increase, which was frozen for over eight years, along with increased technology expenditures, expenditures related to personal protective equipment and re-opening planning, as well as a decrease in fundraising dollars (e.g., the Spring event was cancelled) all had some budgetary impact. As the situation continues to evolve and change, the Schools is closely monitoring the effects of the pandemic on all aspects of its business, including the possibility of a reimbursement decrease or hold-back, additional increases in certain categories of expenses, and enrollment shifts.

NOTE 9 - NET ASSETS WITH DONOR RESTRICTIONS

Net assets with donor restrictions were available for the following purposes as of June 30:

Purpose restricted:		2021		2020
Extended school-year program	\$	75,000	\$	75,000
Transition program		8,938		8,938
NEXT for Young Adult Program		49,457		50,259
	<u>\$</u>	133,395	<u>\$</u>	134,197

For the years ended June 30, 2021 and 2020, net assets with donor restrictions were released from donor restrictions by incurring expenses satisfying the restricted purposes or by the occurrence of other events specified by donors as follows:

Purpose restrictions accomplished:		2021		2020
Extended school-year program	\$	75,000	\$	75,000
Other		802		11,108
	<u>\$</u>	75,802	<u>\$</u>	86,108

NOTE 10 – PAYCHECK PROTECTION PROGRAM LOAN

On March 27, 2020, in response to COVID-19, the federal government passed the Coronavirus Aid, Relief, and Economic Security Act ("CARES Act"). Among many other provisions, to help businesses retain employees, the CARES Act provides relief to qualifying businesses through a program called the Paycheck Protection Program ("PPP"). Participating in the PPP enables the business to obtain a loan from the Small Business Administration ("SBA") sector of the government. If the proceeds from the loan are used for specified purposes, some or all of the loan can be forgiven.

NOTE 10 – PAYCHECK PROTECTION PROGRAM LOAN (Continued)

The Schools applied for this loan through an SBA authorized lender – Bank of America and received \$915,750 in May 2020. Management has opted to account for the proceeds as a loan under FASB ASC 470, "*Debt,*" until the loan is, in part or wholly, forgiven and the Schools has been "legally released." Accordingly, the loan was recorded as a loan payable as of June 30, 2020. On February 9, 2021, the loan was fully forgiven and the Schools was legally released from its obligations. As a result, the Schools recorded the forgiveness of the loan as gain on extinguishment of debt in the June 30, 2021 statement of activities.

NOTE 11 - PENSION PLAN

The Schools maintain a defined contribution plan ("Plan") in accordance with the provisions of Section 401(k) of the Code. This Plan is available to all eligible full-time employees who have completed at least one year of service. The Schools, at its own discretion, can make matching and nonelective contributions. Effective July 1, 2013, the Plan was amended to match each participant's contribution, up to a maximum 4% of gross compensation. Contributions amounted to \$72,317 and \$50,014 for the years ended June 30, 2021 and 2020, respectively, and are included in fringe benefits and payroll taxes in the accompanying statements of functional expenses.

NOTE 12 – CONCENTRATIONS

- A. The Schools receive a majority of its revenues from the New York State Education Department through the New York City Department of Education Office of Schools. The New York City Department of Education provides general operating support to the Schools based upon the location and the number of students enrolled. Operating support provided to the Schools by the New York City Department of Education totaled \$7,482,501 and \$6,264,854, respectively, for the years ended June 30, 2021 and 2020. The Schools are dependent upon this level of funding in order to continue its operations.
- B. Cash accounts that potentially subject the Schools to a concentration of credit risk include cash accounts with banks that exceed the Federal Deposit Insurance Corporation ("FDIC") insurance limits. Cash accounts are insured up to \$250,000 per depositor. As of June 30, 2021 and 2020, there was approximately \$1,597,000 and \$1,307,000, respectively, of cash and cash equivalents held by a bank that exceeded FDIC limits.

NOTE 13 – SUBSEQUENT EVENTS

Management has evaluated, for potential accrual or disclosure, events subsequent to the date of the statement of financial position through October 22, 2021, the date the financial statements were available to be issued.

NYC AUTISM CHARTER SCHOOLS SCHEDULES OF ACTIVITIES - BY SCHOOL FOR THE YEAR ENDED JUNE 30, 2021

	E	ast Harlem Schoo	I <u> </u>		Bronx School			Total	
	Without Donor Restrictions	With Donor Restrictions	Total	Without Donor Restrictions	With Donor Restrictions	Total	Without Donor Restrictions	With Donor Restrictions	Total
OPERATING REVENUE									
State and local per pupil operating revenue Contributions from individuals Government grants Grants from foundations Gain on extinguishment of debt Net assets released from restrictions	\$ 4,362,900 80,717 50,830 35,000 915,750 45,802	\$ - - 45,000 - (45,802)	\$ 4,362,900 80,717 50,830 80,000 915,750	\$ 3,061,112 26,528 66,353 - - 30,000	\$ - - - - - - (30,000)	\$ 3,061,112 26,528 66,353 30,000 -	\$ 7,424,012 107,245 117,183 35,000 915,750 	\$ - - 75,000 - (75,802)	\$ 7,424,012 107,245 117,183 110,000 915,750
TOTAL OPERATING REVENUE	5,490,999	(802)	5,490,197	3,183,993	<u> </u>	3,183,993	8,674,992	(802)	8,674,190
OPERATING EXPENSES									
Program Services									
Regular Education	3,099,484		3,099,484	2,546,183		2,546,183	5,645,667		5,645,667
Total Program Services	3 099 484	<u> </u>	3 099 484	2 546 183		2 546 183	5 645 667	<u> </u>	5 645 667
Supporting Services Management and General Fundraising	551,629 45,288	-	551,629 45,288	- 440,971 24,946	-	440,971 24,946	992,600 70,234	-	992,600 70,234
Total Supporting Services	596 917		596 917	465 917		465 917	1 062 834	;	1 062 834
TOTAL OPERATING EXPENSES	3,696,401		3,696,401	3,012,100		3,012,100	6,708,501		6,708,501
NET INCREASE (DECREASE) FROM OPERATIONS	1,794,598	(802)	1,793,796	171,893		171,893	1,966,491	(802)	1,965,689
NON-OPERATING ACTIVITIES	-			-			-		
Other income	_28,932		28,932	_ 1,070		1,070	30,002		30,002
TOTAL NON-OPERATING ACTIVITIES	28,932		28,932	1,070		1,070	- 30,002		30,002
CHANGE IN NET ASSETS	- 1,823,530	(802)	1,822,728	- 172,963	-	172,963	- 1,996,493	(802)	1,995,691
Net Assets - beginning of year	2 743 688	104 197	2 847 885	70 096	30 000	100 096	2 813 784	134 197	2 947 981
NET ASSETS - END OF YEAR	\$ 4,567,218 -	<u>\$ 103,395</u>	<u>\$ 4,670,613</u>	<u>\$ 243,059</u>	\$ 30,000	<u>\$ 273,059</u>	<u>\$ 4,810,277</u> -	<u>\$ 133,395</u>	\$ 4,943,672

NYC AUTISM CHARTER SCHOOLS SCHEDULES OF ACTIVITIES - BY SCHOOL FOR THE YEAR ENDED JUNE 30, 2020

		Ea	ast Harl	lem School			Bron	x School			-	Fotal	
	Withou Restrie	ut Donor ctions		Donor rictions	Total	nout Donor trictions		Donor trictions	Total	out Donor		Donor ictions	Total
OPERATING REVENUE					 	 			 	 			
State and local per pupil operating revenue Contributions from individuals Government grants Grants from foundations Net assets released from restrictions	\$	3,591,477 128,080 46,216 57,406 56,108	\$	- - 45,000 (56,108)	\$ 3,591,477 128,080 46,216 102,406	\$ 2,673,377 32,506 32,320 22,644 30,000	\$	- - 30,000 (30,000)	\$ 2,673,377 32,506 32,320 52,644	\$ 6,264,854 160,586 78,536 80,050 86,108	\$	- - 75,000 (86,108)	\$ 6,264,854 160,586 78,536 155,050
TOTAL OPERATING REVENUE		3,879,287		(11,108)	 3,868,179	 2,790,847			 2,790,847	 6,670,134		(11,108)	 6,659,026
OPERATING EXPENSES													
Program Services Regular Education		3,103,253			 3,103,253	 2,489,965			 2,489,965	 5,593,218			 5,593,218
Total Program Services		3 103 253			 3 103 253	 2 489 965			 2 489 965	 5 593 218			 5 593 218
Supporting Services Management and General Fundraising		485,857 56,572		-	 485,857 56,572	 - 416,701 38,127		-	 416,701 38,127	 902,558 94,699		-	 902,558 94,699
Total Supporting Services		542 429 -			 542 429	 454 828			 454 828	 997 257			 997 257
TOTAL OPERATING EXPENSES		3,645,682			 3,645,682	 2,944,793			 2,944,793	 - 6,590,475			 6,590,475
NET INCREASE (DECREASE) FROM OPERATIONS		233,605		(11,108)	 222,497	 (153,946)			 (153,946)	 - 79,659		(11,108)	 68,551
NON-OPERATING ACTIVITIES		-				-				-			
Other income	-	_60,662			 60,662	 412			 412	 61,074			 61,074
TOTAL NON-OPERATING ACTIVITIES		60 662			 60 662	 412			 412	 61 074			 61 074
		-				-				-			
CHANGE IN NET ASSETS		294,267		(11,108)	283,159	(153,534)		-	(153,534)	140,733		(11,108)	129,625
Net Assets - beginning of year		2 449 421		115 305	 2 564 726	 223 630		30 000	 253 630	 2 673 051		145 305	 2 818 356
NET ASSETS - END OF YEAR	\$	- 2,743,688 -	\$	104,197	\$ 2,847,885	\$ 70,096	\$	30,000	\$ 100,096	\$ 2,813,784	\$	134,197	\$ 2,947,981

NYC AUTISM CHARTER SCHOOLS SCHEDULE OF FUNCTIONAL EXPENSES - BY SCHOOL FOR THE YEAR ENDED JUNE 30, 2021

			Ea	ast Harlem	Schoo	bl							Bronx Sc	hool												
	Prog	ram Services		S	Support	ing Service:	s			Pro	gram Services		S	upporting Service	S			Prog	ram Services	 Si	upportir	ng Services	S			
		Regular Education		agement and General	Fun	draising	S	Total upporting Services	Total		Regular Education	Ma	nagement and General	Fundraising	To Supporti Servio	ng	Total		Regular Education	agement and General	Func	Iraising		Total pporting Services	Total 2021	
Salaries and wages Fringe benefits and payroll taxes	\$	2,125,443 608,777	\$	269,456 73,735	\$	37,360 6,894	\$	306,816 80,629	\$ 2,432,259 689,406	\$	1,718,281 449,172	\$	204,630 53,090	\$ 19,215 5,073	\$ 223,8 58,1		\$ 1,942,126 507,335	\$	3,843,724 1,057,949	\$ 474,086 126,825	\$	56,575 11,967	\$	530,661 138,792	\$ 4,374,385 1,196,741	
Total Salaries and Related Costs		2,734,220		343,191		44,254		387,445	3,121,665		2,167,453		257,720	24,288	282,0	108	2,449,461		4,901,673	600,911		68,542		669,453	5,571,126	
Consulting and professional fees Classroom and teaching supplies		123,963 61,230		139,290		-		139,290	263,253 61,230		73,426 49,011		118,360	:	118,3		191,786 49,011		197,389 110,241	257,650		:		257,650	455,039 110,241	
Repairs & maintenance		5,712 19,463		1,428 4,866		1		1,428 4,866	7,140 24,329		572 19,463		143 4,866	:	1 4,8	43 66	715 24,329		6,284 38,926	1,571 9,732		1		1,571 9,732	7,855 48,658	
Staff recruitment and development Communications and outreach		5,389 15,208		14,004 9,225		2		14,004 9,225	19,393 24,433		3,010 12,365		8,040 6,218	1	8,0 6,2	18	11,050 18,583		8,399 27,573	22,044 15,443		2		22,044 15,443	30,443 43,016	
Expensed furniture and equipment Travel		2,513 37,557 29,367		1,928 9,389 21,101		- - 1,034		1,928 9,389 22,135	4,441 46,946 51,502		2,406 24,373 23,252		786 6,093 19,760	- - 658	7 6,0 20,4		3,192 30,466 43,670		4,919 61,930 52,619	2,714 15,482 40,861		- - 1.692		2,714 15,482 42,553	7,633 77,412 95,172	
Office expense Depreciation and amortization		64,862		7,207		1,034		7,207	72,069		170,852		18,985				189,837		235,714	 26,192		1,092		42,555 26,192	261,906	
TOTAL EXPENSES	\$	3,099,484	\$	551,629	\$	45,288	\$	596,917	\$ 3,696,401	\$	2,546,183	\$	440,971	\$ 24,946	\$ 465,9	17	\$ 3,012,100	\$	5,645,667	\$ 992,600	\$	70,234	<u>\$ 1</u> ,	,062,834	\$ 6,708,501	

Marks Paneth LLP 685 Third Avenue New York, NY 10017 P 212.503.8800 F 212.370.3759 markspaneth.com

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

To the Board of Trustees of NYC Autism Charter Schools

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of NYC Autism Charter Schools (the "Schools"), which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 22, 2021.

Internal Control Over Financial Reporting

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

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

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

Compliance and Other Matters

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



Purpose of this Report

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

Marks Paneth UP

New York, NY October 22, 2021





Transmittal Form

Annual Financial Statement Audit Report

for SUNY Authorized Charter Schools

Charter School Name:	NYC Autism Charter School East Harlem	¥
Audit Period:	2020-21	¥
Prior Period:	2019-20	
Report Due Date:	Monday, November 1, 2021	
School Fiscal Contact Name:	Tiffney Jones	-
School Fiscal Contact Email:		
School Fiscal Contact Phone:		
School Audit Firm Name:	Marks Paneth	
School Audit Contact Name:	Minette Adao	
School Audit Contact Email:		
School Audit Contact Phone:		

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

Online Portal: <u>https://my.epicenternow.org/</u>

Required 8 Items:

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

And, if applicable:

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

	If not included , state the reason(s) below. Or, if not applicable fill in "N/A"):
4) Management Letter	N/A
5) Management Letter Response	N/A
6) Form 990; or Extension Form 8868	N/A
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	N/A
8) Corrective Action Plan	N/A

NYC AUTISM CHARTER SCHOOL EAST HARLEM Statement of Financial Position as of June 30, 2021

<u>ASSETS</u>		2020-21	2019-20
CURRENT ASSETS Cash and cash equivalents Grants and contracts receivable Accounts receivables Prepaid expenses Contributions and other receivables	TOTAL CURRENT ASSETS	\$	\$ - - - - - - -
PROPERTY, BUILDING AND EQUIPMENT, net			-
OTHER ASSETS			
	TOTAL ASSETS		
LIABILITIES AND NET A	<u>SSETS</u>		
CURRENT LIABILITIES Accounts payable and accrued expenses Accrued payroll and benefits Deferred Revenue Current maturities of long-term debt Short Term Debt - Bonds, Notes Payable Other	TOTAL CURRENT LIABILITIES	\$ - - - - - - -	\$
LONG-TERM LIABILITIES Deferred Rent All other long-term debt and notes payable, net cu	Irrent maturities TOTAL LONG-TERM LIABILITIES TOTAL LIABILITIES	- - -	- - -
<u>NET ASSETS</u> Without Donor Restrictions With Donor Ristrictions	TOTAL NET ASSETS TOTAL LIABILITIES AND NET	- - -	
	ASSETS	-	-

CK - Should be zero

-

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NYC AUTISM CHARTER SCHOOL EAST HARLEM

Statement of Activities

as of June 30, 2021

	Without Donor	2020-21 With Donor		2019-20
	Restrictions	Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ -	\$-	\$-	\$ -
Students with disabilities	4,362,900	-	4,362,900	3,591,477
Grants and Contracts				
State and local	-	-	-	
Federal - Title and IDEA	-	-	-	
Federal - Other	-	-	-	
Other	915,750	-	915,750	
NYC DoE Rental Assistance	-	-	-	
Food Service/Child Nutrition Program		-	-	
TOTAL REVENUE, GAINS AND OTHER SUPPORT	5,278,650	-	5,278,650	3,591,477
EXPENSES				
Program Services				
Regular Education	\$ 3,099,484	\$-	\$ 3,099,484	\$ 3,103,253
Special Education	-	-	-	. , ,
Other Programs	-	-	-	
Total Program Services	3,099,484	-	3,099,484	3,103,253
Management and general	551,629	-	551,629	485,857
Fundraising	45,288	-	45,288	56,572
TOTAL OPERATING EXPENSES	3,696,401	-	3,696,401	3,645,682
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	1,582,249	-	1,582,249	(54,205
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations		\$-	\$-	\$ 57,406
Individuals	80,717	-	80,717	128,080
Corporations	50 <i>,</i> 830	-	50,830	46,21
Fundraising	35,000	45,000	80,000	
Interest income	-	-	-	
Miscellaneous income	28,932	-	28,932	60,662
Net assets released from restriction	45,802	(45,802)	-	56,108
TOTAL SUPPORT AND OTHER REVENUE	241,281	(802)	240,479	348,472
CHANGE IN NET ASSETS	1,823,530	(802)	1,822,728	294,267
NET ASSETS BEGINNING OF YEAR	2,743,688	104,197	2,847,885	2,449,421
PRIOR YEAR/PERIOD ADJUSTMENTS			-	, ,
NET ASSETS END OF YEAR	\$ 4,567,218	\$ 103,395	\$ 4,670,613	\$ 2,743,688

NYC AUTISM CHARTER SCHOOL EAST HARLEM Statement of Cash Flows as of June 30, 2021

	2020-	21	2019-20
CASH FLOWS - OPERATING ACTIVITIES			
Increase (decrease) in net assets	\$	- Ś	-
Revenues from School Districts		-	-
Accounts Receivable		-	_
Due from School Districts		-	-
Depreciation		-	-
Grants Receivable		-	-
Due from NYS		-	-
Grant revenues		-	-
Prepaid Expenses		-	-
Accounts Payable		-	-
Accrued Expenses		-	-
Accrued Liabilities		-	-
Contributions and fund-raising activities		-	-
Miscellaneous sources		-	-
Deferred Revenue		-	-
Interest payments		-	-
Other		-	-
Other		-	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$	- \$	-
CASH FLOWS - INVESTING ACTIVITIES			
Purchase of equipment		-	-
Other		-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$	- \$	
CASH FLOWS - FINANCING ACTIVITIES			
Principal payments on long-term debt		-	-
Other		-	
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$	- \$	2
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	Ś	- \$	-
Cash at beginning of year		-	-
CASH AND CASH EQUIVALENTS AT END OF YEAR	Ś	- Ś	-

NYC AUTISM CHARTER SCHOOL EAST HARLEM Statement of Functional Expenses as of June 30, 2021

					20	20-21				2019-20
			Program	Services		Su	pporting Services			
		Regular				N	lanagement and			
	No. of Positions	Education	Special Education	Other Education	Total	Fund-raising	General	Total	Total	
Personnel Services Costs		\$	\$	\$	5	\$\$	\$\$		\$	\$
Administrative Staff Personnel	6.00	2,125,443	-	-	2,125,443	37,360	269,456	306,816	2,432,259	2,479,077
Instructional Personnel	34.00	-	-	-	-	-	-	-	-	-
Non-Instructional Personnel	-	-	-	-	-	-	-	-	-	-
Total Salaries and Staff	40.00	2,125,443	-	-	2,125,443	37,360	269,456	306,816	2,432,259	2,479,077
Fringe Benefits & Payroll Taxes		608,777	-	-	608,777	6,894	73,735	80,629	689,406	668,803
Retirement		-	-	-	-	-	-	-	-	-
Management Company Fees		-	-	-	-	-	-	-	-	-
Legal Service		-	-	-	-	-	-	-	-	-
Accounting / Audit Services		-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consu	Ilting Services	123,963	-	-	123,963	-	139,290	139,290	263,253	237,822
Building and Land Rent / Lease / Facility	y Finance Interest	-	-	-	-	-	-	-	-	-
Repairs & Maintenance		5,712	-	-	5,712	-	1,428	1,428	7,140	14,279
Insurance		19,463	-	-	19,463	-	4,866	4,866	24,329	21,873
Utilities		-	-	-	-	-	-	-	-	-
Supplies / Materials		61,230	-	-	61,230	-	-	-	61,230	43,191
Equipment / Furnishings		2,513	-	-	2,513	-	1,928	1,928	4,441	5,442
Staff Development		5,389	-	-	5 <i>,</i> 389	-	14,004	14,004	19,393	21,359
Marketing / Recruitment		15,208	-	-	15,208	-	9,225	9,225	24,433	-
Technology		-	-	-	-	-	-	-	-	-
Food Service		-	-	-	-	-	-	-	-	-
Student Services		-	-	-	-	-	-	-	-	-
Office Expense		29,367	-	-	29,367	1,034	21,101	22,135	51,502	58,583
Depreciation		64,862	-	-	64,862	-	7,207	7,207	72,069	76,308
OTHER		37,557	-	-	37,557	-	9,389	9,389	46,946	18,945
Total Expenses		\$ 3,099,484	\$ -	\$ - :	3,099,484	\$ 45,288 \$	\$ 551,629 \$	596,917	\$ 3,696,401	\$ 3,645,682

NYC Autism Charter Schools 2020-2021 School Year Calendar (Students)

	Sep-20										
	12 Days										
М											
	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	28 29 30										

Sept 14 thru 18 - Remote Instruction for All Students; Sept 21-First Day for In-person Students; Sept 28 - Yom Kippur

	Nov-20										
	17 Days										
М	Т	W	Т	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 3 - Election Day; Nov 11 - Veterans Day; Nov 26 thru 27 - Thanksgiving

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

Dec 24 thru Jan 1 - Winter Recess; Jan 4 thru Jan 8 - Remote Instruction for All students; Jan 18 - MLK Day

	Mar-21										
	20 Days										
М	Т	W	Т	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 29 thru April 2 - Spring Recess

	May-21											
	19 Days											
М	Т	W	Т	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 13 - Eid al-Fitr; May 31 - Memorial Day

	Jul-21											
	19 Days											
М	Т	W	Т	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 5 - Summer Recess; July 6 - First Day of Summer Session

	Oct-20										
	21 Days										
М	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 - Columbus/Indigenous Peoples Day

Dec-20							
17 Days							
М	Т	W	Т	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 Dec 23 - Remote Instruction for All students; Dec 24 thru Jan 1 - Winter Recess

Feb-21						
14 Days						
М	Т	W	Т	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 12 - Lunar New Year; Feb 15 thru 19 - Midwinter Recess

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

March 29 thru April 2 - Spring Recess

Jun-21								
	19 Days							
М	Т	W	Т	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 25 - Last Day of School; June 28 thru July 5 - Summer Recess

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

August 13 - Last Day of Summer Session

