

# Application: NYC Autism Charter School Bronx

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

## Entry 1 School Info and Cover Page

**Completed** Jul 30 2021

### Instructions

#### **Required of ALL Charter Schools**

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within 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) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 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 BRONX 321200861108

**a1. Popular School Name**

NYC Autism Charter School Bronx

**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 #12 - BRONX

**d. DATE OF INITIAL CHARTER**

8/2016

**e. DATE FIRST OPENED FOR INSTRUCTION**

9/2017

**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)**

32

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

29

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

Check all that apply

Grades Served

Ungraded

**l. 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.

## School Site 1 (Primary)

### 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	1180 Tinton Ave., 4th Floor, Bronx, NY 10456	718-860-5910	NYC CSD 12	Ungraded	No



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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Julie Fisher			
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			

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

Co-located Space

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

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

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

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

**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)**

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**Site 1 Fire Inspection Report**

**CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR**

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**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

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

Yes

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**ATTESTATIONS**

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

Name	Julie Fisher
Position	Executive Director
Phone/Extension	212-860-2580
Email	<a href="mailto:jfisher@nycacharterschool.org">jfisher@nycacharterschool.org</a>

**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 [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES** to agree.**

**Responses Selected:**

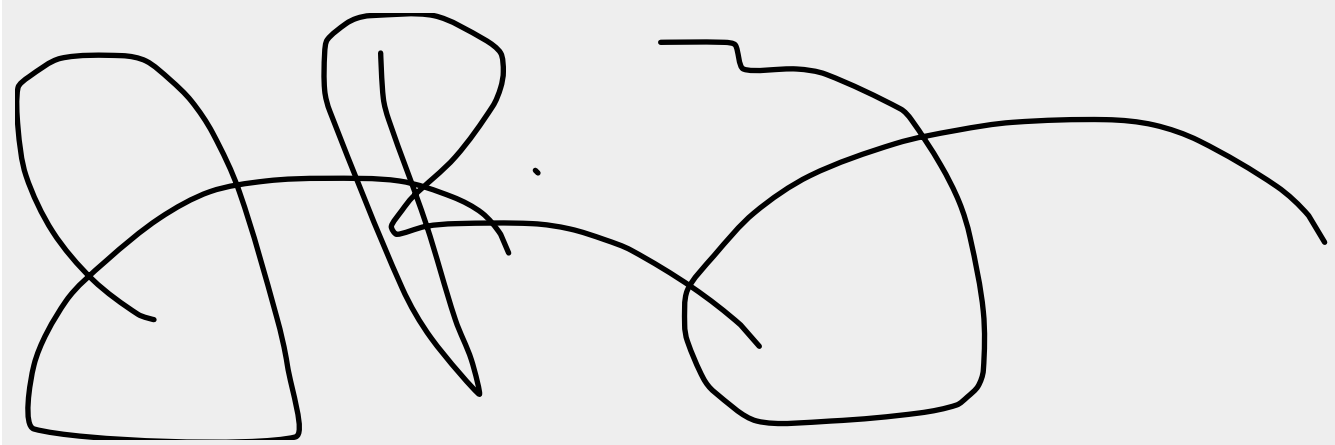
Yes

**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).**

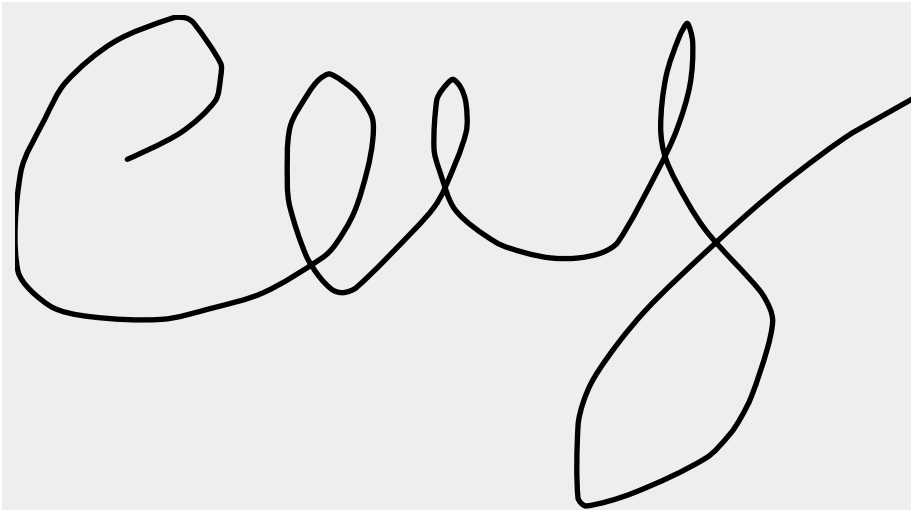
**Responses Selected:**

Yes

**Signature, Head of Charter School**

A handwritten signature in black ink on a light gray background. The signature is highly stylized, featuring large loops and a long, sweeping horizontal stroke that extends to the right.

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

A handwritten signature in black ink on a light gray background. The signature is highly stylized, featuring large loops and a long, sweeping horizontal stroke that extends to the right.

**Date**

Jul 14 2021

**Thank you.**



**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 [Accountability Plan Progress Report template](#). 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 [Annual Report Portal](#) 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

**Instructions - Regents, NYCDOE and Buffalo BOE authorized schools** 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<sup>[1]</sup>
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

<sup>[1]</sup> 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

**Instructions:** 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 Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Tiffney Jones	[REDACTED]	[REDACTED]

### 2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	XiXi Dong	[REDACTED]	[REDACTED]	6

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

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

## Entry 5 - Fiscal Year 2021-2022 Budget

**Incomplete**

**Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools** should upload a copy of the school's FY21 Budget using the 2021-2022 [Projected Annual Budget template](#) 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 self-explanatory. 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.

**Instructions - SUNY authorized charter schools** should download the [2021-2022 Budget and Quarterly Report Template](#) 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: [SUNY Trustee Financial Disclosure Form](#)

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 EMNjhPs.pdf **Size:** 222.2 kB

### **[Benjamin Hartman 2021-SUNY-Financial-Disclosure-Form-1 - signed\[2\]](#)**

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

### **[Alysia Steinmann 2021-SUNY-Financial-Disclosure-Form-URGENT - signed](#)**

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

### **[Christine Sandler 2021-SUNY-Financial-Disclosure-Form-1 - signed\[5\]](#)**

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

### **[Ashley Garrett 2021-SUNY-Financial-Disclosure-Form-1 - signed](#)**

**Filename:** Ashley Garrett 2021 SUNY Financial 5HB0IWp.pdf **Size:** 227.0 kB

### **[Carol Santiago 2021-SUNY-Financial-Disclosure-Form](#)**

**Filename:** Carol Santiago 2021 SUNY Financial FMn3wSR.pdf **Size:** 226.4 kB

### **[Elaine Florio 2021-SUNY-Financial-Disclosure-Form-1 - signed](#)**

**Filename:** Elaine Florio 2021 SUNY Financial D 77QedZf.pdf **Size:** 224.9 kB

### **[Hannah Hoch 2021-SUNY-Financial-Disclosure-Form-1 - signed\[1\]](#)**

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

### **[Mark Saretsky 2021-SUNY-Financial-Disclosure-Form-1 - signed\[3\]](#)**

**Filename:** Mark Saretsky 2021 SUNY Financial D CHj6a4F.pdf **Size:** 223.2 kB

### **[Naeema Livingston 2021-SUNY-Financial-Disclosure-Form-1 - signed\[4\]](#)**

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

### **[Mitch Baum 2021-SUNY-Financial-Disclosure-Form](#)**

**Filename:** Mitch Baum 2021 SUNY Financial Disc cGqBxC7.pdf **Size:** 229.9 kB

### **[Paul O'Neill 2021-SUNY-Financial-Disclosure-Form](#)**

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

### **[Ilene Lainer 2021-SUNY-Financial-Disclosure-Form - signed](#)**

**Filename:** Ilene Lainer 2021 SUNY Financial Di 5eTL5QG.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 Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
1	Mitchell Baum		Trustee/Member	Operations Committee	Yes	3	06/30/2019	06/01/2022	7
2	Elaine Florio		Trustee/Member	Development Committee	Yes	1	04/30/2019	06/01/2022	8
				VP, Secretary, Executive Committee					

3	Ashley Garrett		Vice Chair	ttee, Develop ment Commit tee Chair, Operati ons Commit tee Chair	Yes	3	07/12/2021	06/01/2024	12
4	Benjami n Hartma n		Trustee/ Member	Finance Commit tee	Yes	3	07/13/2020	06/01/2023	10
5	Hannah Hoch		Trustee/ Member	Operati ons Commit tee	Yes	1	06/30/2018	06/01/2021	12
6	Ilene Lainer		Trustee/ Member	Governa nce	Yes	5	07/13/2020	06/01/2023	11
7	Naeema Livingst on		Trustee/ Member	Operati ons Commit tee	Yes	1	07/13/2020	06/01/2023	8
8	Paul O'Neill		Trustee/ Member	Executiv e Commit tee, Governa nce Commit tee Chair	Yes	1	06/30/2018	06/01/2021	9
9	Christin e		Trustee/ Member	Finance Commit tee, Develop	Yes	1	07/13/2020	06/01/2023	9

	Sandler		ment Commit tee					
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**1a. Are there more than 9 members of the Board of Trustees?**

Yes

**1b. Current Board Member Information**

	Trustee Name	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
10	Carol Santiago		Chair	Presiden t, Executiv e Commit tee Chair, Governa nce Commit tee	Yes	3	06/30/2018	06/01/2021	11
11	Mark Saretsky		Trustee/ Member	Finance Commit tee	Yes	1	04/06/2020	06/01/2023	11
12	Alvin Shih		Trustee/ Member	Operati ons Commit tee	Yes	1	06/30/2018	06/01/2021	12

13	Alysia Steinmann		Trustee/Member	Executive Committee, Finance Committee Chair	Yes	1	07/13/2020	06/01/2023	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
Economically Disadvantaged	<p>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 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.</p>	<p>NYC Autism Charter School student recruitment will continue to target high need neighborhoods with a particular emphasis on East Harlem and the South Bronx. Electronic and print ads in English and Spanish will be placed in local publications. The school will continue to reach out to a wide variety of community organizations and agencies, in particular those in high need/under-served neighborhoods working with preschool aged children and their families. The school will make increased use of social media in order to reach as broad an audience as possible.</p>
	NYC Autism Charter School	

## English Language Learners

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 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.

NYC Autism Charter School will continue to serve students who, as a component of their autism diagnosis, are significantly language impaired. Recruitment efforts will continue to reach out to families in heavily Spanish speaking neighborhoods and neighborhoods in which multiple languages are spoken.

Students with Disabilities	<p>100% of NYC Autism Charter School's students are designated as Students with Disabilities, surpassing the district enrollment of 16%. As defined by the school's charter, NYC Autism Charter School serves only students falling on the severe to moderate end of the autism spectrum who need a highly structured, staffing-intensive special education setting.</p>	<p>Students with Disabilities, specifically those with a diagnosis of Autism Spectrum Disorder or a classification of autism, will continue to make up 100% of the school's enrollment, as per the school's charter.</p>
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## Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
Economically Disadvantaged	<p>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 86%. Two students transferred to a less restrictive setting.</p>	<p>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.</p>
English Language Learners	<p>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.</p>	<p>NYC Autism Charter School will continue to work effectively with students with autism whose families speak languages other than or in addition to English.</p>
Students with Disabilities	<p>NYC Autism Charter School's retention of Students with Disabilities was 86%, surpassing the district's target of 85%. Two students transferred to a less restrictive setting.</p>	<p>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.</p>

# 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<sup>[1]</sup> receive clearance through [the NYSED Office 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 not employed by the school.

<sup>[1]</sup> 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 <http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

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## **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 automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

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

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

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

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### **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 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 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 UNCATEGORIZED, UNCERTIFIED 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 CERTIFIED 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 2<sup>nd</sup> 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 [minimum instructional requirements](#) as required of other public schools *"... unless the school's charter requires more instructional time than is required under the regulations."*

Board of Regents-authorized charter schools are 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 ZwXmNsa.pdf **Size:** 116.1 kB

# Entry 14 Links to Critical Documents on School Website

Completed Jul 30 2021

## Instructions

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

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 [Emergency Response Plan Memo](#));
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 Bronx

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**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)	<a href="https://www.nycautismcharterschool.org/annual-reports/">https://www.nycautismcharterschool.org/annual-reports/</a>
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	<a href="https://www.nycautismcharterschool.org/board-meetings/">https://www.nycautismcharterschool.org/board-meetings/</a>
2a. Webcast of Board Meetings (per Governor's Executive Order)	<a href="https://www.nycautismcharterschool.org/board-meetings/">https://www.nycautismcharterschool.org/board-meetings/</a>
3. Link to NYS School Report Card	<a href="https://tools.nycenet.edu/snapshot/2020/84X587/D75/?utm_source=schools.nyc.gov&amp;utm_medium=PublicPage&amp;utm_campaign=SchoolPage">https://tools.nycenet.edu/snapshot/2020/84X587/D75/?utm_source=schools.nyc.gov&amp;utm_medium=PublicPage&amp;utm_campaign=SchoolPage</a>
4. Lottery Notice announcing date of lottery	<a href="https://www.nycautismcharterschool.org/apply-bronx/">https://www.nycautismcharterschool.org/apply-bronx/</a>
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	<a href="https://www.nycautismcharterschool.org/code-of-conduct/">https://www.nycautismcharterschool.org/code-of-conduct/</a> (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)	<a href="https://www.nycautismcharterschool.org/code-of-conduct/">https://www.nycautismcharterschool.org/code-of-conduct/</a>
7. Authorizer-Approved FOIL Policy	<a href="https://www.nycautismcharterschool.org/freedom-information-law/">https://www.nycautismcharterschool.org/freedom-information-law/</a>
8. Subject matter list of FOIL records	<a href="https://opengovernment.ny.gov/">https://opengovernment.ny.gov/</a> & <a href="https://www.nycautismcharterschool.org/freedom-information-law/">https://www.nycautismcharterschool.org/freedom-information-law/</a>

**Thank you.**



# Entry 15 Staff Roster

**Incomplete** Hidden from applicant

## INSTRUCTIONS

### **Required of Regents-Authorized Charter Schools ONLY**

Please click on [the MS Excel Staff Roster Template](#) 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.



## **2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

By Julie Fisher

433 E 100 St

New York, NY 10029

212.860.2580

## 2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT

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:

<b>Trustee's Name</b>	<b>Board Position</b>
Mitchel Baum	Operations Committee
Elaine Florio	Development Committee
Ashley Garrett	Vice President, Secretary, Executive Committee, Development Committee Chair, Operations Committee Chair
Benjamin Hartman	Finance Committee
Hannah Hoch	Operations Committee
Ilene Lainer	Governance Committee
Naeema Livingston	Operations Committee
Paul O'Neill	Executive Committee, Governance Committee Chair
Christine Sandler	Finance Committee, Development Committee
Carol Santiago	President, Executive Committee Chair, Governance Committee
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 Bronx (NYCACS Bronx) is a comprehensive educational program that serves the needs of individuals diagnosed with severe to moderate autism. As such, NYCACS Bronx offers a high teacher: student ratio and utilizes a well-rounded, functional curriculum that enables a high level of individualized and differentiated instruction. Data are collected to ensure that learning is taking place and if not, to allow for timely and focused problem solving. In addition, family involvement is strongly encouraged with school observations (including clinic and planning meetings), home visits, and parent/caregiver training offered to all.

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

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

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

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

## 2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Instead, the approved NYCACS Bronx Accountability Plan identifies six goals and 29 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 Bronx 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.

### ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	Total
2017-18														12	12
2018-19														20	20
2019-20														32	32
2020-21														29	29

### 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 Bronx 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. **14%, or 4/28 students, mastered a minimum of 85% of their annual IEP objectives<sup>1</sup>.** This is well below the target for this measure, but likely due to several factors: 1) the significant and ongoing disruptions to in-person instruction resulting from COVID-19 (35 school-wide closure days at NYCACS Bronx (unlike NYCACS East Harlem which had only one short closure) due to cases within the co-located schools), 2) the fact that, in the first quarter of the school year, over 50% of families opted to keep their children learning remotely, and 3) the fact that many objectives needed to be paused due to difficulties around implementation and tracking. It is important to note that, despite the disruption, a large number of students still mastered a high percentage of their IEP objectives. An additional 10/28 students mastered at least 65% of IEP objectives.

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<sup>1</sup> Two students were excluded from this analysis: one who joined in January 2021 and another who joined in June 2021.

## 2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT

Student IEP Objective Mastery 2020-21			
Students	Completed IEP Objectives	Total IEP Objectives	Percent of IEP Objectives Complete
Student 1	10	27	37%
Student 2	13	22	59%
Student 3	18	26	69%
Student 4	10	27	37%
Student 5	10	27	37%
Student 6	16	27	67%
Student 7	23	31	74%
Student 8	9	29	31%
Student 9	15	23	65%
Student 10	20	23	87%
Student 11	11	25	44%
Student 12	15	21	71%
Student 13	20	29	69%
Student 14	22	30	73%
Student 15	16	25	64%
Student 16	15	26	58%
Student 17	16	28	57%
Student 18	16	21	76%
Student 19	12	22	55%
Student 20	10	25	40%
Student 21	8	20	40%
Student 22	20	22	91%
Student 23	18	20	90%
Student 24	8	15	53%
Student 25	13	21	62%
Student 26	15	19	79%
Student 27	17	18	94%
Student 28	10	15	67%

### 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.



## 2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT

### Measure 2: Annual Assessments

Annually, at least 75% of NYCACS Bronx 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 Bronx—once at the start of the year, and again at the end of the year. After students' first year, these assessments are conducted on an annual basis. Typically, one of two assessments are conducted – the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP), or the Assessment of Functional Living Skills (AFLS). The former is focused primarily on language, communication, and academics, and thus geared toward younger students and those on the more sophisticated end of the autism spectrum. The latter is focused primarily on life skills, and thus geared toward older students and those on the more profoundly affected end of the autism spectrum. Scores are compared for each student year to year, and a determination is made as to whether there has been an increase that meets or surpasses the criteria set within the assessment accountability measure. As assessments were not administered in the 2019-20 school year due to COVID-19, scores are compared between the 2018-19 and 2020-21 school years.

### RESULTS AND EVALUATION

The table below contains a line for each student and highlights their 2018-19 assessment score (no testing in 2019-20 due to COVID-19), the current year assessment score, the difference between the two, and an indication of whether or not there was progress that met or exceeded the criteria set forth in the assessment accountability measure. 25/27, or 93% of students, increased annual assessment scores by the number of points stipulated within the accountability measure.

Student Assessment Score Comparison 2020-21				
Students	2018-19 Total Score	2020-21 Total Score	Score Difference	Met Improvement Criteria? (VBMAPP minimum of 3 point increase across two domains)
Student 1	154.5	167.5	13	Yes
Student 2	95	130	35	Yes
Student 3	151.5	153.5	2	No
Student 4	131	144	13	Yes
Student 5	156.5	162.5	6	Yes
Student 6	98.5	142.5	44	Yes
Student 7	158.5	169.5	11	Yes
Student 8	115	157.5	42.5	Yes

## 2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT

Student 9	75.5	112	36.5	Yes
Student 10	100.5	149	48.5	Yes
Student 11 <sup>2</sup>	NA	NA	NA	NA
Student 12	150	156	6	Yes
Student 13	154.5	167.5	13	Yes
Student 14	152.5	156	3.5	Yes
Student 15	147	157.5	10.5	Yes
Student 16	149	166.5	17.5	Yes
Student 17	143.5	165.5	22	Yes
Student 18	28.5	95	66.5	Yes
Student 19	160	162.5	2.5	No
Student 20	55.5	98.5	43	Yes
Student 21	86.5	90	3.5	Yes
Student 22	74.5	102.5	28	Yes
Student 23	71.5	94	22.5	Yes
Student 24	29.5	40	10.5	Yes
Student 25	9.5	35.5	26	Yes
Student 26	76	113.5	37.5	Yes
Student 27	55.5	101.5	46	Yes
Student 28	8.5	28	19.5	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.

One of the positive outcomes of remote instruction that stemmed from NYCACS Bronx missing one year of assessments is that members of the leadership team created an adapted version of the assessment that allows for remote implementation (with some materials and all scoring sheets available electronically). As a result, every student enrolled for at least six months was able to be tested, regardless of instructional status (remote or in-person).

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<sup>2</sup> Student 11 did not take an assessment in 2018-19.

## 2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT

### Measure 3: Group Instruction

Annually, 100% of NYCACS Bronx 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 Bronx, group instruction is prioritized to promote social interaction and build social tolerance and social skills. Group instruction includes circle time activities, curriculum-based lessons, turn-taking during shared leisure activities, shared chores, and more. To collect data for 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, 20 of 28 – or 71% - of students participated in group instruction throughout the school year.

Student Participation in Group Instruction 2020-21	
Student Name	Yes/No
Student 1	No
Student 2	Yes
Student 3	Yes
Student 4	Yes
Student 5	No
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	Yes
Student 15	Yes
Student 16	Yes
Student 17	Yes
Student 18	Yes
Student 19	No



## 2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT

Student 20	No
Student 21	Yes
Student 22	No
Student 23	Yes
Student 24	No
Student 25	No
Student 26	Yes
Student 27	Yes
Student 28	No

### 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 Bronx will continue to prioritize such opportunities to the greatest extent possible.

#### Measure 4: IEP Goals

Annually, 100% of NYCACS Bronx 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 Bronx students develop the skills necessary to care for themselves. Examples of these IEP objectives include bathroom skills (like washing hands, brushing teeth, toileting), cleaning, walking safely in the community, dressing independently, and eating using utensils.

### 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 Bronx met this goal for 28 of 28, or 100%, of its students. On average, students had five such objectives on their IEPs, exceeding the goal.

Student IEP Objectives 2019-2020		
Students	Total IEP Objectives Falling Within Target Categories	Met Goal? Yes/No
Student 1	6	Yes
Student 2	4	Yes
Student 3	4	Yes
Student 4	7	Yes

## 2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT

Student 5	6	Yes
Student 6	4	Yes
Student 7	7	Yes
Student 8	4	Yes
Student 9	4	Yes
Student 10	6	Yes
Student 11	5	Yes
Student 12	5	Yes
Student 13	8	Yes
Student 14	6	Yes
Student 15	5	Yes
Student 16	7	Yes
Student 17	7	Yes
Student 18	5	Yes
Student 19	3	Yes
Student 20	5	Yes
Student 21	6	Yes
Student 22	4	Yes
Student 23	7	Yes
Student 24	4	Yes
Student 25	6	Yes
Student 26	5	Yes
Student 27	4	Yes
Student 28	4	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 Bronx students exceeded the goal with an average of five such objectives. The intentional value placed on these skill areas serves as a means to achieve the best outcomes possible for students. NYCACS Bronx worked and will continue to work closely with families to ensure that these skill areas are addressed despite limitations resulting from COVID-19.

## 2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT

### Measure 5: Student Inclusion in a Less Restrictive Environment

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

### METHOD

Each school year, a subset of NYCACS Bronx 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 Bronx anticipates additional students qualifying for and participating in inclusion during the upcoming school year.

### Measure 6: Movement to less restrictive environments

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

## 2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

The table below contains a line for each student who transitioned full-time to a less restrictive educational setting within the current five-year charter period. In the current five-year period, four students have transitioned to less restrictive educational settings. With the additional two students transitioning in August 2020, NYCACS Bronx has now surpassed the 5% goal with four of 32, or 13%, of students moving to less restrictive educational settings.

Students Transitioning to Less Restrictive Educational Settings Full Time		
Students	Date of Transition	Educational Setting
Student 1	June 2019	Mohegan Elementary School General Education Classroom
Student 2	December 2019	Thiells Elementary
Student 3	August 2020	WHIN Music Charter School
Student 4	August 2020	Success Academy Bronx 3

### ADDITIONAL EVIDENCE AND COMMENTS

As referenced in Measure 4 above, most graduates move from NYCACS Bronx 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 Bronx looks to create partnerships and consistent pipelines to such settings so that transitions, and the process leading up to them, can be as successful as possible. Two graduates listed in the table above moved to specialized classrooms in schools outside of NYC and two moved to other charter schools in NYC.

## 2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Measures not met under Goal 1 were largely influenced by 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.	Not 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 predetermined 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.	Met

### ACTION PLAN

NYCACS Bronx mastered three of five reportable measures set forth under Goal #1. All goals that were not yet mastered were the result of challenges encountered as part of the shift to remote instruction due to COVID-19. Given the year ahead, NYCACS Bronx 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 Bronx 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 Bronx collects student Behavior Intervention Plan data on a daily basis. Student progress is defined as movement in the desired direction from previous BIP and/or baseline measures (i.e., a reduction in rates of targeted behavior).

## RESULTS AND EVALUATION

The table below contains a row for each student Behavior Intervention Plan (BIP). 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 one student had BIPs in place for at least six months. The student demonstrated a decrease in rates of targeted challenging behavior across two of three BIPs (67%).**

Reduction in Challenging Behavior 2020-21			
Students	Mean Previous BIP or Baseline	Mean Current BIP	Reduction Demonstrated? Yes/No
Student 1			
BIP 1	17%	2.35%	Yes
BIP2	15%	10%	Yes
BIP 3	5%	8.75%	No

## 2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT

### ADDITIONAL EVIDENCE AND COMMENTS

Many NYCACS Bronx students exhibit different forms of challenging behavior at different times during their enrollment as a result of their diagnosis. Neither school has ever suspended or expelled a student since opening in East Harlem in 2005. Rather, NYCACS Bronx has demonstrated effectiveness in reducing levels of such challenging behavior through careful baseline and functional assessment procedures, intervention probes, and formal Behavior Intervention Plans. Parental consent is secured for every step of that process, starting with the baseline and assessment phase. Given how many different forms these plans can take, how long they may be in place, and the general ebb and flow of rates of behavior for this population at different times in their lifespan, meaningfully capturing progress can be difficult. NYCACS Bronx will continue to look at how it reports on these data, given the critical nature of this area of programming. In terms of this reporting cycle, the impact of COVID can be seen. For this student, for example, safety and distancing protocols have limited use of some antecedent management and response strategies that may have been more effective. On the positive side, three students who had BIPs pre-COVID had those plans discontinued due to reduced levels of challenging behavior. One possible reason for this reduction is the school's close work training and supporting parents which allowed for more consistent follow through and use of meaningful contingencies.

#### Measure 2: Improvement in Barriers Section

For those NYCACS Bronx 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 assesses progress in the realm of behavior reduction using the VB-MAPP assessment. NYCACS Bronx aims for 100% improvement in the barriers section on this assessment. As assessments were not administered in the 2019-20 school year due to COVID-19, scores are compared between the 2018-19 and 2020-21 school years.

### 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 2018-19 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. **10 of 12, or 83% of students, demonstrated improvement in the VB-MAPP barriers section.**

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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	29	No
Student 2	31	30	Yes
Student 3	17	10	Yes
Student 4	21	16	Yes
Student 5	23	20	Yes
Student 6	22	19	Yes
Student 7	23	18	Yes
Student 8	19	19	No
Student 9	43	40	Yes
Student 10	85	74	Yes
Student 11	47	35	Yes
Student 12	63	21	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 Bronx. 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 referenced in the previous section, substantial progress was made by the majority of in-person students in this area.

## 2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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.	Not 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 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 Bronx 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 Bronx respects the rights of students who, in many cases, are unable to advocate for themselves. Close work with parents/caregivers around behavior reduction (and all other programming) is also evidence of the importance placed on this issue, as is the extensive training provided to staff on effective and ethical modes of instruction, respect and positivity, confidentiality, and professionalism. NYCACS looks forward to reconvening the HRC next school year.

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### 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 described in Measure 1 above, 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.



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### SUMMARY OF GOAL 3: ASSESSMENT OF HUMAN RIGHTS COMMITTEE

Both measures contained within Goal #3 were not reportable this year due to COVID-19.

Measure	Outcome
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 Bronx 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 Bronx 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 Bronx educational program and judge it to be effective in achieving these goals.**

#### **Measure 1: Individualized Parent Training**

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

### METHOD

The NYCACS Bronx educational philosophy holds that families are an integral part of 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 Bronx has established a variety of initiatives and activities to engage parents in training focused on school, home and/or community for which participation hours are logged. These include the following: clinic meetings in which family members participate with clinical staff in reviewing, problem-solving, and enhancing educational programming; scheduled observations that allow parents to observe specific educational activities, some of which may take place off-site in the community; access to Home and Family Consultation by NYCACS Bronx personnel and/or visits by parents to NYCACS Bronx to develop specific skill acquisition and behavior reduction programs that improve quality of life for the child and the family outside of the school setting; and annual planning meetings in which future goals in the areas of work, living, and community participation are discussed.

### RESULTS AND EVALUATION

The table below contains a row for each student and indicates the number of home hours conducted, the number of clinic hours in which a parent/guardian participated, and the total number of hours of such training activities.

**Overall, 26 of 28 – or 93% - of parents/guardians met the required number of training hours as determined by their child's age.** The number of hours ranged from 6.83 to 34.44.

Parents may choose not to participate in home visits, but staff are still expected to find alternate ways of engaging parents in the requisite number of training hours. One of the positive outcomes of COVID-19 was that access to and direct communication with parents increased substantially, leading to increased opportunities for training as well. This was due to the fact that 1) parents were home, and 2) they often had to be involved in their child's education, sometimes directly as the person to deliver instructions,



## 2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT

reinforcement, and error correction. As a result, our relationships with parents (already quite strong) grew even stronger and our ability to guide, support, and train improved.

Parent Training Hours 2020-21					
Students	Student Age	Clinic/School Observation Hours (JO)	Home Consultation Hours (CS)	Total Hours of Parent Training	Met Target? Yes/No
Student 1	Under 12	6.00	4.00	10.00	Yes
Student 2	Under 12	6.17	4.08	10.25	Yes
Student 3	Under 12	6.00	5.12	11.12	Yes
Student 4	Under 12	4.33	10.50	14.83	Yes
Student 5	Under 12	5.75	7.58	13.33	Yes
Student 6	Under 12	3.67	7.25	10.92	Yes
Student 7	Under 12	4.17	8.01	12.18	Yes
Student 8	Under 12	7.00	3.75	10.75	Yes
Student 9	Under 12	7.00	3.75	10.75	Yes
Student 10	Under 12	11.00	2.50	13.50	Yes
Student 11	Under 12	8.92	2.08	11.00	Yes
Student 12	Under 12	7.50	2.25	10.00	Yes
Student 13	Under 12	7.08	2.92	10.00	Yes
Student 14	Under 12	8.25	2.50	10.75	Yes
Student 15	Under 12	8.01	2.17	10.18	Yes
Student 16	Under 12	8.00	2.08	10.08	Yes
Student 17	Under 12	7.30	3.40	10.70	Yes
Student 18	Under 12	7.80	2.91	10.71	Yes
Student 19	Under 12	4.58	2.25	6.83	No
Student 20	Under 12	8.33	3.75	12.08	Yes
Student 21	Under 12	8.00	2.25	10.25	Yes
Student 22	Under 12	11.58	14.40	25.98	Yes
Student 23	Under 12	7.58	4.50	12.08	Yes
Student 24	Under 12	6.36	1.25	7.61	No
Student 25	Under 12	6.50	3.58	10.08	Yes
Student 26	Under 12	8.25	3.66	11.91	Yes
Student 27	Under 12	4.33	8.83	13.16	Yes
Student 28	Under 12	10.16	24.28	34.44	Yes

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### 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 Bronx staff found that parents were very open to virtual home consultation hours, leading to numerous benefits (referenced above). 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 Bronx education program as effective in the annual NYCACS Program Effectiveness Survey. The school will obtain a 75% participation rate.

### METHOD

NYCACS Bronx conducted an internally designed NYCACS Program Effectiveness Survey to determine parent satisfaction with the school. The survey 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, 82% of families responded to the NYCACS Program Effectiveness Survey, exceeding the response rate target of 75%.

NYCACS Program Effectiveness Survey Response Rate 2020-21		
Number of Responses	Number of Families	Response Rate
23	28	82%



## 2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT

96% of NYCACS Bronx parents indicated strong satisfaction with their child's program, indicating either agree or strongly agree in response to the question "Overall, the school program is effective." This exceeds the target of 85%.

NYCACS Program Effectiveness Survey Parent Satisfaction on Key Survey Results 2020-21	
Item	Percent Satisfied
"Overall, the school program is effective."	96%

### ADDITIONAL EVIDENCE AND COMMENTS

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

- "The school operates like a family unit. The leadership team is always searching for ways to improve and always includes parent input."
- "We have received valuable information through the clinics and watching how they interact with our son in the classroom. We love the support and the individualized instruction because it caters to his exact needs."
- "Anything that he needs, his teachers are right there working hand in hand with me. From his iPad for remote instruction, all the way down to sending us materials for school sessions."
- They make sure to communicate with us constantly and update us on everything that's going on with our little guy on a real time basis and respond to any questions promptly."

#### Measure 3: Parent Observation Form

Of the NYCACS Observation Forms completed by NYCACS Bronx 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

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with the quality of education observed. Open-ended questions solicit further feedback on successes, concerns, and recommendations. Observation Forms are then reviewed and signed by the Clinical Supervisor and Head of School. Translation support is provided where needed.

### RESULTS AND EVALUATION

Of the 130 NYCACS Bronx 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 Completed	Percent Satisfied
"Overall, did you feel the quality of education was satisfactory? (Yes/No)	130	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 Bronx 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 Bronx 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.



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### RESULTS AND EVALUATION

Parents/guardians expressed exceptionally high satisfaction with NYCACS Bronx across domains and at a participation rate of 95%, representing 18 families. This exceeds the target of a 75% participation rate.

NYC DOE Learning Environment Survey Response Rate 2018-19		
Number of Responses	Number of Families	Response Rate
18	19	95%

Across the three delineated areas - Effective School Leadership, Strong Family Community Ties, and Trust, 99 to 100% of parents responded positively.

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	99%
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 Bronx 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.

## 2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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 survey 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's 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.

## 2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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 Satisfaction Rate 2020-2021		
Total Responses	Total Moved to MRE	Satisfaction Rate
17	6	100%

### ADDITIONAL EVIDENCE AND COMMENTS

The numerical results indicate NYCACS’s 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.



## 2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT

### SUMMARY OF GOAL 4: PARENT ENGAGEMENT AND SATISFACTION

Measure	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.	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.	Met
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. 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.	Met
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

### ACTION PLAN

NYCACS Bronx 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 Bronx 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 Bronx staff understanding of concepts presented within training segments will show a minimum of 80% accuracy.

## METHOD

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

## RESULTS AND EVALUATION

The table below provides the average post-test scores compiled for 8 staff members and indicates whether they met the criteria of at least 80% mastery. **100% of NYCACS Bronx staff, or 8 of 8, 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	97	Yes
Staff Member 2	97	Yes
Staff Member 3	98	Yes
Staff Member 4	98	Yes
Staff Member 5	99	Yes
Staff Member 6	97	Yes
Staff Member 7	99	Yes
Staff Member 8	98	Yes

## 2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT

### ADDITIONAL EVIDENCE AND COMMENTS

The training summarized above represents only one component of the training program for new and experienced staff. All didactic training is accompanied by observation and practice of skills in the classroom (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 Bronx staff surveyed will indicate that they acquired valuable information as a result of attending staff development meetings.

### METHOD

NYCACS Bronx teachers and instructors are asked to complete brief written summaries at 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. **Overall and on average, 100% of NYCACS Bronx staff in attendance rated the information as valuable, surpassing the target of 80% for the measure.**

Staff Development Ratings 2020-21			
Meeting Date	Topic	% of Staff Rating Information as Valuable	80% Criteria Met? Yes/No
11/17/20	Preference Assessments 1	100%	Yes
12/1/20	Center for Autism and Related Disorders (Michael Alessandri) – Early Detection of Autism	100%	Yes
12/15/20	Preference Assessments 2	100%	Yes
1/7/21	Article Review: Reducing Disease Transmission	100%	Yes
2/2/21	Secondary Targets	100%	Yes
3/2/21	Stimulus Control (Group A)	100%	Yes
3/16/21	Antecedent Management (Group B)	100%	Yes
4/7/21	Stimulus Control (Group B)	100%	Yes
4/20/21	Stimulus Control Part 2 (Group A)	100%	Yes
6/1/21	Prompt Problem Solving	100%	Yes

## 2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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 Bronx 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 18 of 18, or 100%, of NYCACS Bronx staff invited to return in 2020-2021 demonstrated proficiency in teaching techniques and satisfactory execution of job requirements.**



## 2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT

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

### ADDITIONAL EVIDENCE AND COMMENTS

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

## 2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT

### Measure 4: Teacher Survey

Annually, NYCACS Bronx 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 Bronx 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 Bronx across domains and at a participation rate of 100%, representing 19 instructional staff. This exceeds the target of a 75% participation rate.

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

Across all six domains, more than 75% of teacher expressed satisfaction, exceeding the goal. Outside of Rigorous Instruction, 95% or more of teachers responded positively to each domain.

NYC DOE Learning Environment Survey Teacher Satisfaction on Key Survey Results 2018-19	
Domain	Percent of Respondents Satisfied
Rigorous Instruction	76%
Collaborative Teachers	95%
Supportive Environment	95%
Effective School Leadership	98%
Strong Family Community Ties	99%
Trust	99%

## 2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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 Bronx 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 year.

#### 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

**Nine of 27, or 33%, of NYCACS Bronx staff members were working toward their ABS or SPED 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, 44% of NYCACS East Harlem staff members were working toward certification.

## 2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT

Staff Certification 2020-21	
Staff Member	Working Toward ABA or SPED Certification? 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	No
Staff Member 8	No
Staff Member 9	No
Staff Member 10	No
Staff Member 11	Yes
Staff Member 12	No
Staff Member 13	No
Staff Member 14	Yes
Staff Member 15	No
Staff Member 16	No
Staff Member 17	No
Staff Member 18	No
Staff Member 19	Yes
Staff Member 20	No
Staff Member 21	Yes
Staff Member 22	Yes
Staff Member 23	No
Staff Member 24	No
Staff Member 25	No
Staff Member 26	No
Staff Member 27	Yes

### ADDITIONAL EVIDENCE AND COMMENTS

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



## 2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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

**12 of 29, or 41%, of NYCACS Bronx staff members participated in the tuition assistance program, exceeding the goal of 30%. Additionally, 37% of NYCACS East Harlem staff members participated in tuition assistance.**

Staff Participating in Tuition Assistance 2020-21	
Staff Member	Participation in Tuition Assistance? Yes/No
Staff Member 1	Yes
Staff Member 2	Yes
Staff Member 3	No
Staff Member 4	Yes
Staff Member 5	Yes
Staff Member 6	Yes
Staff Member 7	No
Staff Member 8	No
Staff Member 9	No
Staff Member 10	No
Staff Member 11	No
Staff Member 12	Yes
Staff Member 13	No
Staff Member 14	Yes
Staff Member 15	No
Staff Member 16	No
Staff Member 17	No
Staff Member 18	Yes



## 2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT

Staff Member 19	No
Staff Member 20	No
Staff Member 21	No
Staff Member 22	No
Staff Member 23	Yes
Staff Member 24	Yes
Staff Member 25	No
Staff Member 26	No
Staff Member 27	No
Staff Member 28	Yes
Staff Member 29	Yes

### ADDITIONAL EVIDENCE AND COMMENTS

NYCACS Bronx 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 Bronx or NYCACS East Harlem, 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 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%.

## 2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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 hone 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."

## 2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Measure	Outcome
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.	Met
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 Bronx will continue its highly successful staff development, supervisory and evaluation practices and continue to seek ways to enhance the satisfaction and well-being of its staff. 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.

### 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 NYCACS Bronx and NYCACS East Harlem and ask specific questions.

## 2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT

Open Houses 2020-21		
Date	Number of Attendees	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	2	Information session to answer questions related to NYCACS' program.

### ADDITIONAL EVIDENCE AND COMMENTS

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 Bronx 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 Bronx and 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 hosts Child and Adolescent Psychiatry Fellows from Weill Cornell Medical College seeking to gain a better understanding of autism and the impact of non-medication intervention.

### RESULTS AND EVALUATION

Due to limitations on people allowed access to buildings and classrooms resulting from COVID-19, the traditional, in-person internship program was suspended for the year. NYCACS hopes to be able to bring interns in person to both NYCACS Bronx and NYCACS East Harlem at some point during the 2021-2022 school year. However, NYCACS was able to create an adapted and somewhat abbreviated, virtual internship

## 2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT

experience for 15 interns, including one student from Sarah Lawrence College and 14 fellows from Weill Cornell Medical College.

### ADDITIONAL EVIDENCE AND COMMENTS

NYCACS is pleased to offer student interns the opportunity to observe and work with students on the autism spectrum. For many of the college and university student interns, it is their first exposure to children with autism and to applied behavior analysis. NYCACS is, at times, fortunate to be able to hire former interns when they complete their programs. The opportunity to work with and learn from the professionals from Weill Cornell 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 Bronx 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 meant to be the school's first full year at capacity, NYCACS Bronx 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 Bronx looks forward to implementing the Peer Mentoring Program for the 2021-2022 school year.



## 2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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 Bronx and NYCACS East Harlem, 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 Participants
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.

## 2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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	Topic	Date
14	New York Charter Schools Virtual Conference Innovation & Empowerment	Effectively Educating Students with Autism Some Important Considerations (90 minutes)	Oct-20

### ADDITIONAL 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.



## 2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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 NYCACS Bronx and NYCACS East Harlem 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

### ADDITIONAL 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.

## 2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT

### SUMMARY OF GOAL 6: COMMUNITY AND PROFESSIONAL OUTREACH

Measure	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

NYCACS's 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 Bronx enters the 2021-2022 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.

### 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

#### Goal 8: Absolute Measure

Under the state's ESSA accountability system, NYCACS Bronx 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

## 2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2020-21 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 [here](#). The NYS Annual Report Card indicates NYCACS Bronx is in Good Standing.

### ADDITIONAL EVIDENCE

NYCACS Bronx has been in Good Standing each year since its inception in 2016.

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 Bronx students enrolled during the course of the year return the following September.

### METHOD

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

### RESULTS

The NYCACS Bronx student retention rate for 2020-2021 was 87%, falling just short of the 90% target.



## 2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT

2020-21 Student Retention Rate			
2019-20 Enrollment	Number of Students Who Graduated in 2019-20	Number of Students Who Returned in 2020-21	Retention Rate 2020-21 Re-enrollment ÷ (2019-20 Enrollment – Graduates)
31	4	27	87%

### EVALUATION

The NYCACS Bronx student retention rate for 2019-2020 was 87%, falling just short of the 90% target. However, NYCACS Bronx sets as an accountability goal of moving 5% of its students to less restrictive placements within a five-year period. While these students contribute to a lower retention rate, their departure is a success and contributes to meeting that goal. Additionally, there may be situations in which a student's behavioral challenges become extremely difficult for families to manage at home. In such cases, a family (with support from the Committee on Special Education) may decide to place their child in a residential facility that provides 24/7 care (a more restrictive environment or MRE). The school helps to support such transitions when deemed clinically appropriate (all MRE transitions to date have been considered such). The list below indicates the number of students who departed in the given year and the number of those who moved to less restrictive (LRE) or more restrictive (MRE) placements:

Year	Total Student Departures	Students Moved to LRE	Students Moved to MRE
2017-2018	0	0	0
2018-2019	1	1	0
2019-2020	3	2	0
2020-2021	2	2	0

### ADDITIONAL EVIDENCE

Year	Retention Rate
2015-16	N/A
2016-17	N/A
2017-18	N/A
2018-19	92%
2019-20	95%
2020-21	87%

## 2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT

### Optional Goal 2: Attendance

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

### METHOD

NYCACS Bronx tracks attendance through the ES BOCES data system.

### RESULTS

NYCACS Bronx's 2020-2021 10-month attendance rate was 90.3%, coming close to the target.

2020-21 Student Attendance	
Grade	Average Daily Attendance Rate
1	[%]
2	[%]
3	[%]
4	[%]
5	[%]
6	[%]
7	[%]
8	[%]
Ungraded	90.3%

### EVALUATION

NYCACS Bronx came close to meeting the target 95% attendance rate at 90.3% for the 2020-2021 school year. NYCACS Bronx teachers and clinical supervisors work closely with parents and students to monitor and improve attendance. Attendance is reviewed with parents at monthly clinic meetings, giving staff an opportunity to identify and address issues students and/or families may have surrounding attendance. Home visits are also used to establish and help parents and students implement evening and morning routines to facilitate the transition from home to school. Challenging behaviors that interfere with getting to school are also addressed. COVID-19 and remote instruction presented a new set of challenges as far as attendance goes, but NYCACS Bronx has worked tirelessly with families to support their children and troubleshoot any challenges or needs.

### ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2016-17	94%
2017-18	95.5%
2018-19	95.5%
2019-20	93.4%
2020-21	90.3%



## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

### Education Corporation, Trustee Name and Position(s)

**Name of education corporation:**

**Name of trustee (print):**

Ilene Lainer

**Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):**

Member

**Email Address:**

### Home Address

Please complete with *changes* only:

**Street:**

**City, State Zip:**

**Phone:**

### Business Address

Please complete with *changes* only:

**Business Name:**

**Street:**

**City, State Zip:**

**Phone:**

### Questions

- 1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1a), 1b), and 1c)].

☐ Yes ☒ No

1a) Description of the position:

1b) Salary:

1c) Start date:

- 2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/ transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

☒ None



[illegible]

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, jointstock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

☒ None[illegible]

## Trustee Signature

Signature:

Ilene Lainer  
Ilene Lainer (Jul 9, 2021 11:25 EDT)

*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*



**Financial Statements  
and Supplementary Information**

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

**Years Ended June 30, 2021 and 2020**

**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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## 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 certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, based on our 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.



New York, NY  
October 22, 2021

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

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

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

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

	<u>Year Ended June 30, 2021</u>			<u>Year Ended June 30, 2020</u>		
	<u>Without Donor Restrictions</u>	<u>With Donor Restrictions</u>	<u>Total</u>	<u>Without Donor Restrictions</u>	<u>With Donor Restrictions</u>	<u>Total</u>
<b>OPERATING REVENUE:</b>						
State and local per pupil operating revenue (Notes 2G and 12A)	\$ 7,424,012	\$ -	\$ 7,424,012	\$ 6,264,854	\$ -	\$ 6,264,854
Contributions from individuals (Note 2F)	107,245	-	107,245	160,586	-	160,586
Government grants (Notes 2G and 8B)	117,183	-	117,183	78,536	-	78,536
Grants from foundations (Note 2F)	35,000	75,000	110,000	80,050	75,000	155,050
Gain on extinguishment of debt (Note 10)	915,750	-	915,750	-	-	-
Net assets released from restrictions (Note 9)	75,802	(75,802)	-	86,108	(86,108)	-
<b>TOTAL OPERATING REVENUE</b>	<u>8,674,992</u>	<u>(802)</u>	<u>8,674,190</u>	<u>6,670,134</u>	<u>(11,108)</u>	<u>6,659,026</u>
<b>OPERATING EXPENSES (Note 2J):</b>						
<b>Program Services</b>						
Regular Education	5,645,667	-	5,645,667	5,593,218	-	5,593,218
<b>Total Program Services</b>	<u>5,645,667</u>	<u>-</u>	<u>5,645,667</u>	<u>5,593,218</u>	<u>-</u>	<u>5,593,218</u>
<b>Supporting Services</b>						
Management and General	992,600	-	992,600	902,558	-	902,558
Fundraising	70,234	-	70,234	94,699	-	94,699
<b>Total Supporting Services</b>	<u>1,062,834</u>	<u>-</u>	<u>1,062,834</u>	<u>997,257</u>	<u>-</u>	<u>997,257</u>
<b>TOTAL OPERATING EXPENSES</b>	<u>6,708,501</u>	<u>-</u>	<u>6,708,501</u>	<u>6,590,475</u>	<u>-</u>	<u>6,590,475</u>
<b>NET INCREASE (DECREASE) FROM OPERATIONS</b>	<u>1,966,491</u>	<u>(802)</u>	<u>1,965,689</u>	<u>79,659</u>	<u>(11,108)</u>	<u>68,551</u>
<b>NON-OPERATING ACTIVITIES:</b>						
Other income (Note 5)	30,002	-	30,002	61,074	-	61,074
<b>TOTAL NON-OPERATING ACTIVITIES</b>	<u>30,002</u>	<u>-</u>	<u>30,002</u>	<u>61,074</u>	<u>-</u>	<u>61,074</u>
<b>CHANGE IN NET ASSETS</b>	<u>1,996,493</u>	<u>(802)</u>	<u>1,995,691</u>	<u>140,733</u>	<u>(11,108)</u>	<u>129,625</u>
Net Assets - beginning of year	2,813,784	134,197	2,947,981	2,673,051	145,305	2,818,356
<b>NET ASSETS - END OF YEAR</b>	<u>\$ 4,810,277</u>	<u>\$ 133,395</u>	<u>\$ 4,943,672</u>	<u>\$ 2,813,784</u>	<u>\$ 134,197</u>	<u>\$ 2,947,981</u>



**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)**

	<u>Program Services</u>	<u>Supporting Services</u>				
	<u>Regular Education</u>	<u>Management and General</u>	<u>Fundraising</u>	<u>Total Supporting Services</u>	<u>Total 2021</u>	<u>Total 2020</u>
Salaries and wages	\$ 3,843,724	\$ 474,086	\$ 56,575	\$ 530,661	\$ 4,374,385	\$ 4,413,398
Fringe benefits and payroll taxes (Note 11)	<u>1,057,949</u>	<u>126,825</u>	<u>11,967</u>	<u>138,792</u>	<u>1,196,741</u>	<u>1,184,071</u>
<b>Total Salaries and Related Costs</b>	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	<u>235,714</u>	<u>26,192</u>	<u>-</u>	<u>26,192</u>	<u>261,906</u>	<u>273,151</u>
<b>TOTAL EXPENSES</b>	<u>\$ 5,645,667</u>	<u>\$ 992,600</u>	<u>\$ 70,234</u>	<u>\$ 1,062,834</u>	<u>\$ 6,708,501</u>	<u>\$ 6,590,475</u>

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

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

	<b><u>Program Services</u></b>	<b><u>Supporting Services</u></b>			
	<b><u>Regular Education</u></b>	<b><u>Management and General</u></b>	<b><u>Fundraising</u></b>	<b><u>Total Supporting Services</u></b>	<b><u>Total 2020</u></b>
Salaries and wages	\$ 3,875,507	\$ 457,924	\$ 79,967	\$ 537,891	\$ 4,413,398
Fringe benefits and payroll taxes (Note 11)	<u>1,050,757</u>	<u>121,437</u>	<u>11,877</u>	<u>133,314</u>	<u>1,184,071</u>
<b>Total Salaries and Related Costs</b>	4,926,264	579,361	91,844	671,205	5,597,469
Consulting and professional fees	231,809	193,443	-	193,443	425,252
Classroom and teaching supplies	77,416	-	-	-	77,416
Repairs and maintenance	12,782	3,195	-	3,195	15,977
Insurance	34,954	8,739	-	8,739	43,693
Staff recruitment and development	8,155	21,160	-	21,160	29,315
Communications and outreach	15,380	11,161	1,211	12,372	27,752
Expensed furniture and equipment	2,787	6,920	-	6,920	9,707
Travel	2,437	2,437	-	2,437	4,874
Office expense	36,845	47,380	1,644	49,024	85,869
Depreciation and amortization	<u>244,389</u>	<u>28,762</u>		<u>28,762</u>	<u>273,151</u>
<b>TOTAL EXPENSES</b>	<u>\$ 5,593,218</u>	<u>\$ 902,558</u>	<u>\$ 94,699</u>	<u>\$ 997,257</u>	<u>\$ 6,590,475</u>

-

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

	<u>2021</u>	<u>2020</u>
<b>CASH FLOWS FROM OPERATING ACTIVITIES:</b>		
Change in net assets	\$ 1,995,691	\$ 129,625
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Unrealized gain on investments	(1,595)	(1,155)
Gain on extinguishment of debt	(915,750)	-
Depreciation and amortization expense	<u>261,906</u>	<u>273,151</u>
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	<u>58,489</u>	<u>(22,273)</u>
<b>Net Cash Provided By Operating Activities</b>	<u>1,406,526</u>	<u>464,678</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES:</b>		
Purchases of property and equipment	(100,604)	(63,758)
Proceeds from maturity of investments	1,810,000	1,675,000
Purchase of investments	<u>(2,828,644)</u>	<u>(1,685,865)</u>
<b>Net Cash Used in Investing Activities</b>	<u>(1,119,248)</u>	<u>(74,623)</u>
<b>CASH FLOWS FROM FINANCING ACTIVITIES:</b>		
Loan payable	<u>-</u>	<u>915,750</u>
<b>Net Cash (Used in) Provided by Financing Activities</b>	<u>-</u>	<u>915,750</u>
<b>NET INCREASE IN CASH, CASH EQUIVALENTS AND RESTRICTED CASH</b>	287,278	1,305,805
Cash, cash equivalents and restricted cash - beginning of year	<u>1,695,822</u>	<u>390,017</u>
<b>CASH, CASH EQUIVALENTS AND RESTRICTED CASH - END OF YEAR</b>	<u>\$ 1,983,100</u>	<u>\$ 1,695,822</u>
<b>Supplemental Disclosure of Cash Flow Information:</b>		
Forgiveness of loan	<u>\$ 915,750</u>	<u>\$ -</u>

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

**NYC AUTISM CHARTER SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2021 AND 2020**

**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:

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

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

**NYC AUTISM CHARTER SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2021 AND 2020**

**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.

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

- 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.

**NYC AUTISM CHARTER SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2021 AND 2020**

**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.
- I. ***Property and Equipment*** – The Schools capitalize property and equipment having a cost of \$500 or more and a useful life of at least one year. Depreciation is recognized using the straight-line method over the estimated useful lives of the respective assets. Leasehold improvements are amortized on a straight-line basis over the lesser of the life of the improvements or the charter term.
- J. ***Functional Allocation of Expenses*** – The 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:

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



**NYC AUTISM CHARTER SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2021 AND 2020**

**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:

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

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

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

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

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

The fair value hierarchy defines three levels as follows:

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

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

**NYC AUTISM CHARTER SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2021 AND 2020**

**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:

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

**NYC AUTISM CHARTER SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2021 AND 2020**

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

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

**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.

**NYC AUTISM CHARTER SCHOOLS  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2021 AND 2020**

**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**

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

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

	<b>East Harlem School</b>			<b>Bronx School</b>			<b>Total</b>		
	<b>Without Donor Restrictions</b>	<b>With Donor Restrictions</b>	<b>Total</b>	<b>Without Donor Restrictions</b>	<b>With Donor Restrictions</b>	<b>Total</b>	<b>Without Donor Restrictions</b>	<b>With Donor Restrictions</b>	<b>Total</b>
<b>OPERATING REVENUE</b>									
State and local per pupil operating revenue	\$ 3,591,477	\$ -	\$ 3,591,477	\$ 2,673,377	\$ -	\$ 2,673,377	\$ 6,264,854	\$ -	\$ 6,264,854
Contributions from individuals	128,080	-	128,080	32,506	-	32,506	160,586	-	160,586
Government grants	46,216	-	46,216	32,320	-	32,320	78,536	-	78,536
Grants from foundations	57,406	45,000	102,406	22,644	30,000	52,644	80,050	75,000	155,050
Net assets released from restrictions	56,108	(56,108)		30,000	(30,000)		86,108	(86,108)	
<b>TOTAL OPERATING REVENUE</b>	<b>3,879,287</b>	<b>(11,108)</b>	<b>3,868,179</b>	<b>2,790,847</b>		<b>2,790,847</b>	<b>6,670,134</b>	<b>(11,108)</b>	<b>6,659,026</b>
<b>OPERATING EXPENSES</b>									
<b>Program Services</b>									
Regular Education	3,103,253		3,103,253	2,489,965		2,489,965	5,593,218		5,593,218
<b>Total Program Services</b>	<b>3,103,253</b>	<b>-</b>	<b>3,103,253</b>	<b>2,489,965</b>	<b>-</b>	<b>2,489,965</b>	<b>5,593,218</b>	<b>-</b>	<b>5,593,218</b>
<b>Supporting Services</b>									
Management and General	485,857	-	485,857	416,701	-	416,701	902,558	-	902,558
Fundraising	56,572		56,572	38,127		38,127	94,699		94,699
<b>Total Supporting Services</b>	<b>542,429</b>		<b>542,429</b>	<b>454,828</b>		<b>454,828</b>	<b>997,257</b>		<b>997,257</b>
<b>TOTAL OPERATING EXPENSES</b>	<b>3,645,682</b>		<b>3,645,682</b>	<b>2,944,793</b>		<b>2,944,793</b>	<b>6,590,475</b>		<b>6,590,475</b>
<b>NET INCREASE (DECREASE) FROM OPERATIONS</b>	<b>233,605</b>	<b>(11,108)</b>	<b>222,497</b>	<b>(153,946)</b>		<b>(153,946)</b>	<b>79,659</b>	<b>(11,108)</b>	<b>68,551</b>
<b>NON-OPERATING ACTIVITIES</b>									
Other income	60,662		60,662	412		412	61,074		61,074
<b>TOTAL NON-OPERATING ACTIVITIES</b>	<b>60,662</b>		<b>60,662</b>	<b>412</b>		<b>412</b>	<b>61,074</b>		<b>61,074</b>
<b>CHANGE IN NET ASSETS</b>	<b>294,267</b>	<b>(11,108)</b>	<b>283,159</b>	<b>(153,534)</b>	<b>-</b>	<b>(153,534)</b>	<b>140,733</b>	<b>(11,108)</b>	<b>129,625</b>
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
<b>NET ASSETS - END OF YEAR</b>	<b>\$ 2,743,688</b>	<b>\$ 104,197</b>	<b>\$ 2,847,885</b>	<b>\$ 70,096</b>	<b>\$ 30,000</b>	<b>\$ 100,096</b>	<b>\$ 2,813,784</b>	<b>\$ 134,197</b>	<b>\$ 2,947,981</b>



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

	East Harlem School					Bronx School									
	Program Services		Supporting Services			Program Services		Supporting Services			Program Services		Supporting Services		
	Regular Education	Management and General	Fundraising	Total Supporting Services	Total	Regular Education	Management and General	Fundraising	Total Supporting Services	Total	Regular Education	Management and General	Fundraising	Total Supporting Services	Total 2021
Salaries and wages	\$ 2,125,443	\$ 269,456	\$ 37,360	\$ 306,816	\$ 2,432,259	\$ 1,718,281	\$ 204,630	\$ 19,215	\$ 223,845	\$ 1,942,126	\$ 3,843,724	\$ 474,086	\$ 56,575	\$ 530,661	\$ 4,374,385
Fringe benefits and payroll taxes	608,777	73,735	6,894	80,629	689,406	449,172	53,090	5,073	58,163	507,335	1,057,949	126,825	11,967	138,792	1,196,741
<b>Total Salaries and Related Costs</b>	2,734,220	343,191	44,254	387,445	3,121,665	2,167,453	257,720	24,288	282,008	2,449,461	4,901,673	600,911	68,542	669,453	5,571,126
Consulting and professional fees	123,963	139,290	-	139,290	263,253	73,426	118,360	-	118,360	191,786	197,389	257,650	-	257,650	455,039
Classroom and teaching supplies	61,230	-	-	-	61,230	49,011	-	-	-	49,011	110,241	-	-	-	110,241
Repairs & maintenance	5,712	1,428	-	1,428	7,140	572	143	-	143	715	6,284	1,571	-	1,571	7,855
Insurance	19,463	4,866	-	4,866	24,329	19,463	4,866	-	4,866	24,329	38,926	9,732	-	9,732	48,658
Staff recruitment and development	5,389	14,004	-	14,004	19,393	3,010	8,040	-	8,040	11,050	8,399	22,044	-	22,044	30,443
Communications and outreach	15,208	9,225	-	9,225	24,433	12,365	6,218	-	6,218	18,583	27,573	15,443	-	15,443	43,016
Expensed furniture and equipment	2,513	1,928	-	1,928	4,441	2,406	786	-	786	3,192	4,919	2,714	-	2,714	7,633
Travel	37,557	9,389	-	9,389	46,946	24,373	6,093	-	6,093	30,466	61,930	15,482	-	15,482	77,412
Office expense	29,367	21,101	1,034	22,135	51,502	23,252	19,760	658	20,418	43,670	52,619	40,861	1,692	42,553	95,172
Depreciation and amortization	64,862	7,207	-	7,207	72,069	170,852	18,985	-	18,985	189,837	235,714	26,192	-	26,192	261,906
<b>TOTAL EXPENSES</b>	<b>\$ 3,099,484</b>	<b>\$ 551,629</b>	<b>\$ 45,288</b>	<b>\$ 596,917</b>	<b>\$ 3,696,401</b>	<b>\$ 2,546,183</b>	<b>\$ 440,971</b>	<b>\$ 24,946</b>	<b>\$ 465,917</b>	<b>\$ 3,012,100</b>	<b>\$ 5,645,667</b>	<b>\$ 992,600</b>	<b>\$ 70,234</b>	<b>\$ 1,062,834</b>	<b>\$ 6,708,501</b>

**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.



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 Bronx
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:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Marks Paneth
School Audit Contact Name:	Minette Adao
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

**SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:**

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

**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."

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
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 BRONX**  
**Statement of Financial Position**  
**as of June 30, 2021**

<u>ASSETS</u>		<u>2020-21</u>	<u>2019-20</u>
<b><u>CURRENT ASSETS</u></b>			
Cash and cash equivalents		\$ 4,862,398	\$ 3,706,817
Grants and contracts receivable		66,110	12,552
Accounts receivables		-	-
Prepaid expenses		-	-
Contributions and other receivables		-	-
<b>TOTAL CURRENT ASSETS</b>		<b>4,928,508</b>	<b>3,719,369</b>
<b><u>PROPERTY, BUILDING AND EQUIPMENT, net</u></b>		<b>282,423</b>	<b>443,725</b>
<b><u>OTHER ASSETS</u></b>		<b>151,936</b>	<b>-</b>
<b>TOTAL ASSETS</b>		<b>5,362,867</b>	<b>4,163,094</b>
<b><u>LIABILITIES AND NET ASSETS</u></b>			
<b><u>CURRENT LIABILITIES</u></b>			
Accounts payable and accrued expenses		\$ 360,706	\$ 299,363
Accrued payroll and benefits		-	-
Deferred Revenue		-	-
Current maturities of long-term debt		-	-
Short Term Debt - Bonds, Notes Payable		-	-
Other		58,489	915,750
<b>TOTAL CURRENT LIABILITIES</b>		<b>419,195</b>	<b>1,215,113</b>
<b><u>LONG-TERM LIABILITIES</u></b>			
Deferred Rent		-	-
All other long-term debt and notes payable, net current maturities		-	-
<b>TOTAL LONG-TERM LIABILITIES</b>		<b>-</b>	<b>-</b>
<b>TOTAL LIABILITIES</b>		<b>419,195</b>	<b>1,215,113</b>
<b><u>NET ASSETS</u></b>			
Without Donor Restrictions		4,810,277	2,813,784
With Donor Ristrictions		133,395	134,197
<b>TOTAL NET ASSETS</b>		<b>4,943,672</b>	<b>2,947,981</b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>		<b>5,362,867</b>	<b>4,163,094</b>

CK - Should be zero	-	-
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# NYC AUTISM CHARTER SCHOOL BRONX

## Statement of Activities

as of June 30, 2021

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
<b>REVENUE, GAINS AND OTHER SUPPORT</b>				
Public School District				
Resident Student Enrollment		\$ -	\$ -	\$ -
Students with disabilities	3,061,112	-	3,061,112	2,673,377
Grants and Contracts				
State and local	-	-	-	-
Federal - Title and IDEA	-	-	-	-
Federal - Other	-	-	-	-
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
<b>TOTAL REVENUE, GAINS AND OTHER SUPPORT</b>	3,061,112	-	3,061,112	2,673,377
<b>EXPENSES</b>				
Program Services				
Regular Education	\$ 2,546,183	-	\$ 2,546,183	\$ 2,489,965
Special Education	-	-	-	-
Other Programs	-	-	-	-
Total Program Services	2,546,183	-	2,546,183	2,489,965
Management and general	440,971	-	440,971	416,701
Fundraising	24,946	-	24,946	38,127
<b>TOTAL OPERATING EXPENSES</b>	3,012,100	-	3,012,100	2,944,793
<b>SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS</b>	49,012	-	49,012	(271,416)
<b>SUPPORT AND OTHER REVENUE</b>				
Contributions				
Foundations	\$ 66,353	-	\$ 66,353	\$ 52,644
Individuals	26,528	-	26,528	32,506
Corporations	-	30,000	30,000	32,320
Fundraising	-	-	-	-
Interest income	-	-	-	-
Miscellaneous income	1,070	-	1,070	412
Net assets released from restriction	30,000	(30,000)	-	-
<b>TOTAL SUPPORT AND OTHER REVENUE</b>	123,951	-	123,951	117,882
<b>CHANGE IN NET ASSETS</b>	172,963	-	172,963	(153,534)
NET ASSETS BEGINNING OF YEAR	70,096	30,000	100,096	253,630
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
<b>NET ASSETS END OF YEAR</b>	\$ 243,059	\$ 30,000	\$ 273,059	\$ 100,096



**NYC AUTISM CHARTER SCHOOL BRONX**

**Statement of Cash Flows**

**as of June 30, 2021**

	<b>2020-21</b>	<b>2019-20</b>
<b>CASH FLOWS - OPERATING ACTIVITIES</b>		
Increase (decrease) in net assets	\$ 1,995,691	\$ 129,625
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	261,906	273,151
Grants Receivable	(53,558)	2,590
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	-	19,159
Accounts Payable	61,343	63,581
Accrued Expenses	-	-
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	(915,750)	-
Deferred Revenue	-	-
Interest payments	-	-
Unrealized gain on investments	(1,595)	(1,155)
Other	58,489	(22,273)
<b>NET CASH PROVIDED FROM OPERATING ACTIVITIES</b>	<b>\$ 1,406,526</b>	<b>\$ 464,678</b>
<b>CASH FLOWS - INVESTING ACTIVITIES</b>		
Purchase of equipment	(100,604)	(63,758)
Other	(1,018,644)	(10,865)
<b>NET CASH PROVIDED FROM INVESTING ACTIVITIES</b>	<b>\$ (1,119,248)</b>	<b>\$ (74,623)</b>
<b>CASH FLOWS - FINANCING ACTIVITIES</b>		
Principal payments on long-term debt	-	-
Other	-	915,750
<b>NET CASH PROVIDED FROM FINANCING ACTIVITIES</b>	<b>\$ -</b>	<b>\$ 915,750</b>
<b>NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS</b>	<b>\$ 287,278</b>	<b>\$ 1,305,805</b>
Cash at beginning of year	1,695,822	390,017
<b>CASH AND CASH EQUIVALENTS AT END OF YEAR</b>	<b>\$ 1,983,100</b>	<b>\$ 1,695,822</b>

**as of June 30, 2021**

		2020-21							2019-20	
		Program Services				Supporting Services				
		Regular Education	Special Education	Other Education	Total	Management and				
No. of Positions						Fund-raising	General	Total	Total	
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	\$	\$
Administrative Staff Personnel	4.00		-	-	-	19,215	204,630	223,845	223,845	-
Instructional Personnel	29.00	1,718,281	-	-	1,718,281	-	-	-	1,718,281	1,934,321
Non-Instructional Personnel	-	-	-	-	-	-	-	-	-	-
Total Salaries and Staff	33.00	1,718,281	-	-	1,718,281	19,215	204,630	223,845	1,942,126	1,934,321
Fringe Benefits & Payroll Taxes		449,172	-	-	449,172	5,073	53,090	58,163	507,335	515,268
Retirement		-	-	-	-	-	-	-	-	-
Management Company Fees		-	-	-	-	-	-	-	-	-
Legal Service		-	-	-	-	-	-	-	-	-
Accounting / Audit Services		-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting Services		73,426	-	-	73,426	-	118,360	118,360	191,786	187,430
Building and Land Rent / Lease / Facility Finance Interest		-	-	-	-	-	-	-	-	-
Repairs & Maintenance		572	-	-	572	-	143	143	715	1,698
Insurance		19,463	-	-	19,463	-	4,866	4,866	24,329	21,820
Utilities		-	-	-	-	-	-	-	-	-
Supplies / Materials		49,011	-	-	49,011	-	-	-	49,011	34,225
Equipment / Furnishings		2,406	-	-	2,406	-	786	786	3,192	4,265
Staff Development		3,010	-	-	3,010	-	8,040	8,040	11,050	7,955
Marketing / Recruitment		-	-	-	-	-	-	-	-	-
Technology		-	-	-	-	-	-	-	-	-
Food Service		-	-	-	-	-	-	-	-	-
Student Services		-	-	-	-	-	-	-	-	-
Office Expense		23,252	-	-	23,252	658	19,760	20,418	43,670	27,287
Depreciation		170,852	-	-	170,852	-	18,985	18,985	189,837	196,843
OTHER		36,738	-	-	36,738	-	12,311	12,311	49,049	13,681
Total Expenses		\$ 2,546,183	\$ -	\$ -	\$ 2,546,183	\$ 24,946	\$ 440,971	\$ 465,917	\$ 3,012,100	\$ 2,944,793

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

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

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

Nov 3 - Election Day; Nov 11 - Veterans Day; Nov 26 thru 27 - Thanksgiving

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

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

Mar-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	31				

March 29 thru April 2 - Spring Recess

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

May 13 - Eid al-Fitr; May 31 - Memorial Day

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

June 28 thru July 5 - Summer Recess; July 6 - First Day of Summer Session

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

Oct 12 - Columbus/Indigenous Peoples Day

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

Dec 21 thru Dec 23 - Remote Instruction for All students; Dec 24 thru Jan 1 - Winter Recess

Feb-21						
14 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

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

June 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

No School  
 Remote Instruction for All