

MODIFICATION NO. 5
TO OHIO COMMUNITY SCHOOL CONTRACT
BY and BETWEEN
Educational Service Center of Lake Erie West (“Sponsor” or “ESCLEW”)
AND
The Autism Academy of Learning (“Governing Authority” or “School”)

WHEREAS, the ESCLEW and the Governing Authority entered into an amended and restated Community School Contract (“Contract”) effective on July 1, 2019; and

WHEREAS, the ESCLEW and the Governing Authority agree to the following modifications;


NOW THEREFORE, the parties modify the Contract as follows:

- 1. Article IV, Section 4.1.** In the first sentence of the section add “3313.6026,” “3319.318,” “3319.393,” and “5502.703” in the appropriate numerical order. The rest of Section 4.1 remains as originally written in the Contract.
- 2. Article IX, Section 9.7.**
 - a. In the first sentence of the section remove “two and a half percent (2.5%)” and insert “two point seventy-five percent (2.75%)” in its place.
 - b. In the first sentence of the second paragraph of the section remove “two and a half percent (2.5%)” and insert “two point seventy-five percent (2.75%)” in its place.
 - c. The rest of Section 9.7 remains as originally written in the Contract.
- 3. Article XI, Section 11.5.**
 - a. In the first sentence of the section remove “Seven (7)” and insert “eight (8)” in its place.
 - b. In the first sentence of the section remove “June 30, 2026” and insert “June 30, 2027” in its place.
 - c. The rest of Section 11.5 remains as originally written in the Contract.
- 4. Attachment 6.3** shall be replaced in its entirety with the attached.
- 5. Attachment 11.6** shall be replaced in its entirety with the attached.

[Signature on Following Page]

ALL OTHER SECTIONS, SUBSECTIONS, TERMS, OR PROVISIONS OF THE CONTRACT SHALL REMAIN IN FULL FORCE AND IN EFFECT UNLESS OTHERWISE SPECIFICALLY MODIFIED HEREIN.

**Educational Service Center of
Lake Erie West**


By: 
(Signature)

Its: Superintendent

with full authority to execute this Contract
for and on behalf of **Sponsor**
and with full authority to bind **Sponsor**.

Date: 1-24-2023

**Governing Authority of
The Autism Academy of Learning**

By: 
(Signature)

Its: President

with full authority to executive this Contract
for and on behalf of **Governing Authority**
and with full authority to bind **Governing
Authority**.

Date: 11-17-22

ATTACHMENT 6.3 EDUCATIONAL PLAN

1. Educational Plan
 - a. Mission and philosophy
 - b. Characteristics of the students the School expects to attract
 - c. Ages and grades of students
 - d. Description of curriculum
 - e. Instructional delivery methods used
 - f. Description of how curriculum aligns with Ohio Content Standards
2. Description of all classroom-based and non-classroom-based learning opportunities
 - a. Classroom-based
 - b. Non-classroom-based, including, when applicable, Credit Flex, College Credit Plus, field trips with academic enhancement component, tutoring, learning on contingency days or while a student is suspended/expelled, internet or independent study
3. If applicable, description of blended learning, preschool, internet- or computer-based, or approved 22+ Adult High School Diploma program requirements

If the School operates as an internet- or computer-based community school, the description must include, at a minimum:

- a. A description of the filtering device or computer software used to protect students from access to materials that are obscene or harmful
- b. A plan indicating the number of times a teacher will visit each student throughout the school year and the manner in which those visits will be conducted
- c. The address of the central base of operation

The Governing Authority DOES/DOES NOT intend to seek designation for the School as a STEM school under R.C. 3326.032.

NOTE: Learning opportunities are classroom-based or non-classroom-based supervised instructional and educational activities that are defined in the School's contract and are:

- d. Provided by or supervised by a licensed teacher;
- e. Goal-oriented; and
- f. Certified by a licensed teacher as meeting the criteria established for completing the learning opportunity. (OAC 3301-102-02)

If the School has registered a Blended Learning Plan, the description must include, at a minimum:

- a. An indication of what blended learning model or models will be used
- b. A description of how student instructional needs will be determined and documented
- c. The method to be used for determining competency, granting credit, and promoting students to a higher grade level
- d. The school's attendance requirements, including how the school document participation in learning opportunities
- e. A statement describing how student progress will be monitored
- f. A statement describing how private student data will be protected
- g. A description of the professional development activities that will be offered to teachers

If the School has a Preschool, the description of the must include, at a minimum:

- a. Characteristics of the students the School expects to attract
- b. Ages of students eligible for preschool admission
- c. Description of preschool curriculum
- d. Description of how program complies with R.C. 3301.50 to 3301.59 and the minimum standards for preschool programs prescribed in the Ohio Administrative Code.

Credit Flexibility

The Board recognizes that an effective educational program is one that provides opportunities for students to customize aspects of their learning around their respective needs and interests. Credit flexibility is one method to motivate and increase student learning by allowing access to more resources, customization around individual student needs and the use of multiple measures of learning.

Credit flexibility shifts the focus from “seat time” to performance. Students can earn units of high school credit based on an individually approved credit flexibility plan. The intent of credit flexibility is to meet increased expectations for high school graduation in response to globalization, technology, and demographics and to meet the demand for 21st Century Skills.

In accordance with State law, the District must develop and implement a credit flexibility plan that enables students to earn high school credit by:

1. Completing coursework;
2. Testing out or showing mastery of course content;
3. Pursuing an educational option and/or an individually approved option and/or;
4. Any combination of the above.

The Superintendent/designee develops the District’s credit flexibility plan consistent with the provisions of the following regulation.

LEGAL REFERENCES: Carnegie Design Team Report to the State board of Education, *New Emphasis on Learning: Ohio’s plan for credit flexibility shifts the focus from “seat time” to performance* (March 2009)

ORC 3313.60; 3313.603; 3313.609; 3313.6013; 3313.611; 3313.613; 3313.614; 3313.90; 3321.04

Chapter 3324

Chapter 3365

OAC Chapter 3301-34

3301-35-06

Chapter 3301-46

Chapter 3301-51

Chapter 3301-61

NOTE: In 2007, the Ohio General Assembly enacted Senate Bill (SB) 311, also known as the Ohio Core, which directed the State Board of Education to adopt a plan that enables students to earn units of high school credit based on demonstration of subject area competency, instead of or in combination with completing hours of classroom instruction.

SB 311 requires all local school boards to comply with the provisions of the State Board's credit flexibility plan by adopting local board policy (ORC 3313.603(J)). Full implementation of the local board policy must be reached by the beginning of the 2010-11 school year.

College Credit Plus Policy

The College Credit Plus program (the “Program”) allows eligible students in grades 7 through 12 who are residents of Ohio to enroll in a college, on a full-time or part-time basis, and complete courses for high school and college credit.

The following guidelines are established in accordance with Board policy and the rules of the Ohio Department of Education. Participating colleges include public and private colleges as defined in R.C. 3365.01.

Enrollment & Eligibility

Any high school student enrolled in grades 9-12, or their equivalent, may participate in the Program if:

1. The student or the student’s parent or guardian informs the Principal by April 1 of the student’s intent to participate in the Program during the following school year or, if notice is received after April 1, the Principal provides written consent to the student’s participation.
2. The student applies to a public or participating private college in accordance with the college’s established procedures, meets the standards for admission, and is accepted for admission at the college. The School will assist the student in obtaining admission by providing necessary documentation to the college but is not responsible to otherwise assist the student with meeting admissions criteria.
3. At the time of enrollment, the student selects one of the enrollment options described below.
4. The student and the student’s parent or guardian signs a form stating they have received the required counseling about the Program and that they understand the responsibilities they must assume for participation in the Program.

Any student enrolled in grades 7 or 8, or their equivalent, may participate in the Program if the student meets the eligibility criteria required for high school students.

Restrictions on Enrollment

A student participating in the Program may not enroll in courses in which the student elects to receive credit towards high school graduation for more than the equivalent of:

1. Four academic school years, if the student enrolls for the first time in grades 7, 8, or 9;
2. Three academic school years, if the student enrolls for the first time in grade 10;
3. Two academic school years, if the student enrolls for the first time in grade 11; and
4. One academic school year, if the student enrolls for the first time in grade 12.

Enrollment Options

Option A: The student may elect at the time of enrollment to be responsible for payment of all tuition and the cost of all textbooks, materials, and fees associated with the course. The student shall elect at the time of enrollment whether to receive only college credit or both high school credit and college credit.

Option B: If the course is eligible for funding, the student may elect to have the student's tuition, textbooks, materials, and fees associated with the course subsidized by the School pursuant to R.C. 3365.07. Under Option B, the student will receive both college and high school credit for the course.

Participation during Summer Term

A student who is eligible to participate in the Program may participate during the summer term, provided the summer term does not begin during the student's last quarter of high school or after the student's graduation. The student will be responsible for transportation related to participation during the summer term.

Prior to February 1 each year, the School will provide information about the Program to all students enrolled in grades 6-11, or their equivalent. The School will provide information about the Program in written communications distributed to students, at student assemblies, and at joint communication events with post-secondary institutions. The School will hold at least one informational session per school year, between October 1 and February 15, to allow each partnering college located within 30 miles of the School to meet with interested students and parents.

Notice Requirements

The School will provide the information below and promote the Program in the following ways:

1. Prior to February 1 each year, provide information about the Program to all students enrolled in grades 6-11, or their equivalent.
 - a. The School will provide this notice on the School's website, in written communications distributed to students, at student assemblies, and at joint communication events with post-secondary institutions.
 - b. The notice will include information about Program costs, criteria for student participation, student participation options, and the designated point of contact for the Program at the School.
2. Provide counseling services to students in grades six through eleven and to their parents or guardians before the students participate in the Program to ensure the students and parents/guardians are fully aware of the possible consequences and benefits of participation. This counseling shall include information regarding:
 - a. Program eligibility;
 - b. The process for granting academic credits;
 - c. Any necessary financial arrangements for tuition, textbooks, and fees;
 - d. Criteria for any transportation aid;
 - e. Available support services;
 - f. Scheduling;
 - g. The benefits and possible consequences of participation;
 - h. The academic and social responsibilities of students and parents/guardians under the Program;

- i. The counseling services of the college in which the student intends to enroll and the benefits of utilizing it; and
 - j. All other information about the Program developed by the Chancellor of the Ohio Board of Regents.
3. Promote the Program on the School's website with details of the School's current agreements with partnering colleges.
4. Between October 1 and February 15 each year, hold at least one informational session to allow each partnering college located within thirty miles to meet with interested students and parents. The School may participate with other schools in a combined event.
5. Annually collect, report, and track specified required data related to the Program.

Awarding High School Credit

All students enrolled in the Program will be assessed with the same standard of achievement and held to the same grading standards as non-Program students. The School shall award comparable credit for each college course a student completes through the Program or, if no comparable credit is offered, the School shall grant an appropriate number of elective credits. The School shall include evidence of successful completion of each course and the high school credits awarded by the School in the student's record. If a student fails a Program course, the School may seek reimbursement from the student or student's parent/guardian for the amount of state funds paid to the college on the student's behalf for that course.

Model Pathways

The School shall develop, in consultation with at least one public partnering college, two model pathways for courses offered under the Program. One of the model pathways shall be a fifteen-credit hour pathway and the other shall be a thirty-credit hour pathway. Each pathway shall include courses that, once completed, apply to at least one degree or professional certification offered at the college. The School shall publish the pathways among the School's official list of course offerings for students. No student will be required to enroll in a pathway. Instead, the pathways shall serve as samples of the course that the student may take, if desired, to earn multiple credits towards a specified degree or certification.

Expulsion

Student who have been expelled from the School may not apply for college enrollment under the Program during the period of expulsion. The School will not grant high school credit for Program courses if any portion of the course was taken during an expulsion.

If a student is expelled from School while participating in the Program, the Principal shall send a written notice of the expulsion to any college in which the expelled student is enrolled under the Program at the time of the expulsion. The notice shall indicate the date the expulsion will expire and that the School has adopted a policy to deny high school credit for courses taken under the Program during an expulsion.

Economically Disadvantaged Students

No student who is considered economically disadvantaged shall be charged for anything related to Program participation. A student will be considered economically disadvantaged if the student is either:

1. A member of a household that meets the income eligibility guidelines for free- or reduced-price meals, less than or equal to 185% of federal poverty guidelines under the provisions of the National School Lunch Act, 42 USC 1758; OR
2. A member of a household that participates in at least one of the following programs: Medicaid; food stamps; supplemental security income (SSI); federal public housing assistance or Section 8; or low-income home energy assistance.

Once the School determines the student is economically disadvantaged for the purposes of this Program, any of the student’s siblings who attend the School will automatically be considered economically disadvantaged by the School without requiring additional data.

Transportation

A parent of a student who is enrolled in the Program and has elected to receive high school credit may apply to the School for full or partial reimbursement of the necessary costs of transporting the student between the School and the partnering college.

Data Reporting

By July 15 each year, the School shall submit all required data to the Chancellor of the Ohio Board of Regents regarding the students enrolled in the Program.

Date Adopted: _____



Annual Report

The Autism Academy of Learning
110 Arco Drive
Toledo, OH 43607

A LETTER FROM THE PRINCIPAL

I would like to take this opportunity to thank each of you: parents, children, staff, members of the Board, for creating a place where our students not only thrive, but receive the care and attention they so desperately deserve. We have become as successful as we are through the hard work and dedication of those among us who believe that every child should learn, that every child deserves care and respect, and that we will be the difference makers. The AAL has provided academic and vocational training since its inception in 2001. The school continues to grow and prosper through the work of caring, creative and compassionate staff. We look forward to many more years of providing services for children with autism spectrum diagnoses.

We believe that every child deserves a free and individualized education. To that end, we have developed and evolved into a community that educates the child utilizing a holistic approach. Our purpose, our reason for existing, is to engage children with autism within a community that fosters growth and support through care and education. Our goal has always been to raise each student's standard of living. This goal is accomplished through the following programs and activities:

Quality Programming – Our students benefit not only from enriching classroom experiences, but also from opportunities that stretch outside of the classroom. We engage our students in the following:

- *Life Skills Training*

Our Life Skills area is located in our vocational room; a section of the room is set up as an apartment. We have all of the amenities of home as we have created a place where students learn daily living skills in an effort to allow every student to become independent in activities of daily living.

- *Pre-Vocational & Vocational Training*

Students, 14 and over, have the opportunity to travel off site to the Cornerstone Church and Toledo Sports Center for vocational training. At each location, students learn valuable skills while performing vocational tasks in real life situations. These activities set our students up for the future, and will allow them to one day gain meaningful employment as adults. Our students also engage in pre-vocational training at the school, performing job duties with the assistance of classroom and vocational staff.



- [Sensory Room](#)

Our building is equipped with a sensory room, on our main floor. The sensory room provides the students with activities to address individual sensory needs. Such activities include swings, therapy balls, scooter and balance boards, weighted blankets, foam blocks, exercise equipment and other various multisensory items. The concept of sensory awareness is driven by our therapy team, which includes our Speech and Language Pathologists; however, our student's sensory needs are primarily addressed by our team of Occupational Therapists, who also maintain sensory diets for our students.



- [Snoezelen Rooms](#)

Located in the exercise room, our two “Snoezelen Rooms” provide individualized multi-sensory experiences for our students. They consist of adaptive lighting, textures, sounds and scents which allow the student to relax and focus. Research has shown that individuals with autism can benefit greatly from a sensory rich environment. The Snoezelen Rooms provide our students with a non-directive sensory experience that encourages the student to explore their sensory environment!

- [Continuous Professional Development](#)

AAL continues to utilize an individualized professional development program for ongoing staff training needs through the use of the Autism Pro online training program in conjunction with independent study, reading, in-service training, and research training activities. Staff is required to complete a specified number of training hours per month. New staff members receive orientation classes within their first week of employment concerning educational and behavioral information pertaining to working with individuals with autism. In addition, staff is encouraged to engage in professional development training programs offered within the surrounding Toledo-area.



Curriculum Implementation – Our standards at the AAL are very high. Per the State of Ohio, we

are responsible for educating our students according to the curriculum standards set forth by the Ohio Department of Education. Accordingly, we are also bound to the state mandated grade level testing, which occurs in grades 3 – 8, and grade 10. Our teachers develop and implement their lessons according to state benchmarks and standards, which are then differentiated and adjusted according to each student's specific needs and

ability levels. To further assist our teachers, we have recently purchased a curriculum by the name of Unique Learning Systems. Unique Learning Systems takes the state of Ohio standards of education, differentiates them amongst specific lessons and topics, and implements them throughout grades kindergarten – 12. We also focus on the following areas:

- [Behavior Planning and Management](#)

One important focus for our student population is effective behavior management utilizing the least restrictive methods and behavioral modification techniques. Understanding the function of an individual's engagement in challenging behaviors is paramount for the effective treatment and management of behavioral issues. Providing crisis management procedures and routine behavior management techniques will assist each student in reaching their potential and will increase their overall quality of life.



- [Goal Setting](#)

Every student served at the school as an IEP developed with input by the family, individual and team. Our goal is to maintain a positive, working relationship with each parent as the family is the driving factor of the IEP Team. As we receive key information from parents and families, we also coordinate with therapists and staff to develop a plan comprised of specific goals and objectives (the IEP), in order to allow each student access to the curriculum and moreover, the ability to lead a productive life.

- [Student Visioning](#)

During the process of establishing goals for each student, we also make it a priority to cast a vision for where we see each student throughout each stage in their lives. It is our distinct purpose to provide a positive and proactive environment that aids and supports our students throughout each life stage. To that end, it becomes important to discuss where we see each student in the future – this is achieved through the IEP team. However, this process is not only restricted to the IEP process; everything we do in the school is centered upon coming along side each student to take them to a standard of living they would not otherwise have been able to achieve on their own. This process takes collaboration with parents and family, teachers and staff, as well as the community. This process takes vision, and it is the vision of the Autism Academy of Learning *to promote a higher quality of life, and the realization*



of the full intellectual and social development of students with autism spectrum disorder.

It is our purpose to serve as a resource for families and students. Our staff and officers of the AAL are dedicated to provide quality care and intervention for every one of our students and we can only accomplish that goal through collaboration. We are here to better the lives of the students we serve. Please, feel free to contact us and let us know how best we can serve you.

Sincerely,

Jim Jones
Principal

FOUNDERS OF THE AUTISM ACADEMY OF LEARNING

Jim Beeson
Lou Curcio
Laurie Forgette

Erika Harris
Carol Holmes
Prentis Holmes

Sandy Jacobs
Sam Scamardo
Sharon Scamardo

CURRENT GOVERNING BOARD OF THE AUTISM ACADEMY OF LEARNING

James Sworden – *President*
Sommer Clayborne – *Secretary*
Eric Yaks

Scott Bylow – *Vice President*
Robert Schwartz

Principal
Jim Jones

Director of Education
Amanda Richards

Mission

The Autism Academy of Learning is a year-round, public school with programming designed around the needs of students with autism spectrum disorder.

Vision

The Autism Academy of Learning is structured to provide every student with autism spectrum disorder an appropriate foundation in the areas of academics, behavior, daily living skills, vocational skills and independence. Our goal is to promote a higher quality of life, and the realization of the full intellectual and social development of students with autism spectrum disorder.

Core Values

We believe:

1. Autism spectrum disorder is a developmental disability but does not define the individual.
2. Autism spectrum disorder is a medically diagnosed condition, but the treatment of choice is an educational model.
3. That a year-round school curriculum best provides for the developmental needs of children with autism spectrum disorder.
4. That a seamless environment that eliminates the need for transition from school to school promotes continuity of program services.
5. Vocational education and life skills are paramount to the development of individuals with autism spectrum disorder.

We believe that individuals with autism spectrum disorder:

- Give reason for celebration by their individual accomplishments.
- Can best believe in themselves by others believing in them.
- Are to be challenged with appropriate expectations.
- Are to be treated in a manner that contributes to high self-esteem.
- Demonstrate that behavior has a purpose, and we must strive to interpret the communicative intent of the child.
- Benefit from learning through a spectrum of learning philosophies rather than one specific treatment methodology.
- Deserve respect and recognition of their diversity.
- Can best be served when parents, families, schools, and the community act as partners in the educational process.

What Parents/Correspondents Say About the AAL

Recently our parents and correspondents were asked to participate in a survey of the school, its staff, and programs. Parents were asked to rate the school and its various components on a scale of 1 – 5 (1 strongly disagree; 5 strongly agree). Results are listed below:

Overall Satisfaction **89.00%**

Classroom

Classroom size	4.5	91%
Staff to student ratio	4.4	88%

Teacher knowledge of education and autism	4.4	88%
Classroom aides knowledge of education and autism	4.4	88%
Professionalism of staff	4.0	80%
Receiving updates on student progress	4.5	90%
Total	4.4/ 5	88%
<i>IEP Process</i>		
Feel respected as an IEP team member	4.45	89%
Scheduling accommodations for IEP meeting	4.6	91%
Updates on IEP goal progression	4.5	90%
Receive answers to question I have about IEP	4.5	90%
Total	4.5 / 5	90%
<i>Therapeutic Services</i>		
OT addresses my students sensory needs	4.45	89%
SLP addresses my students communication needs	4.45	89%
I can see progress on OT objectives	4.3	85%
I can see progress on speech objectives	4.3	85%
Total	4.4/ 5	87%
<i>Administration</i>		
Professionalism of administrative staff	4.6	92%
Receive answers to questions from Director of Ed.	4.5	90%
Receive answers to questions from the Principal	4.4	88%
Total	4.5/ 5	90%
<i>Transportation</i>		
Arriving on time	4.4	87%
Communication is clear regarding changes or problems	4.6	91%
Professionalism of Driver	4.6	92%
Professionalism of Rider	4.3	86%
Total	4.45 / 5	89%
<i>Safety</i>		
The classroom setting is safe	4.6	92%
The building as a whole is a safe environment	4.6	92%
The surrounding area where the school is located is safe	4.3	86%
The vans are safe for student transportation	4.6	92%
Total	4.5 / 5	90%

Parent & Caregiver Input:

Parents and caregivers also added comments at the end of the survey, these included the following:

- Concerned about the needs of the student.
- Specialize in Autism as opposed to Public School.
- Accommodations are made for students to be successful.
- The small scale of the school, professionalism and staff.
- The staff really care about the students!
- Compassion and understanding.

Sponsor's Legal Compliance Assessment:

Sponsor's Legal Compliance Assessment Ohio Revised Code (ORD) 3314.03 (D)(2) specifies that the sponsor of the school must "monitor and evaluate the academic and fiscal performance and the organization and operation of the community school on at least an annual basis." In addition, under ORC 3314.03 (D)(3), the sponsor must "report on an annual basis the results of the evaluation conducted under division (D)(2) of this section to the department of education and to the parents of students enrolled in the community school".

The Educational Service Center of Lake Erie West (ESCLEW) served as a sponsor for The Autism Academy of Learning during the 2021-2022 schoolyear. ESCLEW monitored the school's academic and fiscal performance, as well as organization and operation of the school, and determined that the school was overall compliant with all laws and rules.

School Demographics (as of 09/01/22)

Grade Levels Served	K – 12
Days / Hours of Instruction	207 / 1,138.5
Number of Students	51
Attendance Rate	90% (State requirement is 93%)
Caucasian	47%
African American	39%
Multiracial	15%
Economically Disadvantaged	48.0%
Administrative Staff <i>Principal, Director of Education Office Manager, Vocational Coordinator</i>	4
Certified Staff <i>Teachers Speech / Language Pathologist</i>	10
Classified Staff <i>Teacher Aides, Lead Van Driver</i>	20
Purchased Services Staff <i>OT, COTA, SLP</i>	4
Teachers with a Bachelors Degree	100%
Teachers with a Masters Degree	50%
Core Academic Subject Elementary and Secondary School Classes Taught by Properly Certified / Licensed Teachers	100%
Adequate Yearly Progress	Met

Assessment Data

Alternate Assessment	School Average
Grade 3	
ELA	472
Math	468
Grade 4	
ELA	476
Math	433
Grade 5	
ELA	479
Math	468
Science	504
Grade 6	
ELA	383
Math	358
Grade 7	
ELA	488
Math	466
Grade 8	
ELA	440
Math	425
Science	458
Grade 10	
ELA	487
Math	480
Social Studies	459
Science	389
Standard Assessment	School Average
Grade 4	
ELA	639
Math	669
Grade 6	
ELA	654
Math	680

Contractual and Academic Goals

Due to Covid-19, the school was tracked in 4 non-academic areas in Contract Attachment 11.6 by our sponsor (The Educational Service Center of Lake Erie West). The Autism Academy received a met goal rating in 4 out of the 4 areas. The school uses the Brigance assessment to evaluate student progress over the course of the year. Unlike most schools, The Autism Academy uses this assessment all year long and not just during certain times of the school year. The Brigance is used to develop goals for the students for their new IEPs. In order to assess the progress that is made off of the goals developed by using the Brigance the school examines progress reports every 12 weeks to evaluate the progress students are making on those goals. Over the past year 86% of the students of the Autism Academy of Learning showed progress on their academic goals.

**Annual Report Summary-Unaudited
For the Year Ending June 20,2022**

Revenues

State Source	1,450,453
Federal Source	164,304
Local Source	17,777

Total Revenues 1,632,624

Expenses

Salaries & Wages	1,011,378
Employee Benefits	(38,090)
Purchased Services	596,916
Supplies & Materials	57,594
Capital Outlay	0
Other Expenses	30,941

Total Expenses 1,658,739

During the fall of 2022 an audit of the school's financial records for the year ended June 30, 2022 will be completed. The audit report should be available during the winter at the above address and on the Auditor of State's website: [www. auditor.state.oh.us](http://www.auditor.state.oh.us).

Auditor Statement: In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Autism Academy of Learning, Lucas County, Ohio, as of June 30, 2021, and the changes in its financial position and its cash flows for the year then ended in accordance with the accounting principles generally accepted in the United States of America.

Auditor of State, Keith Faber, March 10, 2022

Financial Highlights

Key financial highlights for 2021 are as follows:

- In total, net assets were (\$1,762,081) at June 30 2021.
- The Academy had operating revenues of \$1,482,491 and operating expenses of \$1,744,909 for fiscal year 2021. The total change in net position for the fiscal year was an decrease of \$(42,974).

Financial Statements

STATEMENT OF NET POSITION
JUNE 30, 2021

Assets:

Current assets

Cash and cash equivalents	\$	456,621
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Receivables:

Intergovernmental	65,139
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Other Assets	<u>13,279</u>
<i>Total current assets</i>	535,039
<u>Non-current assets</u>	
OPEB Assets	59,506
Capital assets, net of accumulated depreciation	57,099
Total assets	<u>116,605</u>
Liabilities:	
<u>Current liabilities</u>	
Accounts payable	12,883
Accrued Expenses	-
Withholding payable	9,917
<i>Total current liabilities</i>	22,080
Non-current liabilities:	2,507,639
Total liabilities	<u>2,529,719</u>
Net position:	
Net investment in capital assets	57,099
Unrestricted	<u>(1,819,180)</u>
Total net position	<u>(1,762,081)</u>

STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET POSITION
FOR THE FISCAL YEAR ENDED JUNE 30, 2021

Operating revenues

State Aid	\$ 1,470,653
Miscellaneous	11,838
<i>Total operating revenues</i>	<u>1,482,491</u>

Operating expenses

Salaries and wages	1,011,018
Fringe benefits	141,926
Purchased services	483,827
Materials and supplies	51,838
Other	32,525
Depreciation	<u>23,775</u>
<i>Total operating expenses</i>	<u>1,744,909</u>

Non-operating revenues (expenses)

Federal and state operating grants	219,444
Contributions and Donations	-
<i>Total non-operating revenues (expenses)</i>	-
<i>Change in net position</i>	(42,974)
<i>Net assets at beginning of year</i>	<u>(1,719,107)</u>
<i>Net assets at end of year</i>	<u>(1,762,081)</u>

STATEMENT OF CASH FLOWS
FOR THE FISCAL YEAR ENDED JUNE 30, 2021

Cash flows from operating activities:

Cash received from state foundation	\$ 1,470,653
Cash received from other operations	11,838
Cash payments for salaries and wages	(1,011,018)
Cash payments for fringe benefits	(88,577)
Cash payments to suppliers for goods and services	(581,504)
<i>Net cash used in operating activities</i>	<u>(198,608)</u>

Cash flows from noncapital financing activities:

Federal and state operating grants	234,156
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Reconciliation of operating loss to net cash used in operating activities:

Operating loss	(262,418)
Adjustments:	
Depreciation	23,775
Changes in Assets, Liabilities, and Deferred Inflows and Outflows:	
Increase in Other Assets	(5,974)
Increase in Deferred Outflows Pension	(69,030)
Increase in Deferred Outflows OPEB	(86,105)
Decrease in Deferred Inflows Pension	(149,733)
Increase in Deferred Inflows OPEB	90,122
Increase in Net Pension Liability	289,120
Decrease in Withholding Payable	(18,845)
Decrease in Accrued Expenses	(1,378)
Increase in Accounts Payable	12,883
<i>Net cash used in operating activities</i>	<u>\$ (198,608)</u>



2022 – 2023 Performance Framework Goals

Contract Attachment 11.6

School Name	The Autism Academy of Learning
School IRN	143297
Building Principal/Leader	Jim Jones
Board President	Jim Sworden
Start of Current Contract Date	7/01/19
End of Current Contract Date	6/30/2027
Management Company, if any	N/A
School Mission	The Autism Academy of Learning is a year-round, public school with programming designed around the needs of students with autism spectrum disorder.

Conversion Chart

Local Report Cards (LRC) using the previous state A-F rating scale will be converted to the 1-5 star system. Please refer to the conversion chart below to determine if a score is the same or better than prior years.

Report Card Conversion Chart	
A	5 stars
B	4 stars
C	3 stars
D	2 stars
F	1 star

A. ACADEMIC LOCAL REPORT CARD GOALS

A1. OVERALL RATING			
The annual Local Report Card will show an increase in Overall School Rating from the previous published Local Report Card.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	NR	NR	
RATING Met (1pt) Not Met (0pt)			

A2. ACHIEVEMENT COMPONENT			
The annual Local Report Card will show an increase in the overall achievement component from the previous published Local Report Card.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	NR	NR	
RATING Met (1pt) Not Met (0pt)			

A3. PERFORMANCE INDEX			
The annual Local Report Card will show an increase in performance index points from the previous published Local Report Card.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	NR	NR	

RATING Met (1pt) Not Met (0pt)			
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A4. PROGRESS COMPONENT			
The annual Local Report Card will show an increase in the Progress Component from the previous published Local Report Card.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	NR	NR	
RATING Met (1pt) Not Met (0pt)			

A5. GAP CLOSING COMPONENT			
The annual Local Report Card will show an increase in the Gap Closing Component from the previous published Local Report Card.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	NR	NR	
RATING Met (1pt) Not Met (0pt)			

A6. CHRONIC ABSENTEEISM			
<p>1. Meeting or exceeding the annual Ohio goal (8.2 percent or lower for 2022-2023);</p> <p>OR</p> <p>2. Meeting an improvement standard relative to the starting point of each school or district. Technical documentation for Chronic Absenteeism from ODE requires the following calculations be used:</p> <ul style="list-style-type: none"> • If your current chronic absenteeism rate is 36.7% or higher, the goal will indicate a 1.1% improvement; • If your current chronic absenteeism rate is 36.6% or lower, the goal will indicate a 3% improvement 			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	26.1%	21.5%	20.8%
RATING Met (1pt) Not Met (0pt)			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
The Autism Academy of Learning will continue to monitor attendance issues and follow the policies outlined in the AAL student handbook to achieve desired attendance rate.			

Meeting with parents and discussing attendance issues and setup a plan to help the student increase attendance.

A7. GIFTED PERFORMANCE INDICATOR

The annual Local Report Card will show an **increase** in the Gifted Performance Indicator from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	NR	NR	
RATING Met (1pt) Not Met (0pt)			

A8. GRADUATION COMPONENT

The annual Local Report Card will show an **increase** in the Graduation Component from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
ACTUAL	NR	NR	
RATING Met (1pt) Not Met (0pt)			

A9. 4-YEAR GRADUATION RATE

The annual Local Report Card will show an **increase** in the 4-Year Graduation Rate from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING Met (1pt) Not Met (0pt)			

A10. 5-YEAR GRADUATION RATE

The annual Local Report Card will show an **increase** in the 5-Year Graduation Rate from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023

RATING Met (1pt) Not Met (0pt)			
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A11. EARLY LITERACY COMPONENT

The annual Local Report Card will show an **increase** in the Early Literacy Component from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING Met (1pt) Not Met (0pt)			

A12. PROFICIENCY IN THIRD GRADE READING

The annual Local Report Card will show an **increase** in the Proficiency in Third Grade Reading from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING Met (1pt) Not Met (0pt)			

A13. PROMOTION TO FOURTH GRADE

The annual Local Report Card will show an **increase** in the Promotion to Fourth Grade from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING Met (1pt) Not Met (0pt)			

A14. IMPROVING K-3 LITERACY

The annual Local Report Card will show an **increase** in the Improving K-3 Literacy from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING Met (1pt) Not Met (0pt)			

A15. – COLLEGE, CAREER, WORKFORCE, AND MILITARY READINESS (2024–2025)

The annual Local Report Card will show an **increase** in the College, Career, Workforce, and Military Readiness component from the previous published Local Report Card.

Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
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RATING Met (1pt) Not Met (0pt)	NA	NA	NA
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A16. – POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS			
The school will implement a positive intervention behavior and support framework.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
RATING Met (1pt) Not Met (0pt)			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
Based on assessment data, the School shall develop and implement preventative behavioral interventions that modify the environmental factors that escalate the inappropriate behavior, support the attainment of appropriate behavior; and use verbal de-escalation to defuse potentially violent dangerous behavior.			

A17. COMPARATIVE DATA FROM SIMILAR SCHOOLS			
The school will identify two areas of LRC data for comparison with two similar schools. The school will perform higher than or equal to similar schools in the selected LRC categories as indicated in the table below.			
Year	2020 - 2021	2021 - 2022	2022 - 2023
GOAL	Autism Academy: Gap Closing- NR Performance Index- 39.2%	Autism Academy: Gap Closing- NR Performance Index- NR M.O.D.E.L: Gap Closing- 0.0%	Autism Academy will perform higher or equal to M.O.D.E.L. in Gap Closing. Autism Academy will perform higher than or equal to Summit Academy Toledo in the Performance Index.

	M.O.D.E.L: Gap Closing- NR Summit: Performance Index- 36.3%	Summit: Performance Index- 39.0%		
ACTUAL	Autism Academy: Gap Closing- NR Performance Index- 39.2% M.O.D.E.L: Gap Closing- NR Summit (Toledo): Performance Index- 36.3%	Autism Academy: Gap Closing-NR Performance Index- NR M.O.D.E.L: Gap Closing- 0.0% Summit(Toledo): Performance Index- 39.0%		
RATING Met (2pt) Not Met (0pt)				
CHART TO INDICATE TWO SIMILAR SCHOOLS AND A COMPARISON OF LRC DATA				
	% POVERTY	% MINORITY	GAP Closing	Performance Index
Autism Academy	57.5%	39.0%		
M.O.D.E.L.	65.6%	29.6%		X
Summit Academy (Toledo)	100%	48.3%	X	

B. OTHER ACADEMIC MEASURE GOALS

B1. SUB - GROUP			
GOAL: Students in grades K-3 will show an increase from Fall to Spring on the Ohio Diagnostic Assessment.			
Year(s)	2020 - 2021	2021- 2022	2022 - 2023
GOAL	N/A	N/A	Increase
ACTUAL	N/A	N/A	

RATING Met (1pt) Not Met (0pt)			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
<p>Data will be collected in the Fall and Spring to assess student progress. After the Fall assessment, instruction will be geared toward areas that can be improved from the Ohio Diagnostic Reading Assessment results.</p>			

B2. READING			
GOAL: Students will show an increase from Fall to Spring when taking the Dibels Assessment.			
Year(s)	2020 – 2021	2021 – 2022	2022 – 2023
GOAL	N/A	N/A	Increase
ACTUAL	N/A	N/A	
RATING Met (1pt) Not Met (0pt)			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
<p>Data will be collected in the Fall and Spring to assess student progress. After the Fall assessment, instruction will be geared toward areas that can be improved from Dibels Assessment results.</p>			

B3. MATH

GOAL: Students will show an increase from Fall to Spring when taking the Ohio Diagnostic Math Assessment.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
GOAL	N/A	N/A	Increase
ACTUAL	N/A	N/A	
RATING Met (1pt) Not Met (0pt)			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
<p>Data will be collected in the Fall and Spring to assess student progress. After the Fall assessment, instruction will be geared toward areas that can be improved from the Ohio Diagnostic Math Assessment results.</p>			

B4. IMPROVING EARLY LITERACY			
GOAL: Students in grades K-3 will show an increase from Fall to Spring on the Ohio Diagnostic Reading Assessment.			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
GOAL	N/A	N/A	Increase
ACTUAL			
RATING Met (1pt) Not Met (0pt)			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			
<p>Data will be collected in the Fall and Spring to assess student progress. After the Fall assessment, instruction will be geared toward areas that can be improved from the Ohio Diagnostic Reading Assessment results.</p>			

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B5. PRESCHOOL SPECIFIC GOAL			
GOAL: N/A			
Year(s)	2020 - 2021	2021 - 2022	2022 - 2023
GOAL	NA	NA	N/A
ACTUAL	NA	NA	N/A
RATING Met (1pt) Not Met (0pt)			
DESCRIPTION OF MEASURE AND MONITORING STRATEGY			

C. NON-ACADEMIC / ORGANIZATIONAL AND OPERATIONAL GOALS

C1 – MISSION STATEMENT	
School’s Mission: The Autism Academy of Learning is a year-round, public school with programming designed around the needs of students with autism spectrum disorder.	
Goal: Students will show an increase across all assessment (Ohio Diagnostic, Dibels) from Fall to Spring.	
Year	2022 – 2023
GOAL	Increase
RATING Met (1pt) Not Met (0pt)	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY	
<p>Data will be collected in the Fall and Spring to assess student progress. After the Fall assessment, instruction will be geared toward areas that can be improved from results of the assessments.</p>	

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C2 – PARENT SATISFACTION	
Goal: The Autism Academy of Learning will receive an 85% satisfied rating on the annual parent survey.	
Year	2022 - 2023
GOAL	85%
RATING Met (1pt) Not Met (0pt)	
DESCRIPTION OF MEASURE AND MONITORING STRATEGY	
<p>As identified in the AAL’s Annual Report using parent surveys to determine satisfaction. Administration and Board will discuss survey results to address any changes that might need to be made during the school year to improve the next years survey.</p> <p>To ensure goal is met, administration will work on making sure communication is good with parents and making sure parents receive answers from teachers and administration in a timely manner. Also, parents will be continually updated on their student progress through daily notes and progress reports.</p>	

C3 – GOVERNING AUTHORITY	
Goal: The governing board of the Autism Academy of Learning will have 80% attendance at all board meetings.	
Year	2022 - 2023
GOAL	80%
RATING Met (1pt) Not Met (0pt)	

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

The Governing Board will provide documentation of attendance through board minutes.

C4 – STUDENT DISCIPLINE

House Bill 318 restricts the out of school suspensions (OSS) and expulsions for students in grades K – 3 grade for offenses that do not pose significant danger to school and student safety (as defined by Ohio law). *****Detailed documentation is required to determine if OSS meets the requirements of the law*****

All students will be required to show a **decrease** in out-of-school suspensions (OSS) from the previous year.

Year(s)	2021 - 2022		2022 - 2023	
GOAL	K-3	0	K-3	0
	4-8	0	4-8	0
	9-12	3	9-12	2
ACTUAL	K-3	0	K-3	
	4-8	0	4-8	
	9-12	0	9-12	
RATING Met (1pt each grade level) Not Met (0pt)	K-3		K-3	
	4-8		4-8	
	9-12		9-12	

DESCRIPTION OF MEASURE AND MONITORING STRATEGY

Grades	Previous year's Actual OSS	This year's goal for OSS	Strategies to accomplish this goal
K-3	0	0	
4-8	0	0	
9-12	0	2	Working with the students and helping them find coping mechanism that will help them deescalate. Helping staff better recognize when a student is becoming frustrated and when to approach a student before something happens.

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D. LEGAL COMPLIANCE

D1 – LEGAL COMPLIANCE – ON-TIME SUBMISSIONS	
The school will submit all required compliance items to the ESCLEW via Epicenter and meet or exceed the expected percentages for ON-TIME percent of legal submissions.	
Year	2022 - 2023
ACTUAL	
RATING 85 – 100% - Exceeds (2pts) 51 – 84% - Meets (1pt) 50% or less – Not Met (0pts)	

D2 – LEGAL COMPLIANCE - ACCURACY	
The school will submit all required compliance items to the ESCLEW via Epicenter and meet or exceed the expected percentages for ACCURACY of legal submissions.	
Year	2022 - 2023
ACTUAL	
RATING 85 – 100% - Exceeds (2pts) 51 – 84% - Meets (1pt) 50% or less – Not Met (0pts)	

E. FINANCIAL

E1 – FINANCIAL PERFORMANCE	
The school will receive an audit without findings from the Auditor of the State.	
Year	2022 – 2023
GOAL	The school will receive an audit without findings from the Auditor of the State.
RATING RATING Met (1pt) Not Met (0pt)	

E2– FINANCIAL SUSTAINABILITY	
Goals set for this standard must address 1. Student Enrollment (the actual number should be indicated); AND 2. Unrestricted Cash Reserve Balance (goal must have a minimum of 15 days).	
Year	2022- 2023

GOAL	Student Enrollment – 55 Days Cash Reserve - 100 Days Cash
RATING Met (1pt) Not Met (0pt)	