



**Department of
Education**

Carmen Fariña, Chancellor

Annual Comprehensive Review Report for International Leadership Charter School

SCHOOL YEAR 2015-16

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For more information about the essential questions and standards discussed in this annual comprehensive review report, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at <http://schools.nyc.gov/community/charters/contacts/DOEresources.htm>.

PART 1: SCHOOL OVERVIEW

CHARTER SCHOOL BACKGROUND

International Leadership Charter School (“ILCS”) is a high school located in the Kingsbridge neighborhood of the Bronx. The school is located in a private space in Community School District 10.

The school is in its third charter term.

The school leadership team is comprised of the following individuals: Chief Executive Officer, Elaine Ruiz-Lopez, has been at the school for 10 years; Director of Curriculum, Ismael Colon, has been at the school for one year; Director of Student, Parent and Community Engagement, Edilis Gonzalez, has been at the school for 10 years; Director of College Preparatory, Evelyn Ortiz, has been at the school for six years; and Director of Facilities, Richard Padilla, has been at the school for one year.

SCHOOL HIGHLIGHTS

More than 50% of the school leadership team has been with the school for more than 5 years.

CURRENT SCHOOL SNAPSHOT

International Leadership Charter School	
DBN	84X347
School Leader(s)	Dr. Elaine Ruiz-López
Board Chair(s)	John Paul Gonzalez
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	10
Physical Address(es)	3030 Riverdale Avenue, Bronx, NY 10463
Facility Owner(s)	Private
Enrollment ¹	351
Grades Served	9-12

¹ According to ATS data as of October 14, 2015.

CURRENT BOARD OF TRUSTEES

Board Member Name	Position	Committee(s)	Years on Board	Attendance ²
1. Elaine Ruiz-Lopez	Founding Trustee	Not provided	10	1/1
2. John Paul Gonzalez	Board Chair	Not provided	8	1/1
3. Lupita Samuels	Board Secretary	Not provided	5	1/1
4. Ana Koessler	Board Treasurer	Not provided	2	1/1
5. Doreen Bermudez	Board Member	Not provided	4	1/1
6. Elissa Ramos	Board Member	Not provided	2	1/1

CHARTER AUTHORIZATION PROFILE

International Leadership Charter School	
School Opened For Instruction	2006-2007
Date of First Renewal	2010-2011
Date of Second Renewal	2014-2015
Date of Third Renewal	N/A
Current Charter Term Expiration Date	6/30/2020
Current Authorized Grade Span	9-12
Current Authorized Enrollment	440

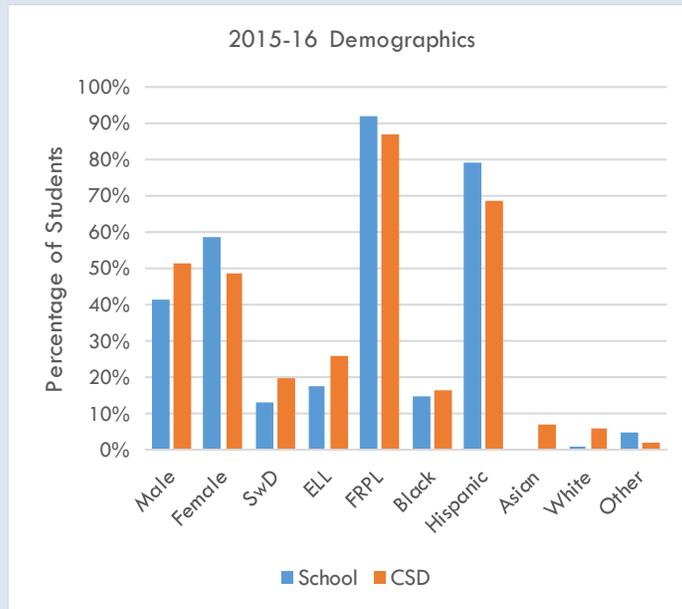
ILCS name was renewed for a full five year term 2014-15 academic year with the following condition:

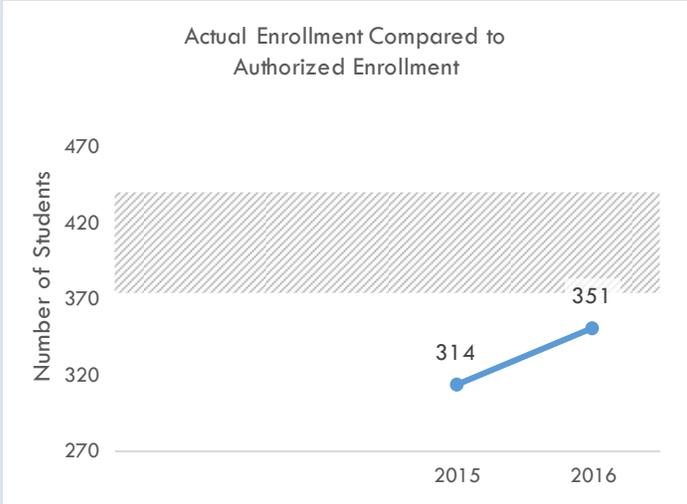
<i>Current Charter Conditions</i>	<i>On Target / Not On Target</i>	<i>Notes</i>
1. No later than June 30, 2015, the school will revise, distribute to students and families, and submit proof of such distribution along with the revision to the NYC DOE a student discipline policy compliant with federal law, including but not limited to alternative instruction, due process and students with disabilities. NYC DOE review of the school's current student discipline policy, as noted in the renewal report,	Not On Target	To date, an updated policy has not been submitted to the NYC DOE.

² The attendance rate is the number of meetings attended by each board member divided by the total number of board meetings applicable to that board member held between July 1, 2015 and February 1, 2016 as evidenced by meeting minutes posted on the school's website.

indicated the school's current student discipline policy has limited information for discipline of students with disabilities.

ENROLLMENT AND DEMOGRAPHICS





Fully grown charter schools must enroll no less than 15% of their authorized enrollment. The acceptable range of enrollment is represented in the shaded area of the chart.

PART 2: ANNUAL COMPREHENSIVE REVIEW PROCESS OVERVIEW

FRAMEWORK

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs an annual comprehensive review of NYC DOE Chancellor-authorized charter schools that did not complete the renewal process in the 2015-16 school year to investigate three primary questions: is the school an academic success; is the school effective and well run; and is the school financially viable?

This annual comprehensive review may include a visit to the school. The review is conducted by analyzing student performance data and evaluating the school's governance, organizational structure, operational compliance, and fiscal sustainability. The report outlines evidence found during this review.

ESSENTIAL QUESTIONS AND STANDARDS

ESSENTIAL QUESTION 1 - IS THE SCHOOL AN ACADEMIC SUCCESS?

To assess whether a school is an academic success, the NYC DOE considers performance measures, including, but not limited to the following (as appropriate for grades served):

- New York State ELA and math assessment results and growth rates; New York State Regents exams performance;
- Comparative graduation rates and progress toward career and college readiness; and
- Academic performance for students with disabilities; students eligible for free and reduced price lunch; and students with limited English proficiency;

ESSENTIAL QUESTION 2 - IS THE SCHOOL EFFECTIVE AND WELL RUN?

To assess whether a school is effective and well run, OSDCP focuses on three areas: supportive environment; operational stability; and compliance with all applicable laws and regulations. OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws and meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED); and
- Information about compliance with applicable laws and regulations (for example, fingerprinting requirements and teacher certification)

ESSENTIAL QUESTION 3 - IS THE SCHOOL FINANCIALLY VIABLE?

To assess whether a school is financially viable, OSDCP analyzes the school's independent audited financial statements using the National Association of Charter School Authorizers' Core Performance Framework (found here:

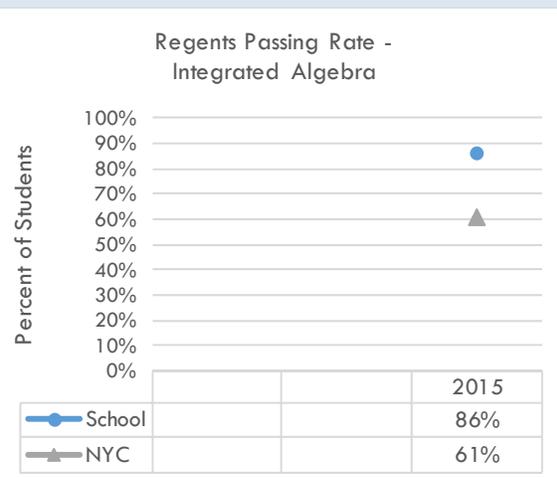
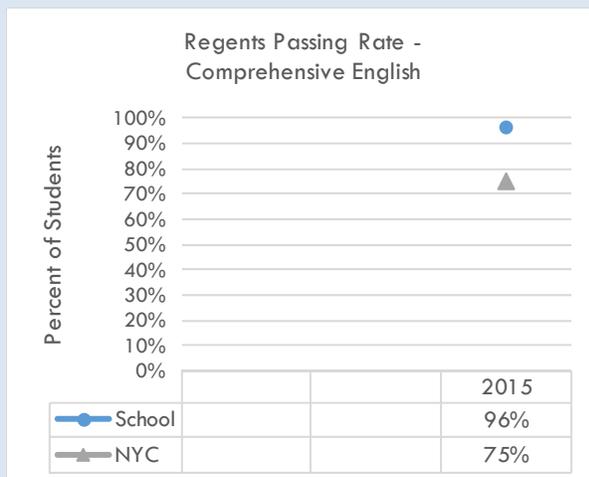
<http://chartercommission.idaho.gov/faq/documents/NACSA%20Core%20Performance%20Framework%20and%20Guidance.pdf>).

PART 3: REVIEW

ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?³

For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix C.⁴ These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

REGENTS PERFORMANCE - ELA AND ALGEBRA I PASSING RATES⁵

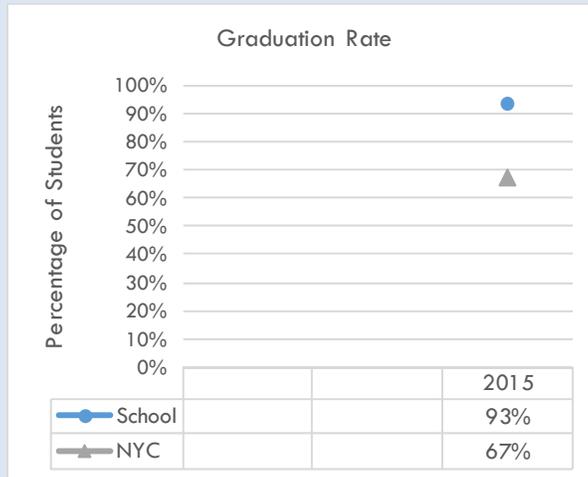


³ For NYS assessments administered beginning with the 2012-13 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-13 are not directly comparable.

⁴ Please note that in analyzing a school's progress towards its academic goals as outlined in its charter agreement, the NYC DOE did not review goals that measured a school's academic performance relative to 75% absolute proficiency for school years 2012-13 and beyond because of the move to Common Core Learning Standards in 2012-13. In addition, beginning with the 2013-14 school year, due to a change in state regulation, the NYC DOE will not review goals that are related to standardized assessments for students in grades K-2 or NYC DOE Progress Report grades.

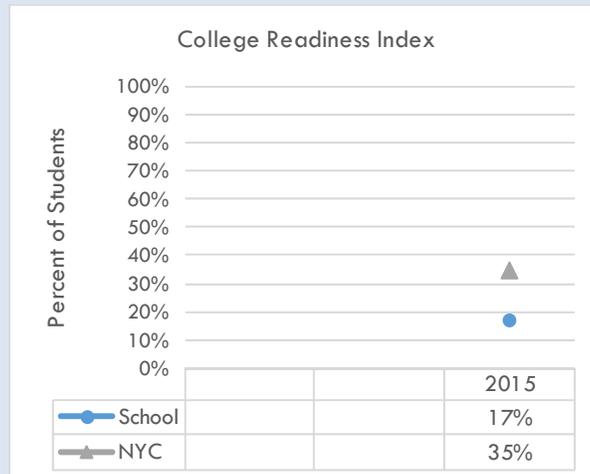
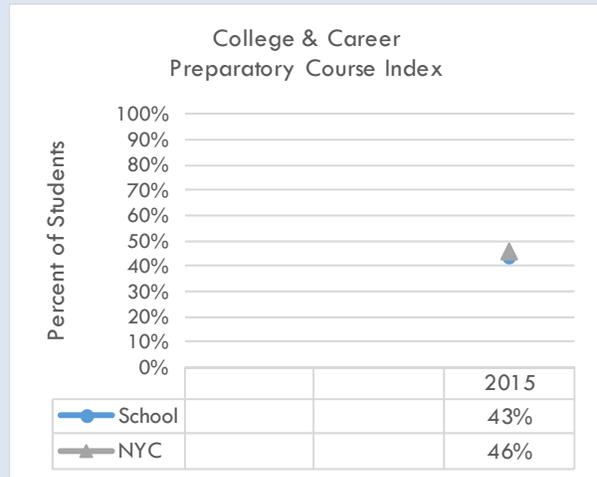
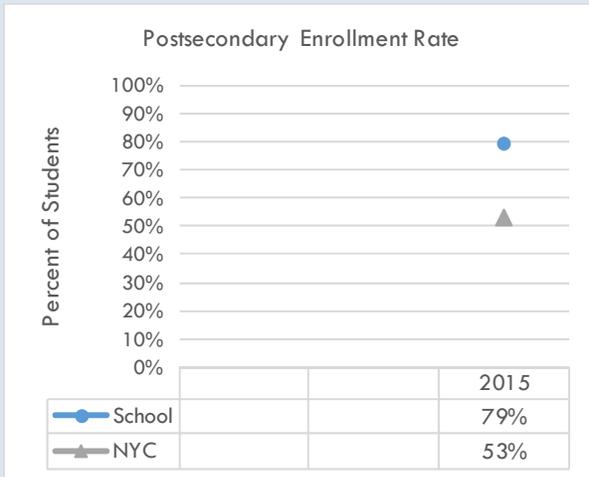
⁵ For additional Regents information, please see Appendix B.

CLOSING THE ACHIEVEMENT GAP – GRADUATION RATE



The school did not serve sufficient numbers of English Language Learners or Students with Disabilities to report on their graduation outcomes.

COLLEGE & CAREER READINESS



ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence relevant to Essential Question 2:

- Primary Evidence: NYC DOE School Survey; Attendance data; Retention data (ATS); Student discipline data; Received complaints and other feedback; board by-laws and meeting minutes; School leadership, board, and staff interviews; Operational policies and procedures; School records pertaining to health, safety, and civil rights; Charter and charter agreement; NYSED BEDS data; NYSED TEACH system data
- Secondary Evidence: Student/Family and Staff Handbooks; Parents Association meeting calendar and minutes; School visit observations; Operational organizational chart; Professional development plans and resources; Other school records

The school did not submit key design elements in their ACR collection form.

For detailed information on the school’s progress in meeting the operational goals outlined in its charter agreement, please see Appendix C. These goals relate to school environment, leadership, governance, and compliance.

For detailed information on the efforts the school is taking to enroll students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL), as per the NYS Charter Schools Act, please see Appendix D.

SUPPORTIVE ENVIRONMENT

<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	Compliant	

OPERATIONAL STABILITY

<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School meets all DOE deadlines for annual reporting requirements	Not Compliant	School has failed to meet annual reporting deadlines
School meets all DOE deadlines for the SY14-15 Annual NYC DOE Charter School Survey	Compliant	
School has a formal process for evaluating progress against charter school goals	Compliant	
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	Compliant	
Board meetings consistently meet quorum ⁶	Compliant	

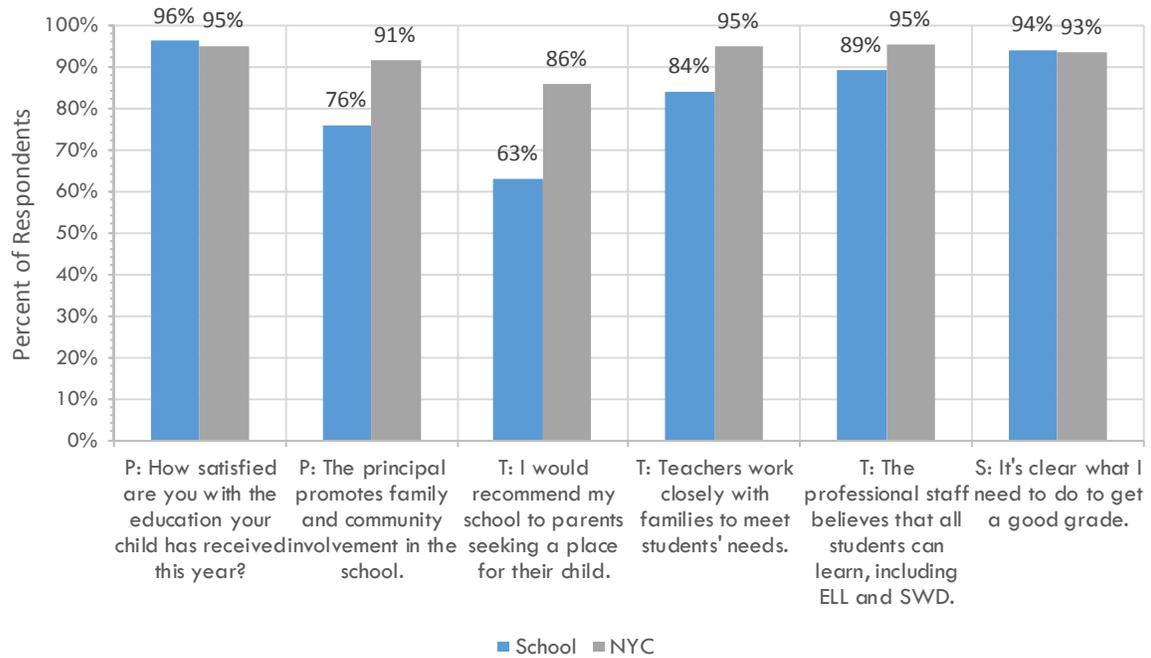
COMPLIANCE (WITH ALL APPLICABLE LAWS & REGULATIONS)

<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has discipline policy that is consistent with due process and with state and federal laws and regulations governing the placement of SWD	Compliant	
School has required facility documents (certificate of occupancy, certificate of insurance)	Not Compliant	The school failed to submit the certificate of insurance.
School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1)	Compliant	
School is in compliance with employee fingerprinting requirements	Not Compliant	There are several non-instruction staff members hired in the 15-16 SY whose start dates are prior to the fingerprint clearance date. The School did not

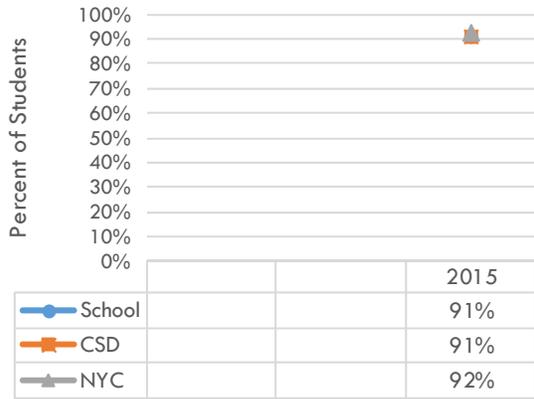
⁶ Quorum is determined based on the school board bylaws. If the bylaws are not available, quorum is defined as 50% of the board members plus one member present at a board meeting.

		provide start dates for any of the instructional staff; therefore compliance for instructional staff could not be evaluated.
School has an appropriate safety plan	Compliant	
School is meeting Department of Health immunization requirements	Not Compliant	The school had 96% complete records; the goal was 99%.
School has submitted its Annual Report to NYSED and posted it online	Compliant	
School has followed all applicable lottery and enrollment regulations	Compliant	

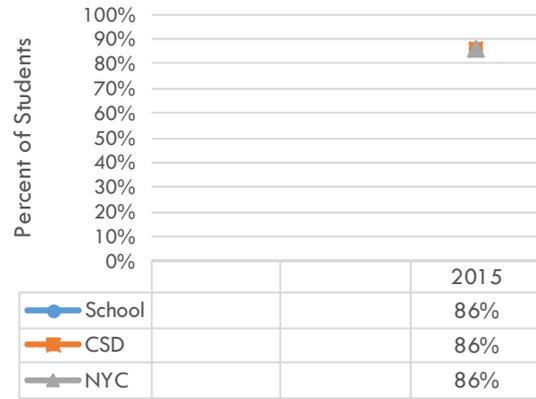
Percent Satisfaction on the NYC School Survey



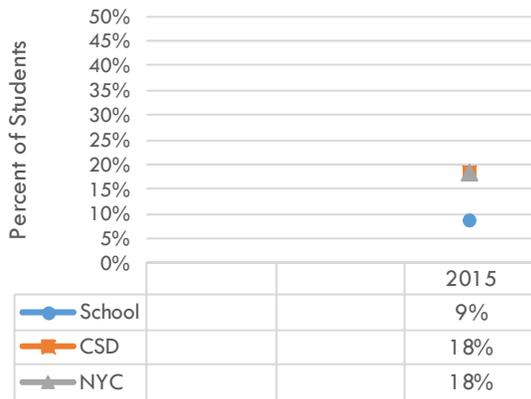
Attendance Rates



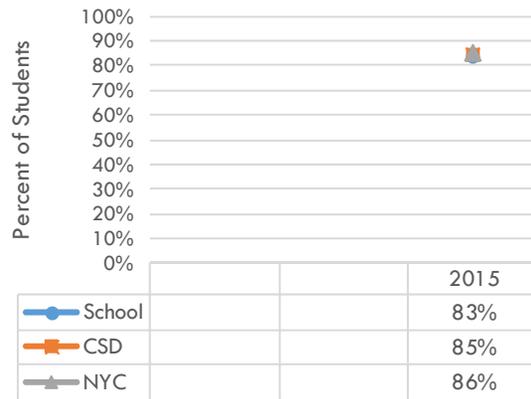
Retention Rates



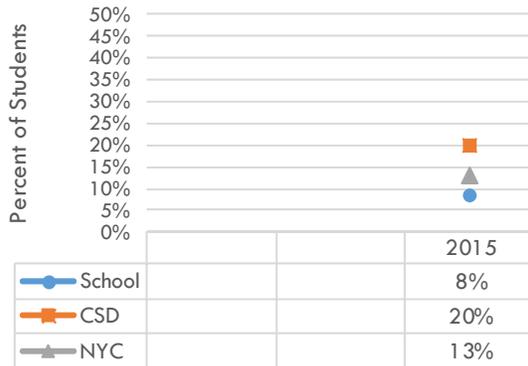
Enrollment Rates - Students with Disabilities



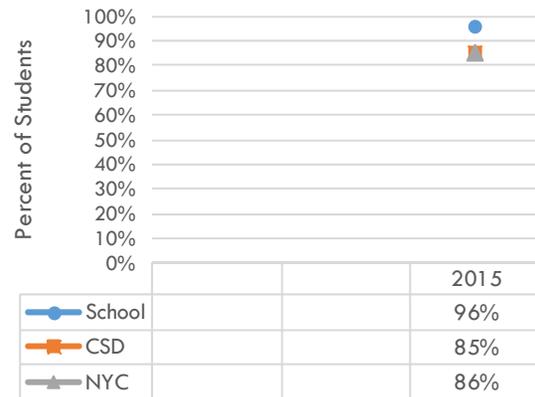
Retention Rates - Students with Disabilities



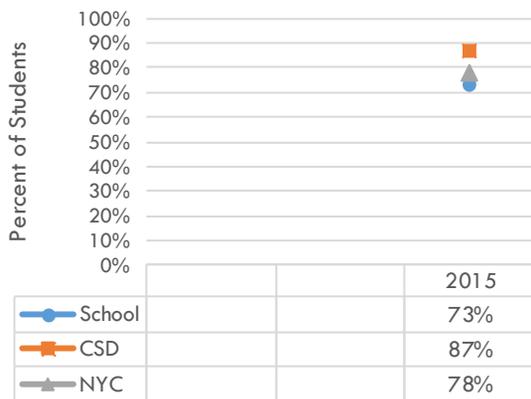
Enrollment Rates - English Language Learners



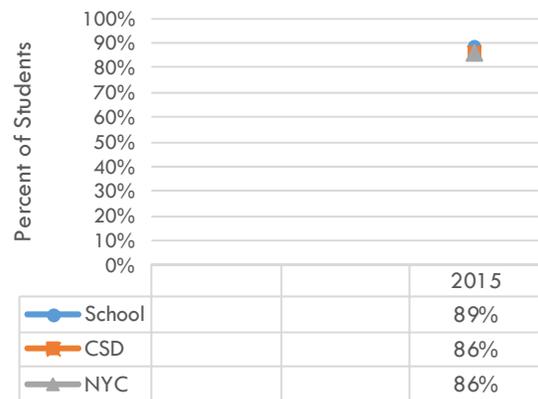
Retention Rates - English Language Learners



Enrollment Rates - Students Eligible for FRPL



Retention Rates - Students Eligible for FRPL



ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence for International Leadership Charter School in support of Essential Question 3:

- Primary Evidence: Audited financial statements; Projected budgets
- Secondary Evidence: Quarterly financial statements; Escrow accounts and other fiscal reporting documents

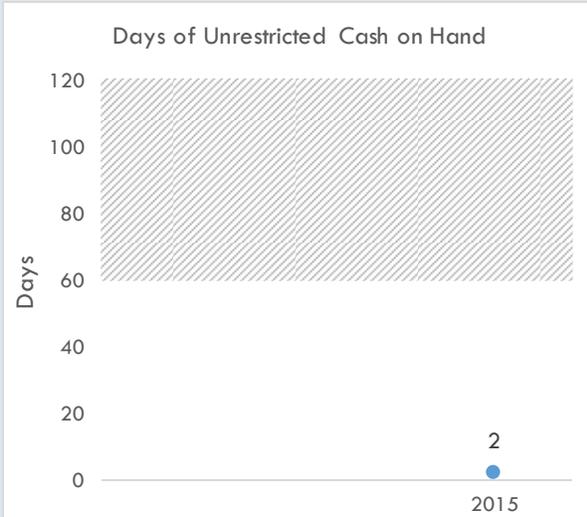
For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement, please see Appendix D. These goals relate to short- and long-term financial viability.

SCHOOL FINANCES

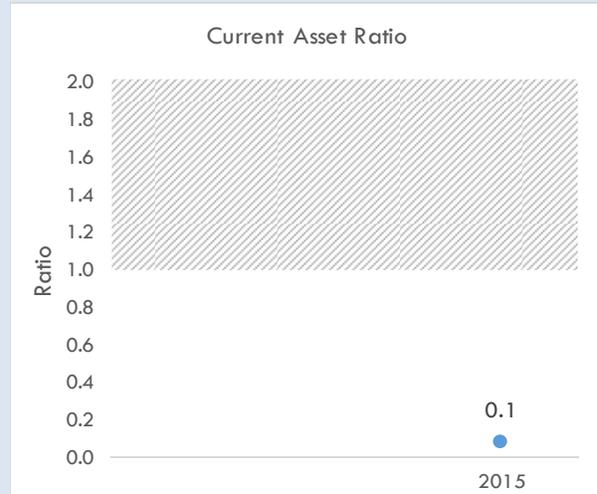
An independent audit performed for fiscal year 2015 (FY15) showed no material findings.

The school has \$70,050 in escrow, meeting the \$70,000 requirement.

SHORT-TERM FINANCIAL VIABILITY⁷



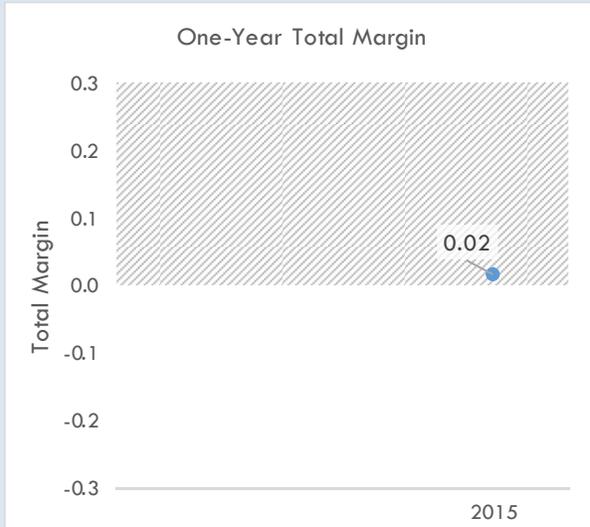
Schools are expected to have at least 60 days of unrestricted cash on hand to cover operating expenses. The acceptable range of days of unrestricted cash on hand are represented in the shaded area of the chart.



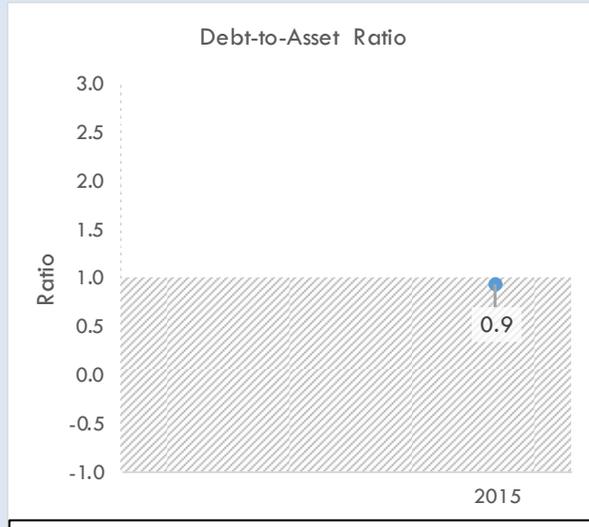
The current asset ratio measures a school's ability to cover 100% of liabilities expected over the next 12 months. Acceptable values of the ratio are represented in the shaded area of the chart and should be at least 1.0.

⁷ Schools are also required to have enrollment within 15% of their authorized enrollment as a measure of financial stability. Please see the chart on page 5.

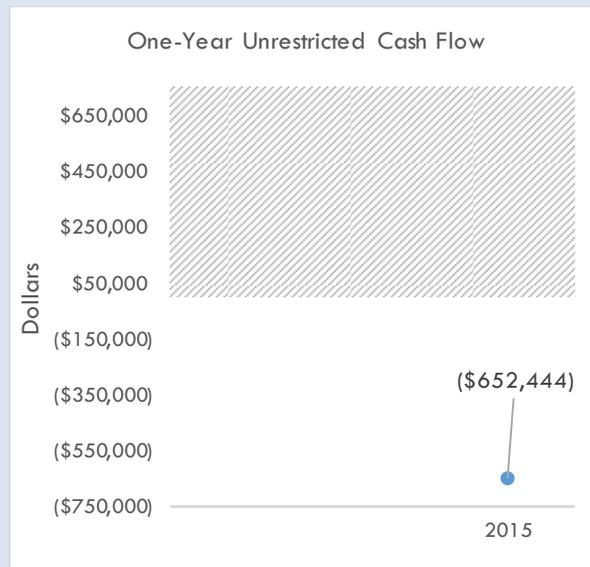
LONG-TERM FINANCIAL SUSTAINABILITY



A total margin greater than 0 indicates that the school is living within its available resources. Acceptable values of total margin are represented by the shaded area on the chart.



This ratio gives an idea of the leverage of the school along with the potential risks the school faces in terms of its debt-load. The acceptable ratio is represented by the shaded area on the chart and should be less than or equal to 1.0.



One-year unrestricted cash flow should be greater than \$0. Acceptable unrestricted cash flow is represented by the shaded area on the chart.

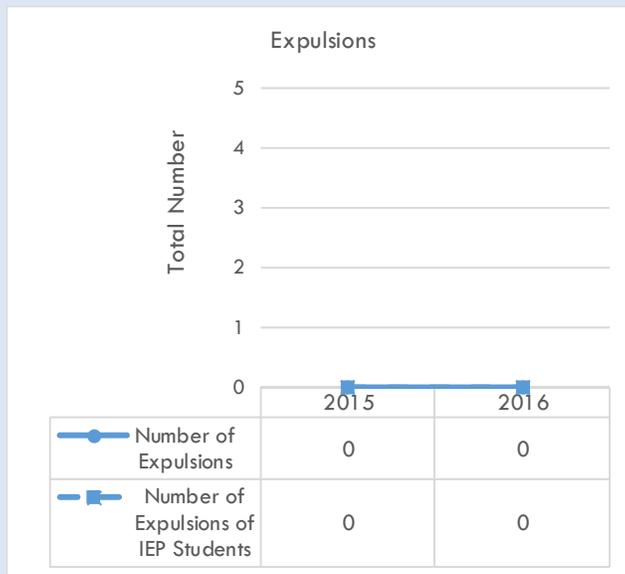
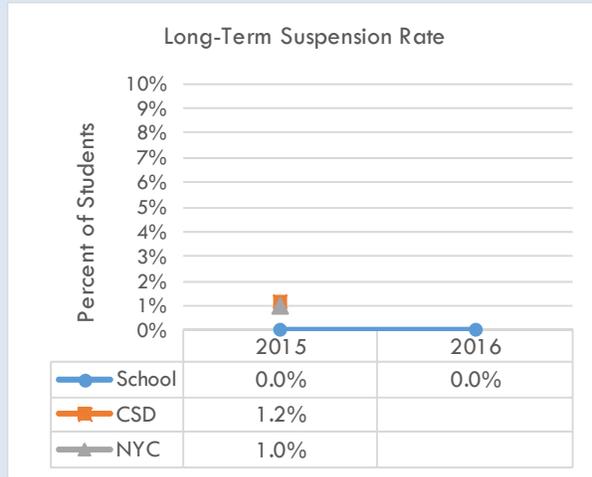
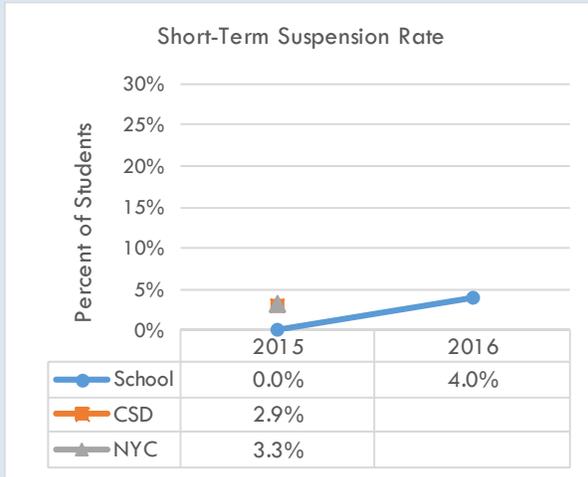
APPENDIX A: SCHOOL OVERVIEW

All information here is self-reported data from the 2015-2016 DOE Annual Charter School Survey and has not been reviewed for accuracy or completeness.

PROGRAMMING, ADMISSIONS, AND LOTTERY

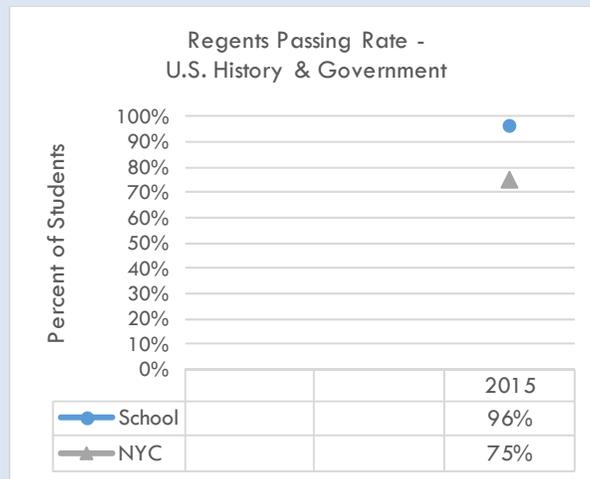
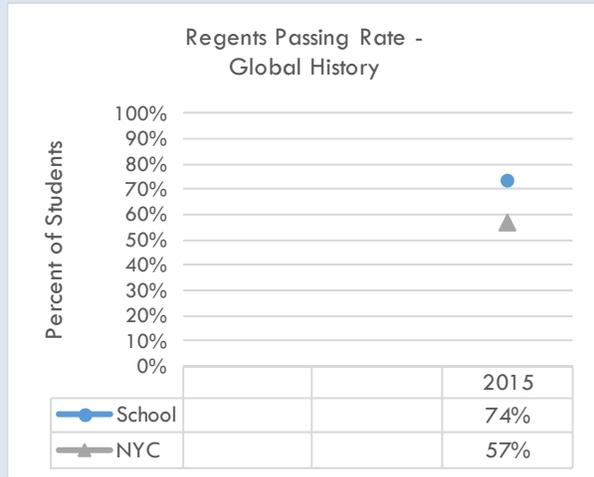
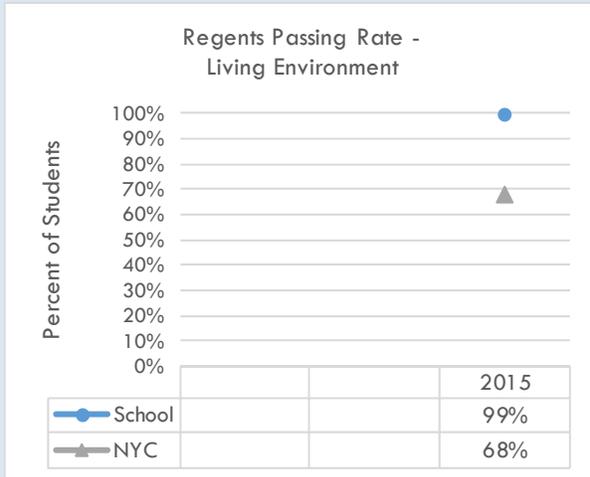
Number of Instructional Days	180
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	No
Saturday Instruction	Yes
Sections per Grade	Grade 9: 5 Sections Grade 10: 4 Sections Grade 11 – Grade 12: 3 Sections
Primary Entry Grade(s)	9
Additional Grade(s) for which Student Applications are Accepted	N/A
Does School Enroll New Students Mid-Year?	No
Number of Applicants for Admission (School Year 2015-16)	300
Number of Students Accepted via the Lottery (School Year 2015-16)	125 (Grade 9)
<i>Lottery Preferences</i>	
Attends a Failing School	No
Does Not Speak English at Home	Yes
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	Yes
Has IEP and/or Receives Special Education Services	No
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No

SUSPENSION AND EXPULSION RATES⁸



⁸ City and CSD numbers for principal’s suspensions (“Short-Term”) and superintendent’s suspensions (“Long-Term”) are provided for rough comparison purposes only; charters are able to use their own definitions for short- and long-term suspensions and so rates may not be directly comparable. Charter suspension rates for 2015-16 are through February 1, 2016. Comparison rates for 15-16 are not yet available for the city or CSD. Rates are calculated as number of events divided by total population.

APPENDIX B: ADDITIONAL REGENTS PASS RATES



APPENDIX C: CHARTER SCHOOL GOALS

The school provided the following data related to its goals in its annual report submitted to NYSED this school year⁹. The school did not provide an evaluation of whether they have met or did not meet all of the goals for the year.

Charter Goals	2014-15
Academic Goals	
75% of students who sit annually for Regents exams in Integrated Algebra will pass this assessment.	Integrated Algebra 85%
75% of students who sit annually for Regents Exam in Living Environment will pass this assessment.	NYS Regents Exams Living Environment 98%
ILCHS shall make AYP in English and as measured by passing rates on the New York State English Regents Exam.	NYS Regents Exams Comprehensive English 95%
ILCHS shall outperform neighboring community high schools in the NYS Regents Exams in US History and Government.	US History Government 98%
ILCHS shall outperform neighboring community high schools in the NYS Regents Exams in Global History.	Global History 72%
Student attendance rates will exceed those neighboring community district high schools. as measured by data collected on daily attendance.	ATS Daily Attendance 92%
Each year, 75% or more of students will have a higher pass rate on the New York State Regents exams in English, Integrated Algebra and Living Environment will have a 20%> higher pass rate on the NYS Regents exam as compared with the CSD high schools.	This goal was met by 100% in all of the aforementioned Regent exam areas.
ILCHS will maintain a >90% graduation rate that exceeds CSD, NYC and NYS averages.	Annual graduation rate of >90%
ILCHS will have 95% or greater college acceptance rate.	Number of Students enrolling in college/post- secondary institution USCR results

⁹ This information was submitted by schools to NYSED and has not been vetted by NYCDOE for accuracy or completeness.

Operational Goals	ILCHS will retain student enrollment by 85% or greater by end of first year for second term of charter.	Yes. Goal attained as evidenced by Progress Report A rating and Annual ATS data.
	ILCHS will retain teachers by 80% or greater by 4th and final quarter of academic year As measured by reduction in teacher attrition by close of Academic Year.	As measured by the faculty roster of attendance and retention rate by close of final academic quarter.
	ILCHS will maintain a Parent Association and Council (PAC) with representation on the Board of Trustees.	Quarterly Meetings held with school leadership and parent advisory council. Monthly meetings and workshops coordinated with PA. In addition, there are two Parents represented on BOT
	ILCHS will have completed the construction of a new school facility and provide more learning spaces, library and media center, 2 science labs, a recreation area and a school based health clinic. Upon completion of approximately 30,000 SF school building ILCHS will accommodate an expanded enrollment for the next charter term for 2015-16 school year.	With our school facility very near completion we will have accomplished our facilities goal is to move in September of 2016.
	ILCHS will maintain a fiscally viable organization. ILCHS demonstrated a positive cash flow and surplus to help meet its organizational and academic goals.	Yes. See Annual Audits from previous Fiscal Year www.ilchs.org We have been able to meet our school's financial goals, debt obligations and maintain our fiscal viability.
Financial Goals	ILCHS will maintain and sustain a fiscally viable operation and maintain a positive cash flow at the end of fiscal year.	Yes. Progress made as evidenced by our audited and unaudited financial statements.
	ILCHS will attract funders whom are interested in providing financial support for enrichment and college prep program.	Yes. We have partnered with a Fundraising and Development firm for the development of a GOS strategy. We have received grants from two foundations this past year.
	ILCHS will be able to begin repayment of the Bond and maintain fiscal viability with a cash reserve that is 10% of our annual budgeted allocation.	Yes. We have been able make on time payments toward financing.

APPENDIX D: RECRUITMENT EFFORTS FOR SPECIAL POPULATIONS

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these targets for students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL). As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

The International Leadership Charter High School (ILCS) will proactively seek to expand our school's high quality educational opportunities for special populations. ILCS will continue to serve all of its Students with Disabilities (SWD) and English Language Learners (ELLs) with the same level of high achievement providing accommodations to students as per the New York State Charter Laws and NYS regulations.

- Strategy for Increased Enrollment for FRL, ELL and SWD

It is important to stress that ILCS implements all its outreach efforts with consideration to parents of children with special needs (SWD) and ELLs. Parents of children with special needs are provided with information regarding ILCS priority to support students with disabilities and its commitment to educating children in an inclusive environment. Likewise, parents of ELLs are informed of ILCS' ELL friendly environment that demonstrates respect for the culture and use of the native language, as a bridge to support the acquisition of English through the implementation of balanced instructional practices to ensure English proficiency of the second language before graduation from high school.

- Efforts to be taken in 2015-16: SWD Enrollment

ILCS has a proactive history of retaining students with disabilities, as well as graduating SWD College Ready. When new students that may need additional special services such as mandated counseling and testing accommodations, this is vigorously pursued. During the school year, for every benchmark assessment at end of each Quarter the progress of students with disabilities is monitored by the school leadership and coaches. Our current enrollment for 2014-15 is shown below:

- Efforts to be taken in 2015-16: ELL Enrollment

Among the specific strategies that ILCS will employ to effectively recruit ELL will be to:

1. Enlist the help of parents of ELLs, and student themselves, who represent the range of immigrants and native speakers of languages other than English in the district. This approach has provided ILCS with a bridge for additional community organizations and houses of

worship with large immigrant populations that would be fruitful areas in which to engage in the School's marketing and recruitment efforts.

2. ILCS would seek the active participation of its ambassador parents in speaking at these recruitment events, particularly about their experience at ILCS, the academic support that their children receive in acquiring English proficiency and the welcoming school community.

3. Investment in full page advertisements in El Diario de La Prensa and local Spanish language newspapers. We are also pursuing radio Public Service Announcements as well.

- Efforts to be taken in 2015-16: Recruitment and Retention

1. In the student registration for 2015-16, student profiles will be retrieved from ATS to learn which students are identified as ELLs by NYSESLATT administered while in elementary or middle school. The Home Language Survey [HLS] will be administered to target possible "missed" or "non identified" ELLs. These students will be tested in September to confirm if they are ELL's. The ELL's will be provided with pull-out ESL instruction as well as other intervention services as needed. Their progress will be monitored through their performance on benchmark and formative assessments.

2. All efforts made during 2014-15 will also be increased in the 2015-16 new school year. It is important to note that approximately 50% of our enrollment is Former Limited English Proficient (FLEP)

3. ILCS has also requested the approval of an ELL preference for inclusion on our outreach materials and enrollment application for the next term of charter. Our current enrollment for 2014-15 is demonstrated below

- Efforts to be taken in 2015-16: Enrollment & Retention Free and Reduced Lunch (FRL)

1. Student recruitment efforts are focused in the ILCS community which is the South West Bronx and North West Bronx which are historically low socioeconomic areas. Therefore, the majority of ILCS applications are from families that are indigent or from low economic standing.

2. With an 80% Free and Reduced Lunch student population in 2014-15, it is clear that we have a high number of students and families living in poverty and we will continue to work on retaining this special population.

APPENDIX E: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <http://schools.nyc.gov/community/charters/information/doeauthorizedschools.htm>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <http://schools.nyc.gov/Accountability/tools/report/default.htm>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the 2015-16 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at http://schools.nyc.gov/NR/rdonlyres/AB35987B-A0E5-4D48-86E0-8BC3A3BE33DC/0/NYCDOECharterSchoolsAccountabilityHandbook201516_V1_August2015.pdf.