



**Department of
Education**

Carmen Fariña, Chancellor

Annual Comprehensive Review Report for Academic 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

Academic Leadership Charter School (“ALCS”) is an elementary and middle school located in the Mott Haven neighborhood of the Bronx. The school offers a universal pre-kindergarten program. The school is split-sited, with grades PreK-4 located in a NYC DOE-operated building in Community School District 7, and grades 5-7 located in private space, also in Community School District 7. The Prek-4 school is co-located with P.S. 65 Mother Hale Academy.¹

The school is in its second charter term.

The school leadership team is comprised of the following individuals: Executive Director and Founder Norma Hurwitz, who has been at the school for 7 years; PreK-4 Principal Leena Varghese, who has been at the school for 7 years; and Grade 5-7 Principal Jamie Kennedy, who has been at the school for 7 years.

SCHOOL HIGHLIGHTS

School leaders report that in spring 2015 ALCS’s students outperformed district, borough, city and state proficiency rates on the NYS ELA and Math exams.

ALCS was rated “Excellent” on the most recent NYC DOE School Quality Snapshot for improving performance in ELA and Math for all students and received an “Excellent” rating for improving performance of lowest performing students in Math and a “Good” for improving performance for lowest performing students in ELA.

The school has identified its collaborative co-teaching model and its use of authentic, rigorous texts in all subject areas as successful practices that have helped its students achieve.

As a result of its academic success, ALCS will seek to expand its enrollment to serve more students in the Bronx community in CSD 7.

CURRENT SCHOOL SNAPSHOT

Academic Leadership Charter School	
DBN	84X491
School Leader(s)	Leena Varghese, Jaime Kennedy
Board Chair(s)	Michael Ansbro
Charter Management Organization (if applicable)	N/A

¹ According to NYC DOE Location Code Generation and Management System.

Other Partner(s)	N/A
District(s) of Location	7
Physical Address(es)	677 East 141st Street, Bronx, NY 10454 (K-4) 500 Courtland Avenue, Bronx, NY 10451 (5-7)
Facility Owner(s)	DOE & Private
Enrollment ²	485
Grades Served	K-7

CURRENT BOARD OF TRUSTEES

Board Member Name	Position	Committee(s)	Years on Board	Attendance ³
1. Michael Ansbro	President	Real Estate; Finance	1.5	5/5
2. James Sander	Vice-President	Education; Real Estate	3	5/5
3. Robert Blau	Treasurer	Finance	4	5/5
4. Desiree LaFontaine	Secretary	Education	4.5	4/5
5. Norma Hurwitz (Founder)	Trustee	Education	8	5/5
6. Robert Podhurst	Trustee	Finance	5.5	5/5
7. Lucas Doe	Trustee	Finance	<1	3/3
8. Ted Hurwitz (Co-Founder)	Non-Voting	Real Estate; Education	8	5/5
9. Maggie Allen	Trustee	Real Estate	2.5	
10. Cheryl Kramer	Trustee	Education	3.5	

CHARTER AUTHORIZATION PROFILE

Academic Leadership Charter School	
School Opened For Instruction	2009-2010
Date of First Renewal	2013-2014

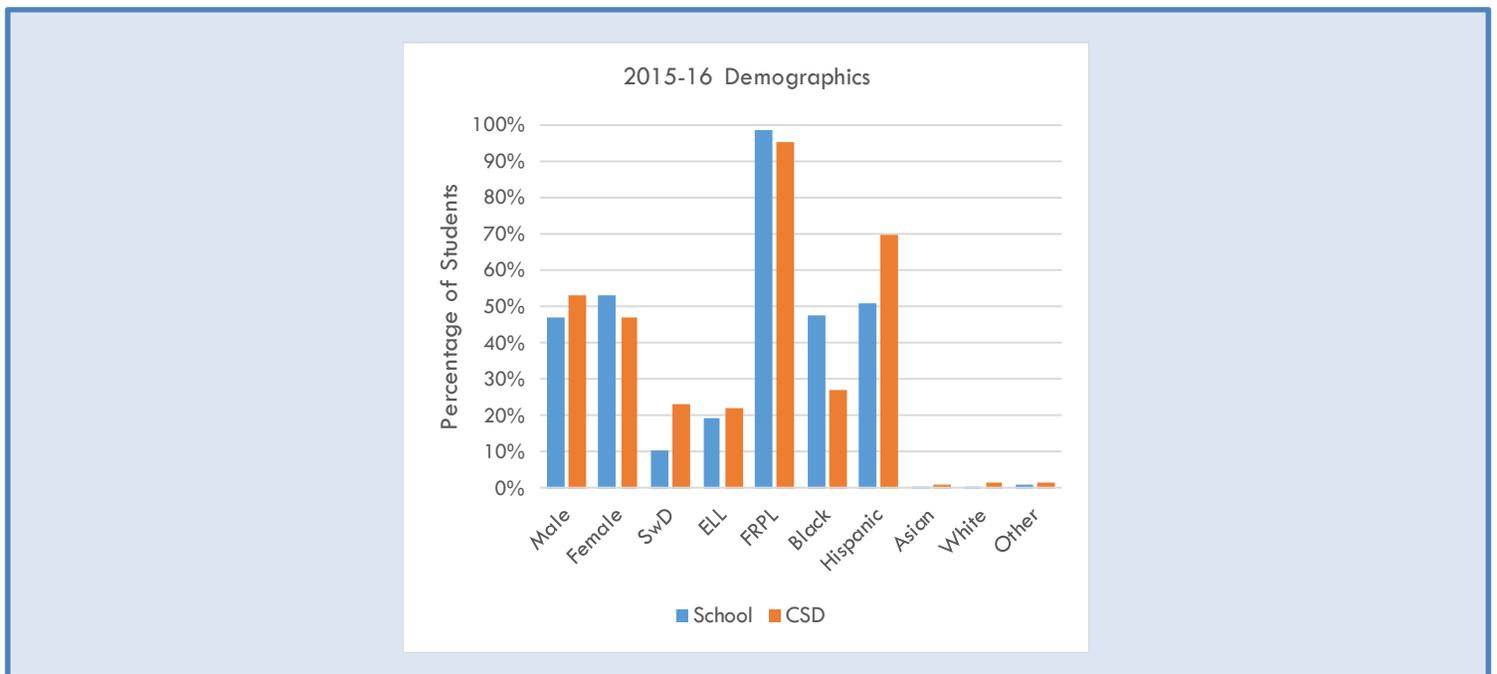
² According to ATS data as of October 14, 2015.

³ 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.

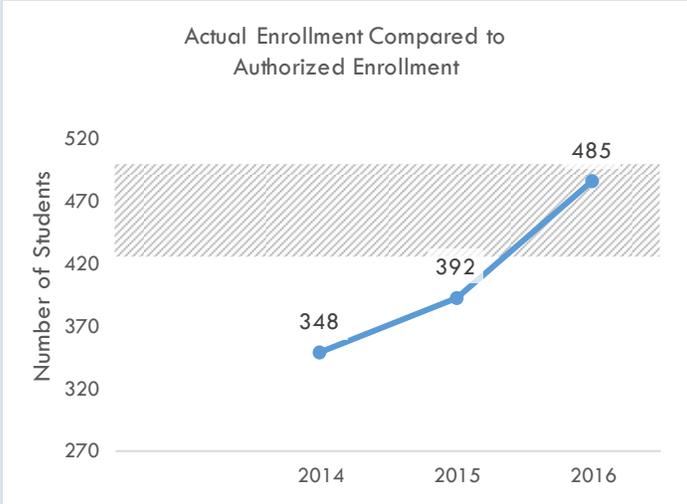
Date of Second Renewal	N/A
Date of Third Renewal	N/A
Current Charter Term Expiration Date	6/30/2018
Current Authorized Grade Span	K-8
Current Authorized Enrollment	500

Academic Leadership Charter School was renewed for a full five year term in the 2013-14 academic year with no conditions.

ENROLLMENT AND DEMOGRAPHICS⁴



⁴ Schools are permitted to fall below 15% below authorized enrollment until they are fully enrolled. The school is not yet fully grown.



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:

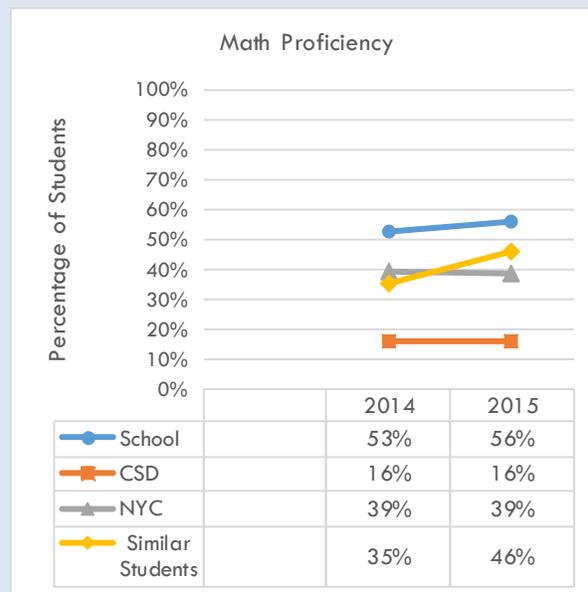
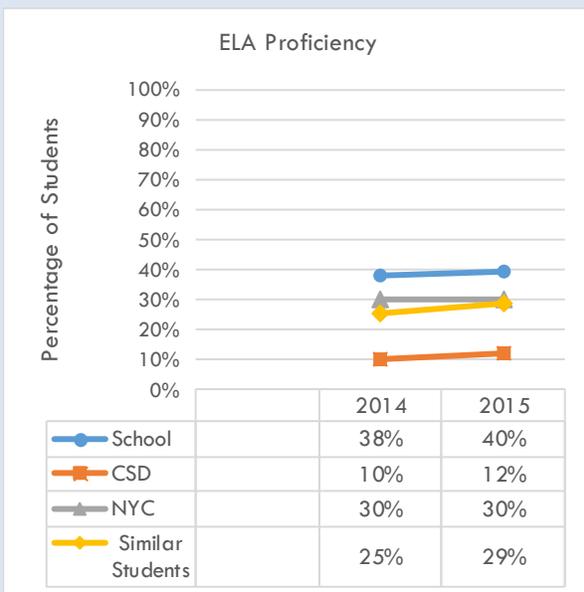
<http://chartercommission.idaho.gov/faq/documents/NACSA%20Core%20Performance%20Framework%20and%20Guidance.pdf>).

PART 3: REVIEW

ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?⁵

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix B. For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix D.⁶ These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

OVERALL PROFICIENCY⁷



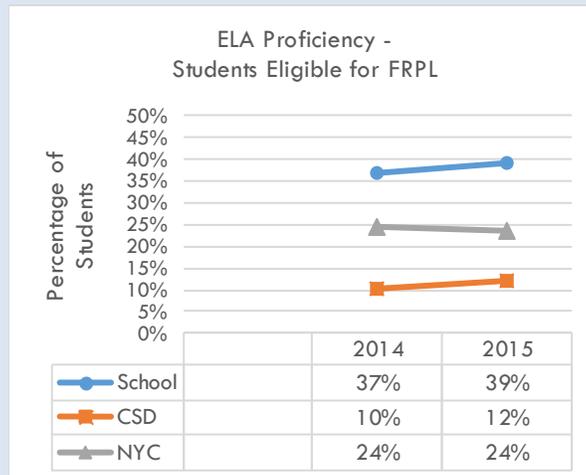
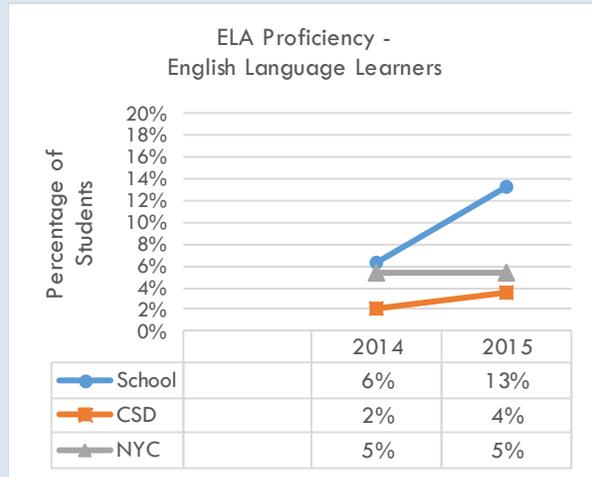
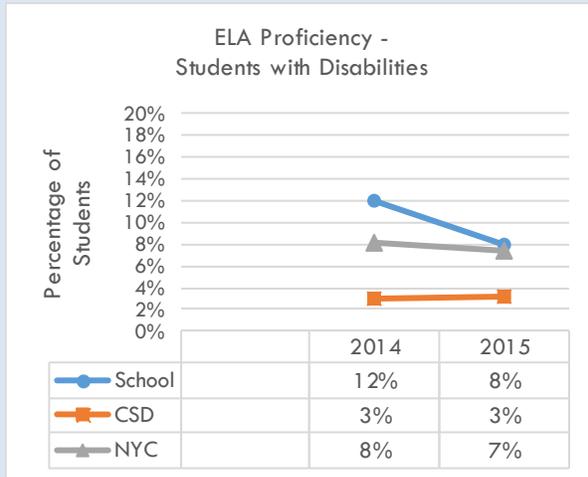
⁵ For NYS assessments administered beginning with the 2012-13 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-13 are not directly comparable.

⁶ 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.

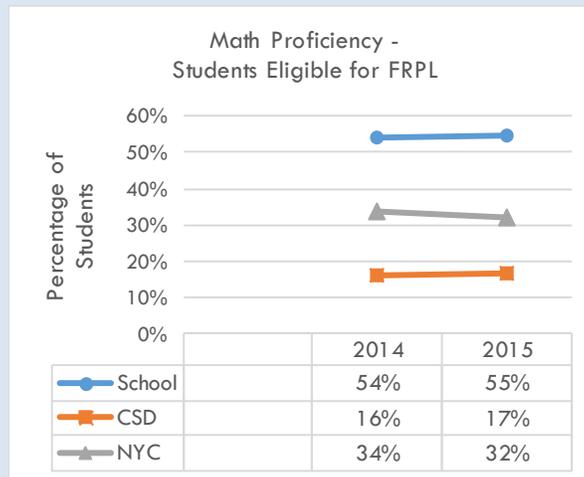
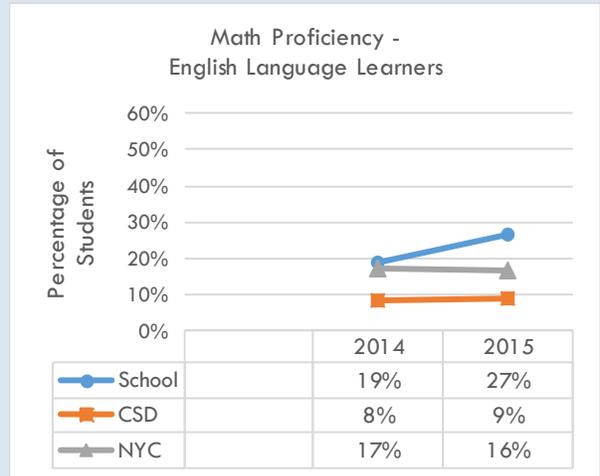
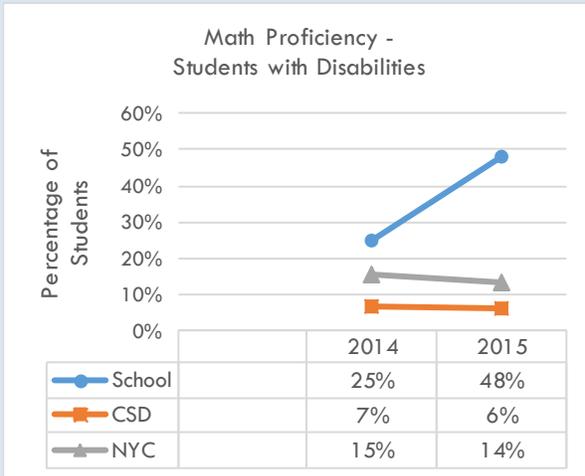
⁷ For more on the NYC DOE's similar students comparisons, please see the information here:

http://schools.nyc.gov/NR/rdonlyres/EC61C6E7-C71C-4B0B-A0B3-37E19354550E/0/SchoolQualityReports_ComparisonGroupDescription_20151209.pdf.

CLOSING THE ACHIEVEMENT GAP – ENGLISH LANGUAGE ARTS



CLOSING THE ACHIEVEMENT GAP – MATH



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

Details on the school's self-reported education program & learning environment are below. Details on the Charter Authorizing Team's visit to the school can be found in Appendix G.

RIGOROUS STANDARDS-BASED CURRICULUM

ALCS offers four periods of literacy daily, two periods of mathematics, one period of science, one period of Social Studies and one special subject (Art, P.E. Music) daily. All subjects have curricula designed in-house, created around common core standards.

STANDARDS-BASED AUTHENTIC LESSON PLANNING

Teachers and Associate Teachers plan lessons for all subject areas, aligned to common core standards and based on ALCS's rigorous curricula.

MORE TIME ON TASK

ALCS offers an extended school day, 7:45 a.m.-4:00 p.m.

POWERFUL USE OF ON-GOING ASSESSMENTS

ALCS administers six-week assessments to monitor student progress and design instruction to meet the needs of all its students.

USE OF AUTHENTIC TEXTS

According to school leaders, ALCS teachers use authentic literature for instruction in all subject areas—ELA, Social Studies, Science and even Mathematics. Teachers carefully select and use a variety of fiction and nonfiction trade books, along with magazine articles, during every lesson.

DIFFERENTIATED INSTRUCTION

ALCS features a two teacher instructional model that ensures students are receiving differentiated instruction based on their needs. Teachers and Associate Teacher plan their own lessons tailored towards the groups they work with which vary from period to period.

CHARACTER EDUCATION

ALCS features a character education program that reinforces exemplar citizenship attributes for its students. The school selects star students each month who best portray these traits from each class. Classroom teachers and cluster teachers teach character education within the classroom setting using a bibliotherapy approach.

GOVERNANCE

The Board of Trustees consists of ten members, including one non-voting member (ALCS's co-founder, Ted Hurwitz), which is consistent with the minimum number of five and maximum number of 15 described in its bylaws. The Board has three committees, including an education, finance and real estate committee. The Board has not updated its bylaws to comply with the Charter School Act which requires 12 meetings over 12 months. The Board is scheduled to meet 10 times between July 1, 2015 and June 30, 2016 and has met five times between July 1, 2015 and February 8, 2016. All Board members have submitted required forms.

For detailed information on the school's progress in meeting the operational goals outlined in its charter agreement, please see Appendix D. 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 E.

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

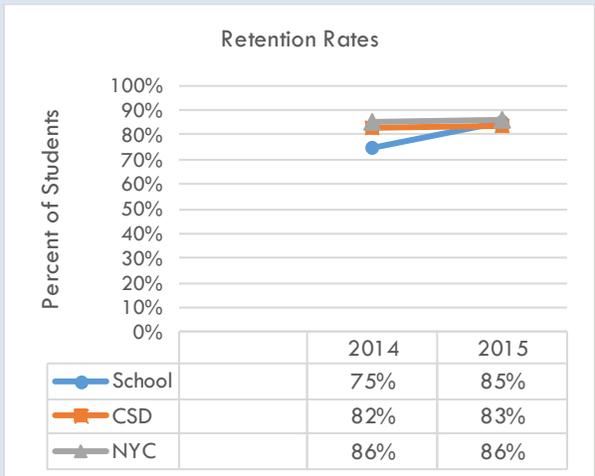
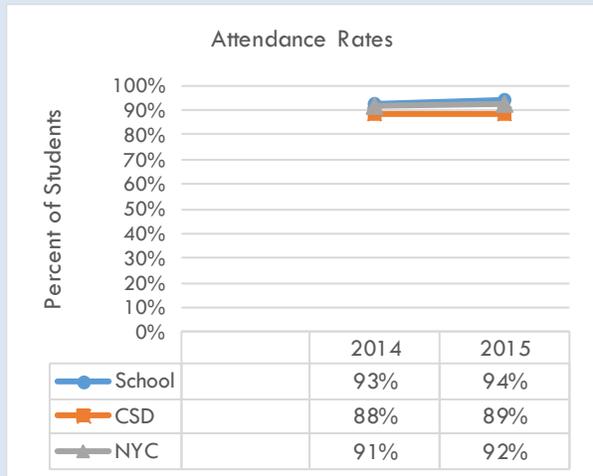
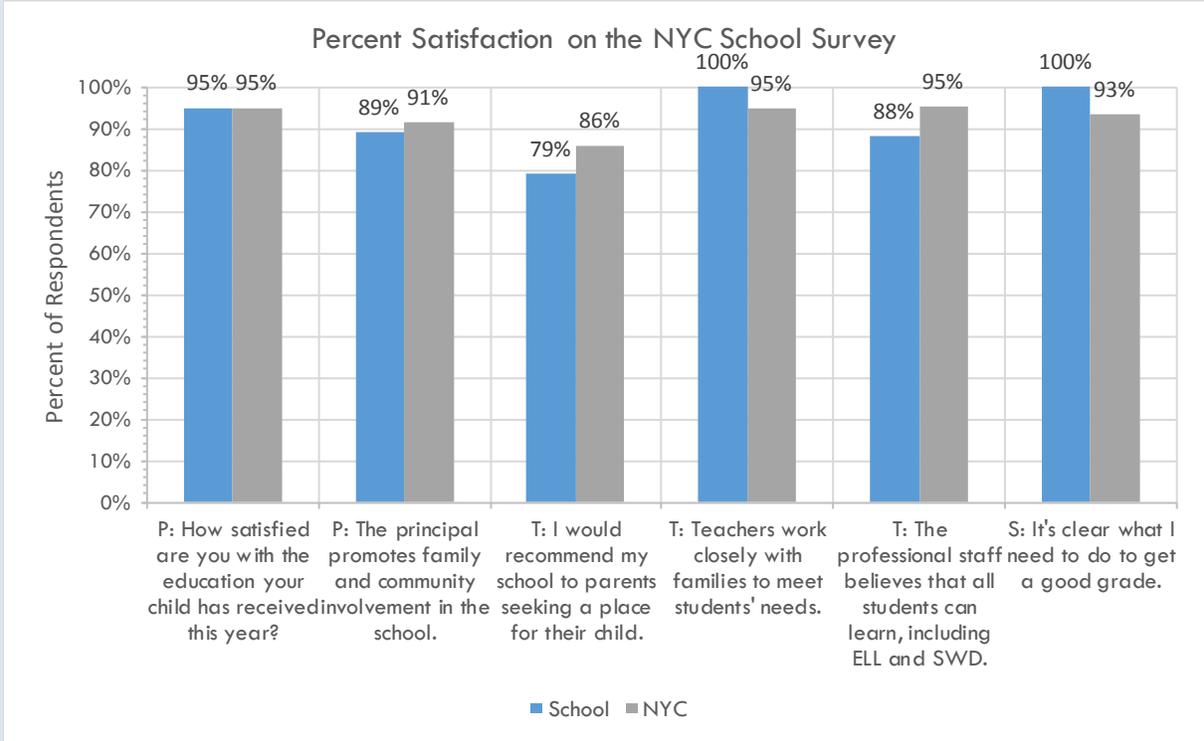
<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School meets all DOE deadlines for annual reporting requirements	Not Compliant	School missed some DOE deadlines for reporting requirements
School meets all DOE deadlines for the SY14-15 Annual NYC DOE Charter School Survey	Compliant	
School 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 ⁸	Compliant

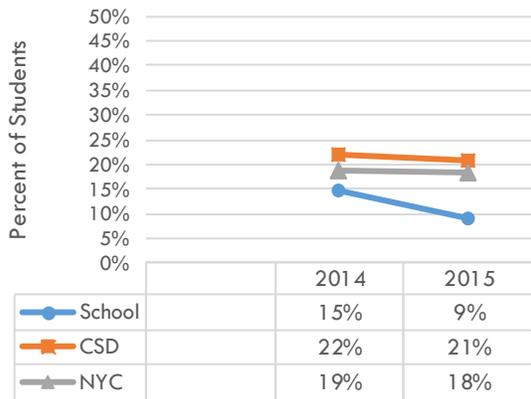
COMPLIANCE (WITH ALL APPLICABLE LAWS & REGULATIONS)

<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)	Compliant	
School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1)	Not Compliant	According to ACR Data Collection form the number of uncertified teachers in 2015-16 exceeds requirements of allowable number and percent.
School is in compliance with employee fingerprinting requirements	Not Compliant	According to ACR Data Collection form about half of new teachers in 2015-16 started work before fingerprint clearance was obtained.
School has an appropriate safety plan	Compliant	
School is meeting Department of Health immunization requirements	Not Compliant	The school had 96.6% 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	

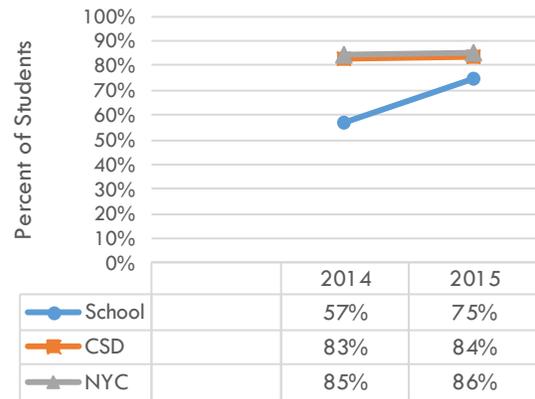
⁸ Quorum is determined based on the school board bylaws. If the bylaws are not available, quorum is defined as 50% of the board members plus one member present at the board meeting.



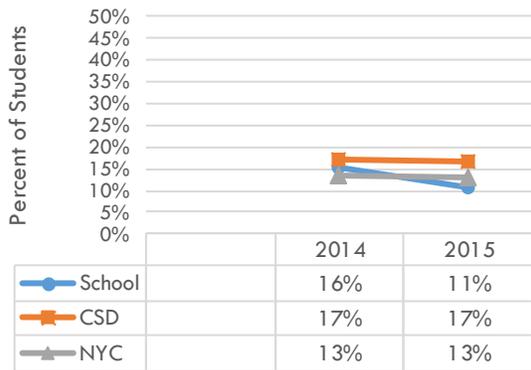
Enrollment Rates - Students with Disabilities



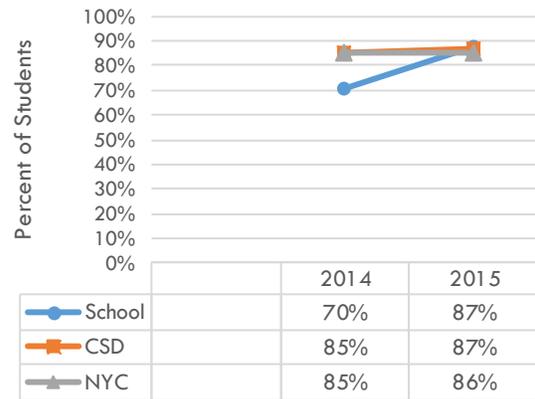
Retention Rates - Students with Disabilities



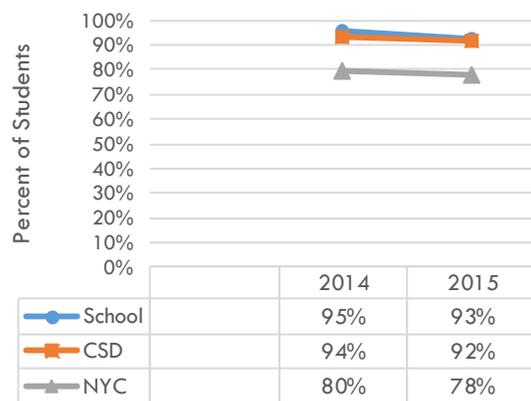
Enrollment Rates - English Language Learners



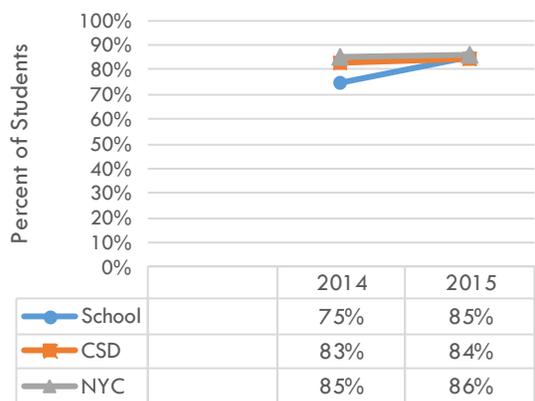
Retention Rates - English Language Learners



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 Academic 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.

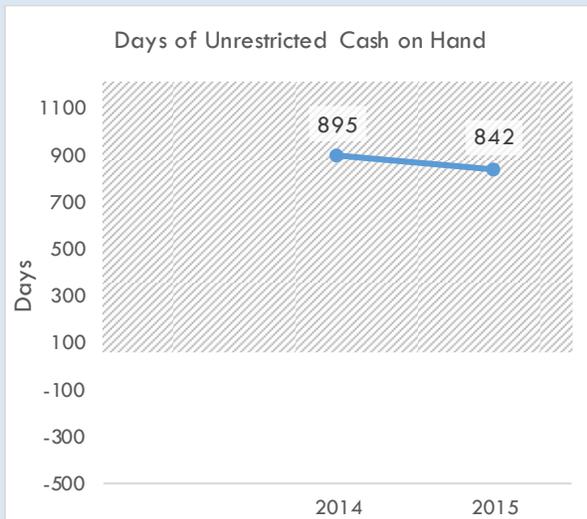
SCHOOL FINANCES

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

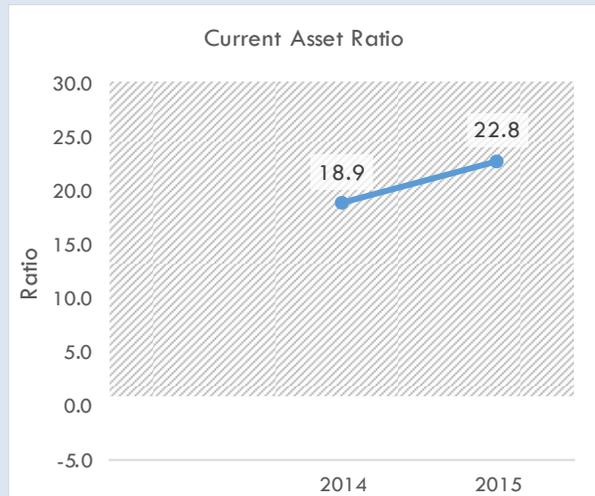
The school extended its one year private facility lease, which expired in June 2015, one year to expire in July 2016 with an agreed monthly rent of \$19,313.

The school has \$75,335.11 in escrow, meeting the \$70,000 requirement.

SHORT-TERM FINANCIAL VIABILITY⁹



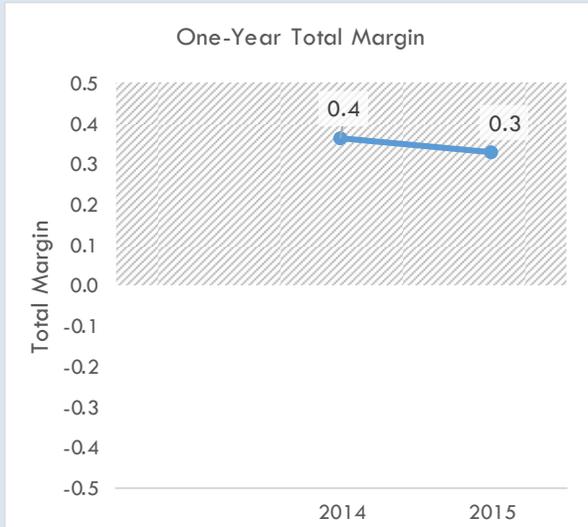
Schools are expected to have at least 60 days of unrestricted cash on hand to cover operating expenses. The acceptable range of days of unrestricted cash on hand are represented in the shaded area of the chart.



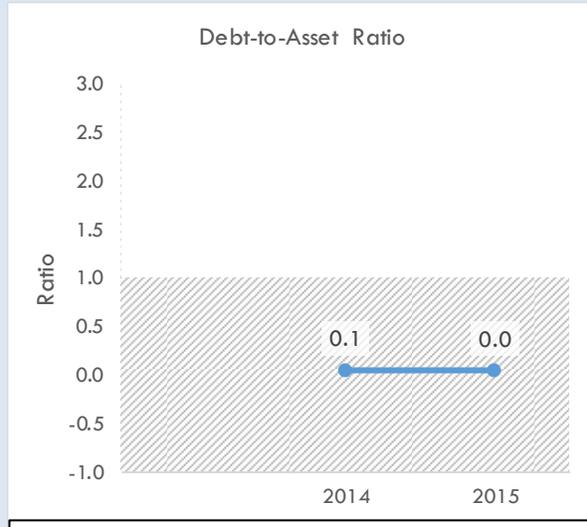
The current asset ratio measures a school's ability to cover 100% of liabilities expected over the next 12 months. Acceptable values of the ratio are represented in the shaded area of the chart and should be at least 1.0.

⁹ 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.

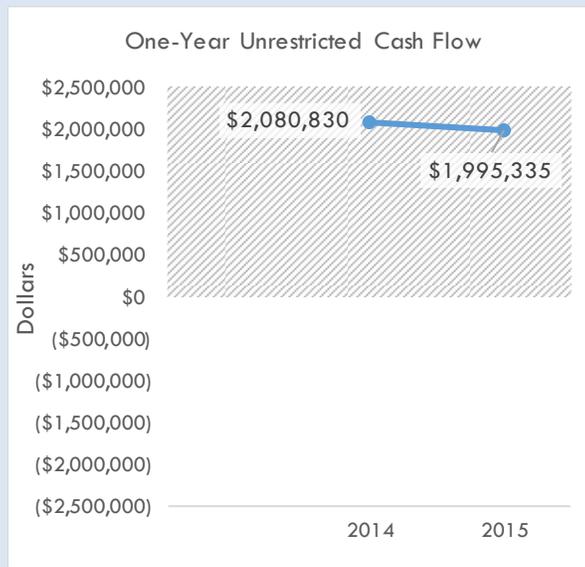
LONG-TERM FINANCIAL SUSTAINABILITY



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.

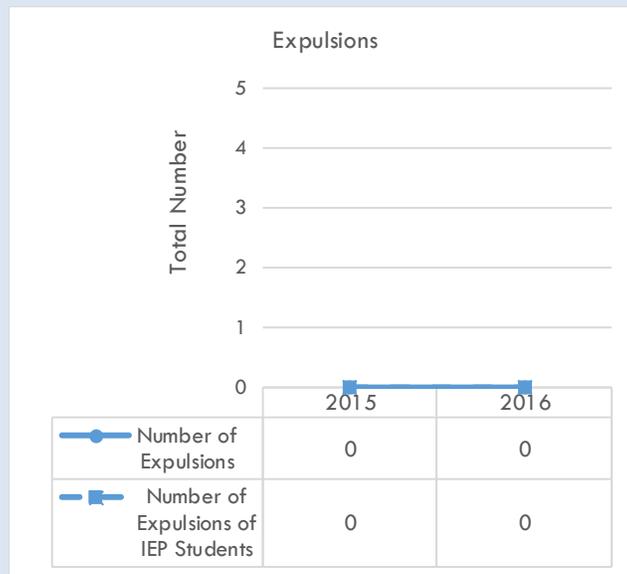
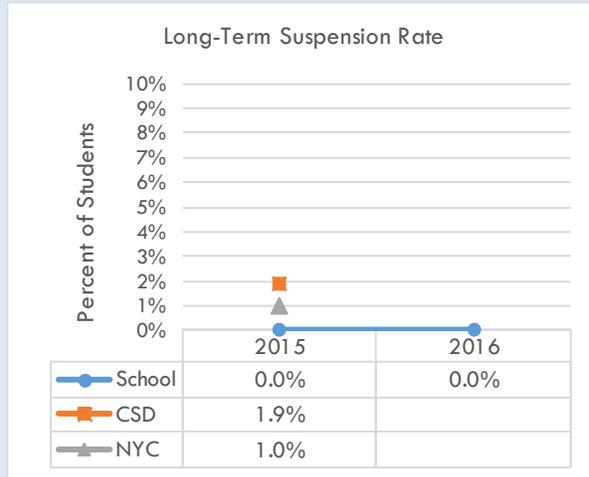
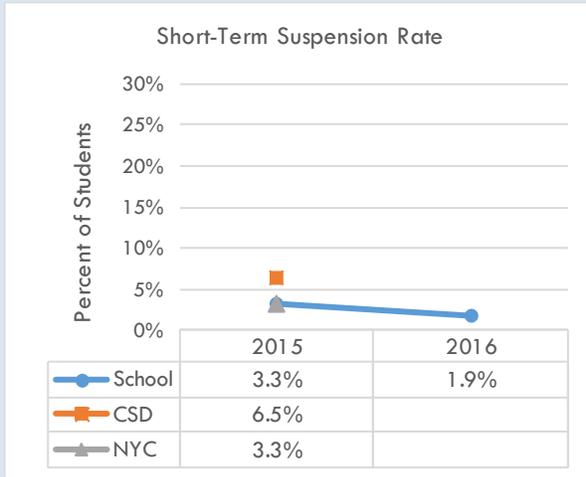
APPENDIX A: SCHOOL OVERVIEW

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	182
Pre-Kindergarten Program	Yes
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	Yes
Saturday Instruction	No
Sections per Grade	Grade K – Grade 5: 2 sections per grade Grade 6: 4 sections Grad3 7: 2 sections
Primary Entry Grade(s)	K, 5
Additional Grade(s) for which Student Applications are Accepted	1-2, 4-8
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2015-16)	3402
Number of Students Accepted via the Lottery (School Year 2015-16)	15 (Grade K), 4 (Grade 1), 10 (Grade 2), 15 (Grade 4), 15 (Grade 5), 60 (Grade 6)
<i>Lottery Preferences</i>	
Attends a Failing School	Yes
Does Not Speak English at Home	No
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 RATES¹⁰



¹⁰ 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: ACADEMIC PERFORMANCE

The data that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

GRADE-LEVEL PROFICIENCY IN ELA

	2012-2013	2013-2014	2014-2015
Academic Leadership Charter School			
Grade 3	19%	26%	53%
Grade 4	31%	49%	55%
Grade 5		32%	27%
Grade 6			31%
Grade 7			
Grade 8			
DIFFERENCE FROM CSD			
Grade 3	9%	16%	38%
Grade 4	22%	37%	43%
Grade 5		22%	16%
Grade 6			20%
Grade 7			
Grade 8			

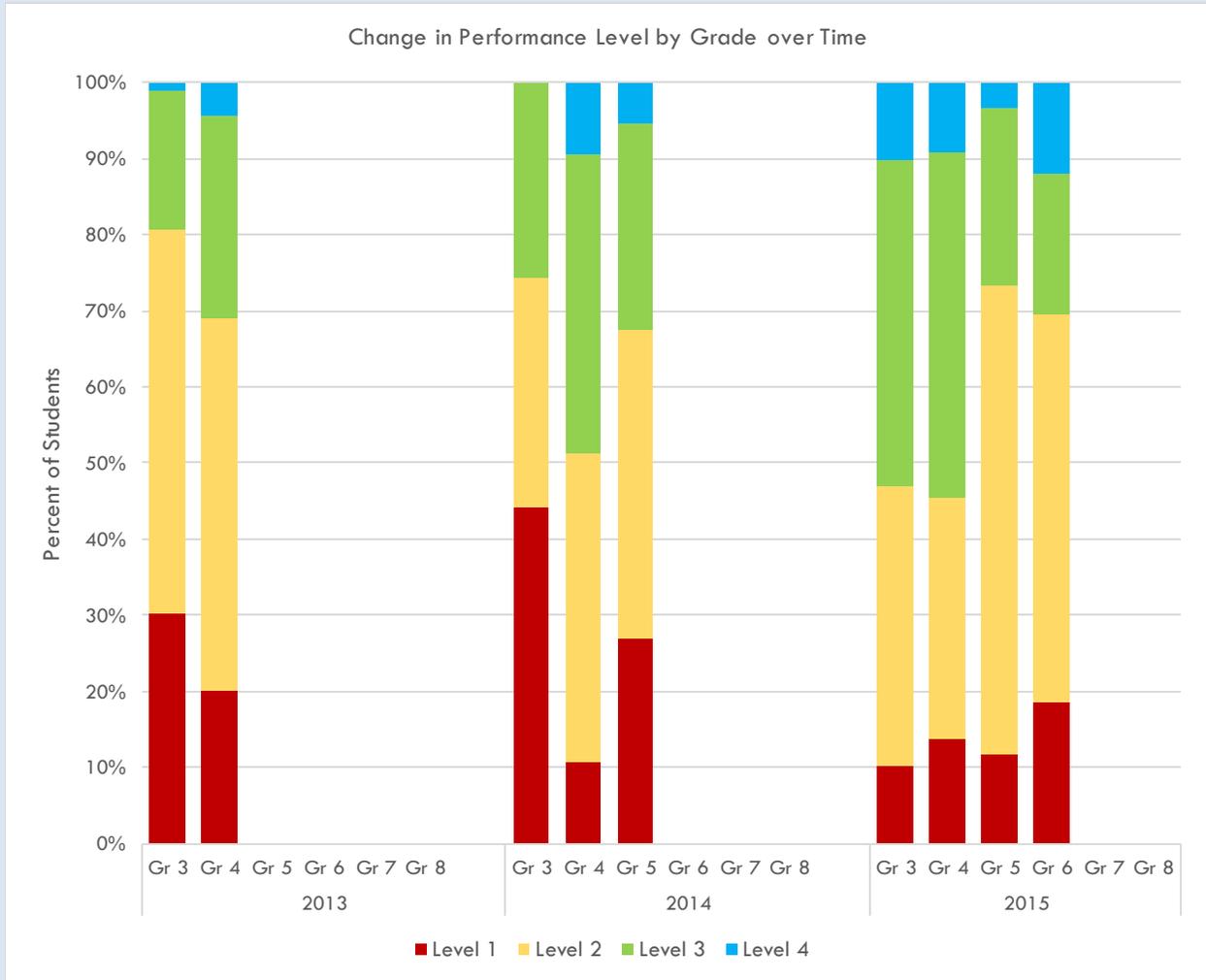
GRADE-LEVEL PROFICIENCY IN MATH

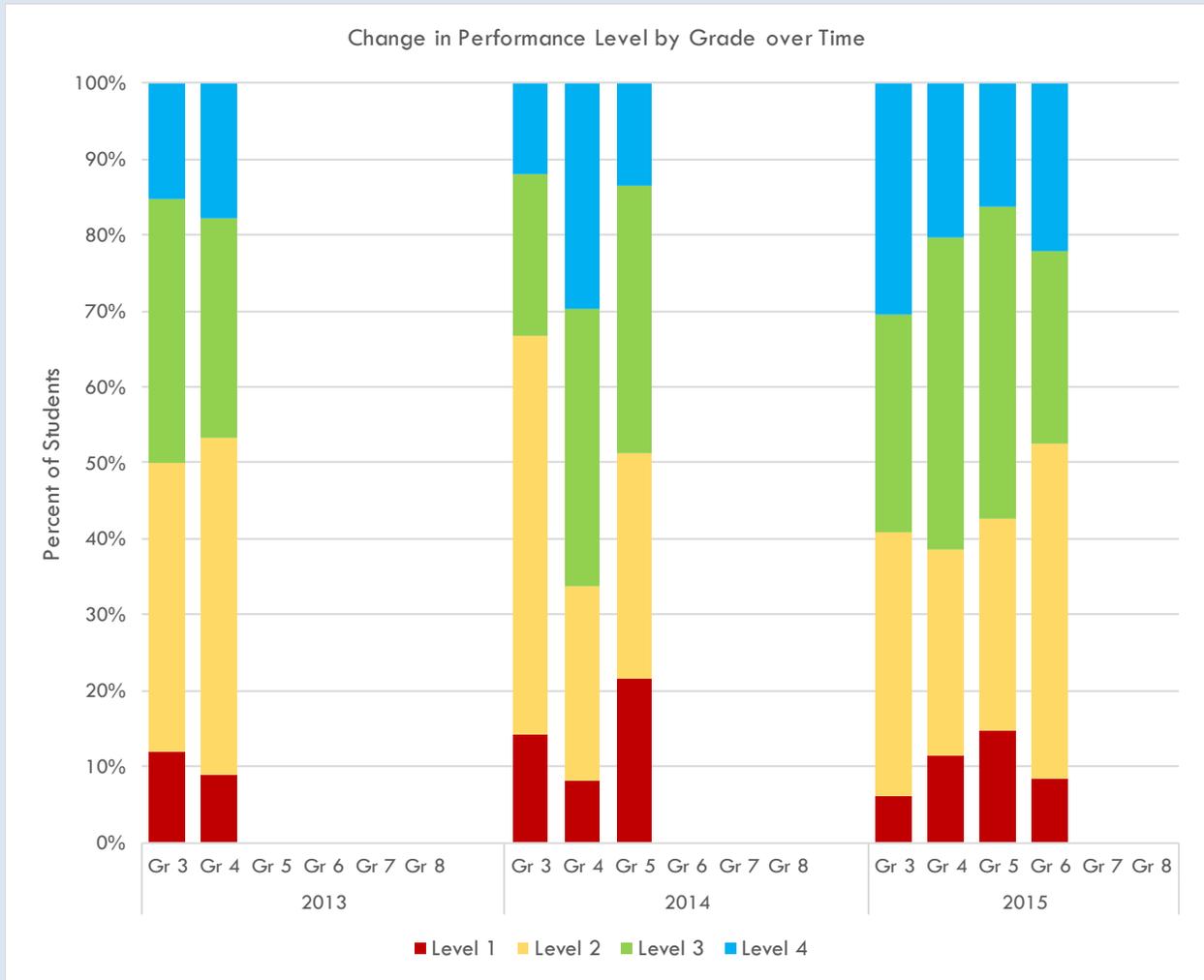
	2012-2013	2013-2014	2014-2015
Academic Leadership Charter School			
Grade 3	50%	33%	59%
Grade 4	47%	66%	61%
Grade 5		49%	57%
Grade 6			47%
Grade 7			
Grade 8			
DIFFERENCE FROM CSD			
Grade 3	38%	18%	39%
Grade 4	34%	50%	45%
Grade 5		32%	40%
Grade 6			35%
Grade 7			
Grade 8			

APPENDIX C: MOVING THE NEEDLE – CHANGE IN PERFORMANCE LEVELS OVER TIME

The charts that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

ENGLISH/LANGUAGE ARTS





APPENDIX D: CHARTER SCHOOL GOALS

According to annual reports submitted to NYSED this school year¹¹, the school achieved/met its goals as follows:

- Academic Goals: ¹²
 - 7 of 12 applicable academic charter goals in its most recent year
- Operational Goals:
 - 8 of 8 applicable operational charter goals in its most recent year
- Financial Goals:
 - 2 of 2 applicable financial charter goals in its most recent year

Charter Goals		2014-15
Academic Goals	All students at Academic Leadership Charter School will become proficient in reading and writing of The English Language m at or above	Not Met
	All students at Academic Leadership Charter School will become proficient in reading and writing of the English Language	Goal Met
	All students at Academic Leadership Charter School will become proficient in reading and writing of the English Language	Goal Met
	All students at Academic Leadership Charter School will become proficient in reading and writing of the English Language	Goal Met 70% of Students who have attended Academic Leadership Charter School at least three years performed at or above 50%

¹¹ This information was submitted by schools to NYSED and has not been vetted by NYCDOE for accuracy or completeness.

¹² Because of the move to Common Core standards in 2012-13, the NYC DOE did not evaluate goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-13 school year. Goals that refer to comparative academic performance of the school (e.g., to the CSD) were included in the analysis. In addition, beginning with the 2013-14 school year, the NYC DOE will not evaluate goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

	All students at Academic Leadership Charter School will become proficient in reading and writing of the English Language	Partially met- Goal met for fourth grade cohort.
	All students at Academic Leadership Charter School will become proficient in reading and writing of the English Language	Not Met
	All students at ALCS will become proficient in Mathematics	Not Met 63% of students enrolled in at least their third year performed at or above level. Although we did not meet our goal, our scores are increasing each year and we are on track to meet our goal.
	All students at ALCS will become proficient in Mathematics	Goal Met
	All students at ALCS will become proficient in Mathematics	Goal Met
	All students at ALCS will become proficient in Mathematics	Goal Met 82% of the students who have attended Academic Leadership Charter School at least three years performed at or above 50%
	All students at ALCS will become proficient in Mathematics	Partially met- Goal met for fourth grade cohort. Although we did not meet our goal for all cohorts,, our scores are increasing each year and we are on track to reach our goal.
	All students at Academic Leadership Charter School will demonstrate competency in the understanding and application of scientific reasoning	Goal Met 100% of fourth graders passed the science exam.
Operational Goals	AYP Status: Each year, ALCS will be deemed —In Good Standing	Goal Met
	NCLB: Each year, our school will be deemed —In Good Standing by the State’s accountability system. New York State’s accountability system.	Goal Met
	Each year, ALCS will have a daily student attendance rate of at	Goal Met - 93% attendance

	least 90%	
	Each year, 90% of all students enrolled during the course of the year will return the following September	Goal Met 90% of students continued.
	90% of students will continue at the school from year to year as a proxy for parent satisfaction	Goal Met 90% of students continued at the school.
	Each year, parents will express satisfaction with the school's program, based on the Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the 4 survey domains. The school will only have met this goal if 50% or more parents participate	Goal Met
	Each year, teachers will express satisfaction with school learning and professional development as determined by the teacher section of the Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the 4 domains. We will only have met this goal if 50% or more teachers participate	Goal Met
	At least 75% of the teachers will continue at the school from year to year	Goal Met
Financial Goals	Upon completion of ALCS' first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major problem findings.	Goal Met
	Each year, ALCS will operate on a balanced budget and maintain a stable cash flow	Goal Met

APPENDIX E: 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.

ALCS's leadership reports that its recruitment efforts for next year will continue to focus on the local community.

LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS

- ALCS reports it will do more presentations on its instructional program at day care centers that offer Bilingual programs to attract more English Language Learners.

STUDENTS WITH DISABILITIES (SWD)

- In order to attract more students with Special Needs, ALCS says it will continue its strong partnership with its local Committee on Special Education Office and leave flyers at the office to encourage more children with IEPs to apply to the school.
- ALCS reports it will do more presentations on its instructional program at day care centers that offer Special Education programs to attract more Special Education students.
- In the 2015-16 school year, ALCS modified its schedule of support services to further meet the need of all students. It also hired additional teachers with Special Education certification.

STUDENTS ELIGIBLE FOR THE FREE OR REDUCED PRICE LUNCH PROGRAM

- ALCS intends to create more partnerships with local daycare centers and Head Start programs within its district attract more children who qualify for free and reduced lunch.
- ALCS has also formed a partnership with a local housing agency in CSD 7 in order to conduct outreach locally and be able to serve its neediest populations.

APPENDIX F: 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.

APPENDIX G: SCHOOL VISIT NOTES

Two members of the Charter Authorizing Team (CAT) visited the school on June 1, 2016, met with the leadership team, and observed twelve classrooms. The school leadership team identified what CAT team members would see in classrooms and their observations are below.

- Evidence of rigorous and engaging instruction: The team saw consistent evidence of this throughout the elementary and middle school classes.
- Evidence of critical thinking and teachers pushing students' thinking: The team saw evidence of this throughout the elementary and middle school classes.
- Evidence of rich content in literacy areas: The team saw evidence of this in some classes.
- Evidence of balanced teacher and student talk: The team saw some evidence of more teacher talk than student talk.