



# **The New York City Department of Education**

## **Office of Charter Schools**



# **Quality Review Report**

**East New York Preparatory Charter School**

**84K513**

**210 Chester Street  
Brooklyn, NY 11212**

**Board Chair: Ms. Jenifer Buice**

**Date of review: March 12, 2008**

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## Part 1: The school context

### Information about the school

East New York Preparatory Charter School (ENYP) has 144 enrolled students, currently from kindergarten through grade 2 and expanding each school year. The school population comprises 90% Black, 6% Hispanic and 4% mixed or other students. The student body includes no English language learners and 6% special education students. Boys account for 46% and girls account for 54%. The average attendance rate for the school year 2007-2008 is 94%. The school is in receipt of Title 1 funding with 85% eligibility.

The school shares a building with another school, having moved from the site it occupied last year at the start of the current school year. The new site is in Brownsville, a bus journey away from its original site for around half of the students. Plans for the school will see it eventually expand to become kindergarten through grade 8. This will mean that additional space, either in its present location or elsewhere, will be required at some point.

The review team studied the Charter application goals as part of the second year review of the school.

## Part 2: Overview

### What the school does well

- The excellent leadership of the principal, who has a clear vision, is starting to create a dynamic school.
- The very effective assistant principal supports teachers well in improving the quality of their instruction.
- Teachers show commitment to the school and to their students, creating a positive, safe and inclusive environment.
- There are high expectations for students, shared by teachers and parents.
- The extremely positive links with parents support student progress and performance.
- The curriculum has been carefully selected to provide effective data and enable the constant monitoring of progress.
- There is an atmosphere of mutual trust and respect.
- The school is dealing effectively with issues around tardiness and absence.
- The extended day is used effectively to maximize the time for instruction.
- Strategically based professional development is helping to meet the improvement goals of students and teachers.
- The human resources files are properly kept and maintained.

### What the school needs to improve

- Improve the use of data to better analyze the performance of different groups of students, such as boys and girls.
- Develop more opportunities for teachers to observe and learn from best practice, both within and outside the school.
- Extend the breadth of the curriculum by developing more links with external organizations.
- Implement related services immediately to better support the delivery of individual education plans.
- Increase the size, effectiveness and skills base of the board.
- Develop strategies for hiring and staff retention that will allow for a more consistent presence of classroom teachers throughout the year.

- Strengthen the board of trustees and continue having at least 8 board meetings annually.
- Develop a cash flow analysis projecting 12-18 months.
- Create a comprehensive inventory sheet.

## Part 3: Main findings

### **Progress made since the last review and follow-up visit, if applicable**

The school has made good progress in addressing the issues identified in the previous Quality Review report. The school has specifically made progress in improving teachers' ability to use data to inform instruction, improving assessment methods for mathematics, and in maintaining improved fiscal controls. There are no major outstanding issues from the previous site visit report.

### **Overall Evaluation**

East New York Prep's staff and students have demonstrated tremendous resilience this year in overcoming a number of challenges. Despite having to move to a new facility over the summer and the loss of key teaching, administrative, and operations staff throughout the year, the students at the school are making solid academic progress. The majority of students are performing on grade level, and the school has been able to accelerate a number of students to higher level learning. In addition, the school runs smoothly and behavioral expectations are clear and consistent across classrooms. The 'THINK' core values of tolerance, hard work, integrity, no excuses and knowledge continue to be displayed widely around the school and are understood by all students and their parents.

Staff turnover created a situation where many teachers were forced to take over classrooms mid-year. These teachers, however, are managing well with their classes and are extremely well supported by an assistant principal who provides constant feedback and professional development to ensure that all students' and teachers' needs are being met. Data has become an integral tool for monitoring the effectiveness of the educational program. Through the development and support of the assistant principal, teachers have become much more well versed in using data to inform their daily lessons, and the school has made strategic changes to its program based on the data collected.

The school is developing proficiency around goal setting, but much more work needs to be done in this area so that teachers, administrators, and the board of trustees are clear about where the school is headed and what needs to happen in the interim to get there. Challenges around the school's facility have prevented some of this goal setting from happening, but it is essential that the school begin thinking about this more seriously.

The board needs to demonstrate an improved capacity to provide leadership to the school. Currently the board does not demonstrate a sufficient mix of skill sets to deliver effective results for the school. Specifically, the board needs to provide active oversight in areas where the school has faced significant challenges in the past year, particularly the high staff turnover at the school. The school has established good internal controls and policies to guide its day-to-day operation. However, the absence of cash flow analysis restricts the school in planning for future operations. Overall, the school displays a good financial outlook.

Strong parent engagement through a number of school-sponsored efforts has resulted in a high rate of parent satisfaction and families that are very committed to the future success of the school.

## **How well the school meets Office of Charter School's (OCS) evaluation criteria**

**Quality Statement 1 – Gather Data: School leaders and faculty consistently gather and generate data and use it to understand what each student knows and is able to do and to monitor the student's progress over time.**

**This area of the school's work is proficient.**

Since the last review, the school has made good progress in disseminating data to class teachers. An assessment coordinator now works with each teacher to ensure effective use of data to help them maximize the progress of each student. From an initial baseline gained from the Early Childhood Literacy Assessment System (ECLAS) and Singapore Math Diagnostic during the first week of term, data is gathered throughout the year. This is from formal re-testing each semester, from end of unit assessments in English language arts and mathematics, and from the scrutiny of portfolio evidence.

The percentage of special education students is much lower than in other schools. The assistant principal is a special education specialist and is able to maintain an overview to ensure that their needs are met and provided for, although there is a wider need to ensure that related services can be delivered. Students who are identified as needing additional academic help receive reinforcement through outside lessons as well as through push-in support, and the school seeks to work with parents in providing support at home. The Foundations reading recovery scheme is an example of effective support for those identified as in need. Gifted and talented students are challenged effectively, for example through working with students in the grade level above their own. At present, there are no English language learners in the school.

The data collected during the year gives a good picture of individual progress and achievement. It shows that some students are making excellent progress and the overall performance of the school shows it to be outstripping the state standards for all other schools. The training, systems and structures that are in place support teachers in developing their planning and instruction, and in tracking student progress. However, the school is not yet utilizing data to compare the performance of different groups, for example boys and girls.

**Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning.**

**This area of the school's work is proficient.**

The school has made progress in establishing collaborative processes for goal setting. Analysis of data has shown areas of weakness that needed to be addressed and this has been implemented effectively. For example, the school utilizes its extended day to create additional daily teaching time to address the need to improve progress in mathematics. Similarly, the vocabulary of many students was an area of concern based on results from the ECLAS. This has been addressed through a daily twenty-minute enrichment program at the start of every morning, with a concentration on higher-level vocabulary. One parent said she had already seen a marked improvement in her child's vocabulary as a result.

The frequent contact with parents is a real strength. All teachers are expected to make at least five parent phone calls a week. There is a genuine partnership between school and home and parents share the high expectations the school has for their children. This is a two way process in which parents also provide information to teachers to help them do their job more effectively. The concept of THINK (Tolerance, Hard work, Integrity, No excuses, Knowledge) is reflected and reinforced throughout the school through a variety of ways: a school-wide morning meeting, posters displaying the concepts in each classroom, and authentic discussions between teachers and students.

The concentration on addressing underachievement has seen good outcomes. For example, last year, 75% of students starting in kindergarten were in the lowest two quartiles for reading, yet by the end of the year, 80% were in the top quartile. However, there are areas for development. Staff are not fully aware of the goals of the Charter and this leads to a lack of 'ownership'.

The special education program does not comply with governing laws in that the school does not provide related services for its students with individual education plans. At the time of the visit, 3 IEPs were out of compliance. Of the seven students with IEPs at the school, most are supposed to be receiving speech or occupational therapy services, but these services have not been provided this year. Although they are not a big group, this is an important issue to address. Counseling services are being provided to all students whose IEPs mandate this service.

**Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating learning for student learning.**

**This area of the school's work is well developed.**

The curriculum provides many opportunities to collect meaningful data on the progress of all students throughout the year. End of unit assessments are rigorously recorded in English language arts and mathematics, while progress in the wider curriculum is monitored through individual portfolios. Analysis shows students to be making good progress. The curriculum concentrates on developing skills in the core areas of English language arts and mathematics and the extended day is used to very good effect, promoting enrichment. Curriculum areas such as music and the wider arts are infused into lessons, although there is room for greater development. For example, there are no specialist facilities for art or physical education because of a lack of space. Teachers are held clearly accountable for their work. The assistant principal scrutinizes planning and record books weekly. Planning is expected to show how lessons will be differentiated, although in practice some teachers are better than others in implementing fully differentiated instruction. Some teachers show real dedication to their students, make their lessons lively and interesting, and create a learning environment that is positive and safe. Students say how much they enjoy their learning and they show liking and respect for their teachers. The environment of mutual trust between all members of the school, including parents, is an outstanding feature. This helps promote good attendance, which is above the city average for elementary schools. Discipline policies have created a very positive atmosphere in which students are expected to be accountable for their own behavior. All relevant policies are filed with the Office for Charter Schools. However, there has been considerable instability in staffing since the school opened. Most students are presently taught by a teacher different from the one they had at the start of the year, which has not been ideal.

**Quality Statement 4 - Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school's collaboratively established goals for accelerating the learning of each student.**

**This area of the school's work is proficient.**

The head of school provides a central focus and clear direction for the school, based on a vision of empowering her students through successful education. There is a rigorous program of classroom observation, focusing on the quality of instruction, student engagement and the classroom environment. The assistant principal carries this out and always provides immediate feedback with an expectation of open discussion. Teachers find this professionally supportive and they say that the small size of the school enables a very positive rapport in which all are able to develop professionally to better support their students. Each teacher has an annual Personal Improvement Plan, which contains professional goals for the year and addresses professional development needs. This, allied with observations, is the way in which professional needs are identified, and the leadership is proactive in addressing these, either in or out of school. The assistant principal leads by example and will, for example, deliver model lessons. The opportunities for teachers to see each others best practice, or to visit other schools to see how others address issues, is an area that could be further developed, although it does happen informally on occasions. Induction for new teachers is organized during a three-week professional development period before the start of the school year. However, this had to be cut short last summer because of the need to change premises.

Two local community organizations provide advice and guidance services, with provision dependent on a student's home address since the school attracts families from both East New York and Brownsville. There is a need to develop wider partnerships with outside bodies to broaden the general curriculum. This process has been hindered by the change of premises and the longer-term uncertainty as to where the school will eventually be based as it moves to full capacity. The school runs very smoothly and a consistency of practice means that everyone knows what to expect. In turn, this encourages good student behavior, evidenced by the fact that there have been no student suspensions.

**Quality Statement 5 - Monitor and Revise: The school has structures for evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.**

**This area of the school's work is proficient.**

The school has clear plans for how it will achieve its goals and achieve success, which are set out clearly in the Charter documentation. However, at present there is a lack of ownership of these Charter goals by teachers because the Charter has not been a focus for them. Each student has interim goals, although because of their young ages these are described in general terms, focusing on developing skills in literacy and numeracy. Progress is measured with rigor, through formal assessment of work, regular testing and the scrutiny of portfolio evidence.

The school is adept at making changes to its schedule and curriculum in order to meet identified needs. The daily vocabulary enrichment and the additional time for mathematics instruction are good examples of this. Further, needs of those students who are accelerated in reading have been met through the addition of a third grade reading class in Open Court for second graders reading above grade level. Teachers also have goals for their own professional development, measured over the course of the year through a

supportive and professional dialogue with the school's leadership. Interventions, such as Foundations, are monitored carefully to ensure that students who participate make progress and the school shows a flexibility of approach to changing approaches and plans if they are not delivering the expected outcomes. Now that data is available to all teachers, they are able to look carefully at how they develop flexibility in their planning and practice so that individual learning accelerates.

**Quality Statement 6 - Monitor Effectiveness: The Charter School Board is proactive and diligent in undertaking its administrative responsibilities.**

**This area of the school's work is underdeveloped with proficient features.**

The Board is responsible for the overall direction and fiscal well-being of the school. As such, the Board has the authority and duty to adopt policies and by-laws that are necessary to meet its statutory responsibilities and produce optimal academic results. Those administrative and daily operational responsibilities need to be delegated to principals, senior management/administrators, and board appointed officers to manage the school within the established policies. The principal /senior administrators, and board appointed officers should then be held accountable for performance.

The ENYP board is facing some challenges in providing effective oversight to the school. Although committed, the board's small size and lack of diverse skill sets has limited its effectiveness. Currently, the school's board of trustees consists of only five members, three of whom bring legal expertise to the board. There is currently no board member with educational expertise. At the time of the visit, the board shared that they are looking to recruit an additional three board members. The board's work has primarily focused on identifying a permanent private facility for the school, which has proved a challenging endeavor. However, the board is beginning to take action to address some of the other issues that are holding the school back, specifically the extremely high staff turnover that the school faced this year.

The board plans to meet six times per year moving forward with one meeting scheduled at a Manhattan site. Based on the overall board evaluation presented in this report, it is NYCDOE's expectation that the school board continue meeting for at least eight times per school year. An assessment will be made by NYCDOE in the future to reduce the number of board meetings based on future board capacity and oversight.

Lastly, the board evaluates the performance of the school leader each year and plans to move towards a bi-annual performance evaluation soon.

**Quality Statement 7 – Maintain Financial Viability: The Charter School and its Board maintain financial viability and control over the course of the academic year.**

**This area of the school's work is proficient.**

A charter school should be able to operate with an annual budget that reflects the expected revenue and expenses for the fiscal year. Since the revenue stream for charter schools tend to be based upon the number of students served (per pupil revenue) and the State and Federal grant (Title funding, etc.) funding, a continued and growing negative net balance poses a threat to school's stability and the ability to fulfill its short and long-term financial obligations. In the end, it is worth noting that a school may implement and practice the best internal controls (procurement, check signing, balanced budget, etc.) and could still end up in a difficult financial condition.

ENYP board has been proactive in contracting an audit firm and produced the school's financial statements in reasonable period. The school maintains some necessary financial documents that facilitate decision making at all levels. The unaudited balance sheet as of March '08 casts a solid financial position of the school with liquid assets over \$1 million. The school has little current liabilities and is in a strong position to meet its short-term financial obligations. The profit and loss statement as of March '08 does not pose any particular concerns. Although the school provided our office with a cash flow statement, it did not provide our office with a cash flow analysis projecting its financial strength for the upcoming 12-18 months.

During the visit, the school officials were interviewed on the procurement process, check signing, inspection of three randomly selected paid invoices, random human resource files (three teachers, two non-teaching staff) and fingerprinting (three teachers plus two non-teaching staff). The school is following its adopted financial policies. Paid invoices had the right purchase order approvals, order and receiving of goods, presence of packing slips and invoices along with proof of payment with proper signatories. The teacher and staff files were found in proper conditions with fingerprint clearance, W-4, I-9, formal classroom observations, and proper identification. Although the school has implemented good internal controls, it is the ongoing financial information (cash flow, balance sheet, statement of activities, board approved budget) that determines the fiscal health of a school and keeps it solvent in the near future and beyond.

**Quality Statement 8 – Integration of Parents and the Community: The Charter School has adequate structures to integrate parents and community partners with the school.**

**This area of the school's work is proficient.**

Parent engagement is one of the cornerstones in measuring parent satisfaction, initial and ongoing expectations, student academic improvement, and true parental inputs in choices made by the school. Parent engagement in charter schools tends to come in all forms: Parent Teacher Association (PTA), Parent Advisory Committee/Councils (PAC), Parent Association, parental involvement at board level, etc. While none of these vehicles represents the magic bullet for increasing parental involvement, all schools are expected to make good faith efforts to stimulate parental participation in creating a community that shares, and more importantly believes, in the school's vision and ongoing strategic direction.

ENYP has done some solid work engaging the parent community. The school hosts events like Family Fridays and school-wide assemblies to involve parents in the work of the school. A strong parent coordinator who participates in the leadership of the school ensures that parents are engaged in the education of their children. Teachers are encouraged to call at least five families each week, and each child has a log in which teachers and parents can write notes to one another about student work, behavior and progress. However, parents are not as engaged in the activities of the board; most parents interviewed did not know the time and location of board meetings and had not been made aware of the appeals procedure.

## Part 4: School Quality Criteria Summary

CHARTER SCHOOL NAME: East New York Preparatory Charter School



### Quality Statement 1 – Gather Data: School leaders and faculty consistently gather and generate data and use it to understand what each student knows and can do, and to monitor the student’s progress over time.

To what extent do school leaders and faculty gather, generate, and utilize data to provide . . .	△	➤	✓	+	◇
1.1 an objective, constantly updated understanding of the performance and progress of each student, classroom, grade level?				X	
1.2 an objective, constantly updated understanding of the performance and progress of special education students?		X			
1.3 an objective, constantly updated understanding of the performance and progress of English language learners?	n/a				
1.4 an objective, constantly updated understanding of the performance and progress of ethnic groups, gender groups and all other categories of interest to the school?	X				
1.5 a measurement of performance and progress based on the school’s own past performance, and among students, classrooms, grades and subject areas?			X		
1.6 a measurement of performance and progress that demonstrates that the charter school is at least meeting the State’s student performance standards for all other schools?			X		
1.7 training, management systems and structures that support teachers in the use of school data to inform planning and instruction and to track the progress of students?			X		
<b>Overall score for Quality Statement 1</b>			X		

### Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student’s next learning steps and to set suitably high goals for accelerating each student’s learning.

To what extent do school leaders and faculty . . .	△	➤	✓	+	◇
2.1 engage in collaborative processes to set rigorous, objectively measurable goals for improvement, and to develop plans and time frames for reaching those goals?		X			
2.2 focus on each student, classroom, grade level, academic subject and group of students whose performance or progress has been identified by the school as a particular focus area?		X			
2.3 identify and improve the performance and progress of those students in greatest need of improvement?			X		
2.4 share whole school goals with all members of the school community to rigorously improve the performance and progress of students?			X		
2.5 convey consistently high expectations to students and their parents/caregivers?				X	
2.6 regularly provide students and their parents/caregivers with information about the goals set for each student, and about each student’s progress and performance, and how they can improve?				X	
2.7 invite and enable parents/caregivers to provide useful information to teachers and the school about the learning needs and capacities of their children?				X	
2.8 implement a comprehensive special education program that complies with applicable governing laws?	X				
2.9 implement a comprehensive program for English Language Learners that complies with federal law?	n/a				
<b>Overall score for Quality Statement 2</b>			X		

△	<b>Underdeveloped</b>
➤	<b>Underdeveloped with Proficient Features</b>
✓	<b>Proficient</b>
+	<b>Well Developed</b>
◇	<b>Outstanding</b>

**Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students, around its plans and goals for accelerating student learning.**

To what extent do the school leaders. . .	Δ	▶	✓	+	◇
3.1 select core curricular approaches that facilitate and provide meaningful interim data about progress towards goals and focus on raising the achievement of students?				X	
3.2 provide a broad and engaging curriculum, including the arts, to enhance learning both within and outside the school day?			X		
3.3 hold teachers accountable for the progress and learning of the students in their charge, for making instruction interesting and compelling, and for creating a positive, safe and inclusive learning environment?				X	
3.4 ensure that teachers use school, classroom and student data to plan for and provide differentiated instruction that meets the specific needs of all the students in their charge?				X	
3.5 make staffing and scheduling decisions strategically, based on data, to meet the school's academic goals for all?		X			
3.6 ensure that there is an environment of mutual trust and respect between all staff and students to support personal and academic development?					X
3.7 ensure that there are effective and consistently applied procedures to encourage and monitor student attendance and tardiness and report actual attendance data?				X	
3.8 ensure that their charter high school meets the defined graduation standards as determined by NYCDOE (where applicable)?	n/a				
3.9 ensure that the time given over for instruction is at least equivalent to that required in other public schools?				X	
3.10 ensure that discipline policies, including those for suspension and expulsion, are documented and filed with the CSO?				X	
<b>Overall score for Quality Statement 3</b>					

**Quality Statement 4 – Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school's collaboratively established goals for accelerating the learning of each student.**

To what extent do the school leaders. . .	Δ	▶	✓	+	◇
4.1 use frequent observations of classroom teaching by the principal and other available information to develop a differentiated strategy for improving the quality of each teacher's instruction?				X	
4.2 make professional development decisions strategically, based on data, to help meet the improvement goals of students and teachers?				X	
4.3 provide frequent opportunities for teachers to observe each other's classroom instruction and to meet together in teams to plan, share effective practices, and evaluate one another's instruction in an open and reflective professional environment?		X			
4.4 develop effective procedures for the induction and support of teachers who are new to the profession or the school?			X		
4.5 align youth development, guidance/advising and other student support services around stated academic and personal development goals?			X		
4.6 consistently implement clear procedures that enable the school to run smoothly, encourage effective student learning, and effectively address discipline related incidents?				X	
4.7 create effective partnerships with outside entities that support the academic and personal growth of the students?			X		
<b>Overall score for Quality Statement 4</b>					

**Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.**

To what extent do . . .	Δ	➤	✓	+	◇
5.1 the school's plans for improving student outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?			X		
5.2 the school's plans for improving teacher outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?			X		
5.3 teachers and faculty use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas?			X		
5.4 teachers and faculty use the information generated by periodic assessments and other progress measures and comparisons to revise plans immediately in order to reach stated goals?			X		
5.5 school leaders track the outcomes of periodic assessments and other diagnostic measures and use the results to makes strategic decisions to modify practices to improve student outcomes?			X		
5.6 school leaders and staff use each plan's interim and final outcomes to drive the next stage of goal setting and improvement planning?			X		
5.7 the principal and school community have a clear vision for the future development of the school and implement procedures and systems to effect change?		X			
<b>Overall score for Quality Statement 5</b>			X		

<b>Quality Statement 6 – Monitor Effectiveness: The Charter School Board is proactive and diligent in monitoring its effectiveness and in undertaking its administrative responsibilities.</b>					
<b>To what extent does the Board . . .</b>	<b>Δ</b>	<b>➤</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
6.1 ensure effective, broad outreach to create a student body that is representative of the school's Community School District?			X		
6.2 manage any conflict of interest within the governing body and throughout the school?			X		
6.3 publish a schedule of regular board meetings that is easily accessible to the general public?		X			
6.4 ensure that accurate minutes from Board meetings are maintained and published?			X		
6.5 ensure that proposed contracts with EMOs and CMOs are submitted punctually to the CSO for review?	n/a				
6.6 hold EMOs, CMOs and school leadership accountable in their positions?	n/a				
6.7 ensure that teachers are provided with high quality professional development opportunities to further build on their professional expertise?		X			
6.8 respond to parent, staff and student concerns/complaints?		X			
6.9 provide ongoing training for board members so that they are able to fulfill the duties of their positions?		X			
<b>Overall score for Quality Statement 6</b>		X			

<b>Quality Statement 7– Maintain Financial Viability: The Charter School and its Board maintain financial viability and control over the course of the academic year.</b>					
<b>To what extent does the school and its Board . . .</b>	<b>Δ</b>	<b>➤</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
7.1 ensure that an independent auditor is appointed to undertake an annual financial audit, which is submitted to the CSO along with any other relevant documentation?				X	
7.2 comply with the adoption of an annual budget for the upcoming school year, which is submitted to the CSO for review?				X	
7.3 maintain an accurate balance sheet, statement of activities, year-to-date expense report and statement of cash flow?			X		
7.4 implement procedures that provide adequate internal control measures to detect and prevent financial fraud, such as bank reconciliation, and revenue recognition?				X	
7.5 satisfy the requirement to maintain adequate liability insurance filed with the CSO?				X	
<b>Overall score for Quality Statement 7</b>			X		

<b>Quality Statement 8 – Integration of Parents and the Community: The Charter School has adequate structures to integrate parents and community partners with the school.</b>					
<b>To what extent does the school . . .</b>	<b>Δ</b>	<b>➤</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
8.1 maintain a functioning parent organization?			X		
8.2 provide special events for parents to meet, to discuss school-related issues and to socialize?					X
8.3 ensure that parents are informed of the time and location of Board meetings that are open to the public?		X			
8.4 ensure that newsletters are sent home in all predominant languages to encourage parent participation and eliminate language barriers?			X		
8.5 ensure parents are aware of appeals procedures should a conflict arise with any aspect of the school?		X			
8.6 understand each student's progress during their time in the school?				X	
<b>Overall score for Quality Statement 8</b>			X		