



Department of  
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August 19, 2009

Ms. Elena Goldberg  
Board Chair  
South Bronx Charter School for International Cultures & the Arts  
383 East 139<sup>th</sup> Street  
Bronx, NY 10454

Dear Ms. Goldberg,

On behalf of the New York City Department of Education's (NYCDOE) Charter Schools Office (CSO), we would like to thank you and the staff of the South Bronx Charter School for International Cultures & the Arts for your cooperation and cordiality during our Annual Site Visit on March 24, 2009.

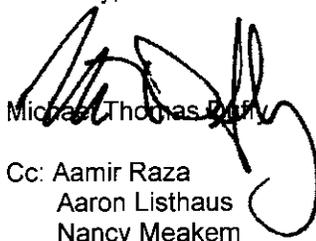
Our oversight framework is set up to ensure that we provide clear accountability and feedback to help the board and school leadership to be successful in achieving the goals of the charter. Prior to the visit, we shared our Annual Site Visit protocol documents and the Performance and Compliance standards. These standards serve as benchmarks through which the NYCDOE views the performance of all the NYCDOE authorized charter schools. The Standards are not a replacement of your individual school's goals; they encompass your charter agreement goals as one component of a detailed, rigorous, renewal-focused framework.

The purpose of our Annual Site Visit is to assess compliance with applicable law, determine organizational strengths and areas for development, and to make an on-site assessment of the learning environment in order to steer a direct course toward charter renewal. It is important to emphasize that the standards are rigorous, and are intended as leading indicators towards charter renewal, when the school must demonstrate not only that it has met the specific goals of the charter, but also that the school operates in an educationally and fiscally sound manner, and meets the requirements set forth in all applicable laws and regulations. We hope that you find the feedback helpful in setting the school's priorities and fulfilling the goals outlined in the charter.

Attached to this letter you will find a comprehensive report of our findings. Should you have any additional comments, or if you would like to submit factual corrections or a formal response to the findings presented in this report, please respond to our office by **September 7, 2009**.

Our office can be reached at 212.374.6904 for further assistance in this matter.

Sincerely,



Michael Thomas Duffy

Cc: Aamir Raza  
Aaron Listhaus  
Nancy Meakem



**Department of  
Education**

*Joel I. Klein, Chancellor*

**Charter School Office  
Quality Review Report**

# **Quality Review Report**

## **2008-2009**

**South Bronx Charter School for International Cultures  
and the Arts**

**Elementary School 309**

**383 East 139 Street  
Bronx  
NY 10454**

**Board Chair: Elena Goldberg**

**Dates of review: March 24, 2009**

**Lead Reviewer(s): Jeannemarie Hendershot, Aamir  
Raza, Chris Hawkins, Christina Grant, Anyeli Matos,  
Fred Lisker**

**&**

**Jo Cheadle (Cambridge Education)**

# Part 1: The school context

## Information about the school

South Bronx Charter School for International Cultures and the Arts ("SBCSICA") is an elementary school with 310 students from kindergarten through grade 4. The school population comprises 40% African American and 60% Hispanic students. The student body includes 16% English language learners and 5% special education students. The average attendance rate for the school year 2007-2008 was 90.9%.

Kindergarten and grade 1, grade 2 and grades 3/4 work in three separate buildings within walking distance of each other. The school plans to occupy a single site in the near vicinity, pending funding decisions.

## Overall Evaluation

There is a strong feeling of family at South Bronx International, encouraged greatly by the principal who supports her staff in a caring and nurturing way. There is also a clear understanding that good relationships and a purposeful school environment enhance students' learning. In many aspects of its work, and despite the difficulties of split sites, the school goes a good way to achieving both. For students in current grades 2 to 4, classrooms and hallways are attractive with bulletin boards displaying interesting examples of student work. These grades demonstrate well-developed and integrated curriculum plans ensuring that many of the lessons engage students and the students enjoy their work. Leaders acknowledge that current disparities in the provision for kindergarten and grade 1 students result in a less favorable picture.

The school has an interesting curriculum that links content areas relevantly, encouraging student interest and engagement. The dual language program effectively develops skills in Spanish for both native speakers and for students learning a new language. Teachers make effective use of assessment tools and carry out meaningful analysis of student data. They monitor student progress with increasing accuracy in English language arts, math and Spanish and use their findings to plan appropriate work that encourages further progress. Where use of data is effective, teachers create realistic long-term goals for students. These goals do not always include short-term steps to help students understand what they must do next to reach their goal within a specified time. The school is beginning to collect and analyze data in science and leaders recognize the need to extend this work to all other subjects. As yet, there is insufficient monitoring of the provision for and progress made by special education students, and limited analysis of pertinent student subgroups.

Day-to-day working practices and plans for development support the realization of the school's vision for the future, including the move to a single site. Leaders have yet to ensure that all plans have suitable strategies to move the school forward, including the setting of interim benchmarks to measure progress towards expected outcomes. While the school has tried a number of conventional routes to improve student attendance, there is a need for a more creative approach to helping parents and students fully understand how absence affects learning.

## Part 2: Overview

### What the school does well

- The school collects, collates, analyzes and evaluates a good range of data in English language arts, math and Spanish, enabling teachers to monitor progress and plan for new learning.
- Teachers make increasingly good use of data to plan groupings and classroom activities that meet the range of student needs.
- The school sets high expectations for student and teacher outcomes with the result that student performance is improving over time.
- Carefully selected and rigorous curriculum programs generate useful assessment information, supporting the school's growing understanding of student achievement.
- Cross-curricular links between core knowledge and arts instruction engage and motivate students in their learning.
- The school has an effective dual language program that encourages good progress in language development for native speakers and Spanish learners.
- Teachers create attractive and stimulating environments, celebrating student success and promoting good attitudes to learning.
- Overall, there are good levels of mutual trust and respect and a strong school culture.

### Areas of concern

- Regularly monitor the provision for special education students to ensure that the school accurately and fully meets their specific learning needs.
- Analyze student achievement in all subjects and for all subgroups, particularly special education students, to evaluate outcomes and plan effectively for learning.
- Extend the use of long-term goal setting to all subjects and set short-term, interim targets so that students know what they must learn and be able to do next in order to achieve their long-term goals.
- Include measurable interim benchmarks, within appropriate timeframes, in all school action planning so that the school has a clear indication of progress towards priority goals.
- Prioritize developments in the provision for kindergarten and grade one students to guarantee parity across the school.
- Think creatively about ways to improve attendance.

## Part 3: Main Findings

### How well the school meets the Charter Schools Office's (CSO) evaluation criteria

**Quality Statement 1 – Gather Data: School leaders and faculty consistently gather, generate and analyze information on student learning outcomes and use it to understand what each student knows and can do and to monitor the student's progress over time.**

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

The school has a growing data set that supports effective analysis of student outcomes and is increasingly effective in driving forward planning for learning. The analysis includes an evaluation of student performance in English language arts, math and Spanish. The data effectively enables leaders to measure school wide performance over time, leading to a clear understanding of where there have been improvements and where gaps remain. Leaders understand that this level of analysis needs to extend to all core subjects and have recently begun work with science. They also accept that their close analysis of outcomes for the school's significant student subgroups remains an area for improvement. In particular, there is currently insufficient monitoring of the ongoing progress made by special education students. As a result, the school has not captured evidence to show the effect of intervention strategies on learning for this subgroup. Leaders cannot be sure therefore, that all strategies are working and that the range of students' needs are being accurately addressed.

The school usefully collates data in a computerized system accessible by all teachers. Most teachers independently input regular assessment outcomes in order to track student progress over time. This is a relatively new practice and not all teachers are fully confident with analyzing and evaluating the collection of data to support planning for next steps in learning. A few staff have a very good understanding of this process and are currently supporting other teachers in their learning. Leaders are fully aware of the need to provide additional training for all members of staff to ensure that they are able to make maximum use of relevant data. Where teachers have had more time to work with data, skills are growing rapidly.

**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's growing efficiency and effectiveness in using data is leading to increasing precision in the setting of goals, although there are not yet goals for student learning in all subjects. Where goals are set in English language arts, math and Spanish, there are good examples of targets that relate to assessed needs for students at a range of achievement levels. Teachers are not all at the same level of proficiency in this work however, and ongoing support and facilitation is necessary. In particular, when long-term goals are in place, teachers are not yet all skilled in establishing the interim short-term targets that enable them to measure progress towards expected outcome. This means that they cannot be sure that a student is progressing in the right way to achieve his or her long-term goal. Consequently, even when students are aware of what their

overall long-term achievement goal might be, they are not yet involved in working with teachers to plan the steps that will take them to this goal so that they can track their own progress in a given period.

At present, there is insufficient focus on providing appropriate and effective support for students in kindergarten and grade 1. Leaders have given more attention to ensuring that teaching and learning are effective for testing grades. The fact that the school spans three buildings, with the kindergarten and grade 1 building being at the furthest distance from the main building, exacerbates the situation. Nonetheless, limited monitoring to ensure that all students make good progress in learning through access to a quality learning environment and good teaching is an oversight that ultimately affects potential success in grades 2 onwards. In much of its work, the school demonstrates high expectations for student outcomes. There is not yet consistency in ensuring high expectations throughout all grades.

**Quality Statement 3 – Develop Coherent Instructional and Organizational Strategies: The school uses rigorous curricula, teaching and organizational decision making to engage students and faculty in meeting all students' learning goals.**

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

Leaders and teachers pay good attention to making learning relevant and meaningful by planning useful links between subjects. The thoughtful inclusion of the arts across the curriculum adds interest and enjoyment to this relevancy. The math, other curricula and arts expression (CORE) model ensures rigor and challenge to meet the range of students' learning needs. The very good provision for learning in dual language classrooms motivates Spanish speakers to perfect their oral and written skills and supports non-Spanish speakers to make rapid progress in learning a new language. Students enjoy their work and take pride in what they produce. Hallways and bulletin boards celebrate their achievements in bright, attractive, interactive displays. They say that they like school and have high aspirations for their learning. It is surprising therefore that the school continues to battle with maintaining high levels of attendance. While the school celebrates good attendance using traditional systems, administrators have not yet considered more unusual and creative ways to involve parents and children in reducing unnecessary absence.

As ongoing assessments provide more detail about how well students are learning, teachers are gaining better skills in understanding the significance of outcomes and are planning to meet students' needs more closely. These skills are gaining momentum, as teachers have opportunities to evaluate information on a regular basis. There are good examples across grades where data is used to plan lessons that meet student needs effectively. Teacher discussions consider the evidence shown by student work to guide planning for future learning. In lessons, group work, relevant tasks and objectives matched to student needs are all indicative of a growing ability to differentiate instruction effectively. The current disparity in curriculum development, teaching and learning for those students in kindergarten and grade 1 hinders the school in achieving coherence.

Staff members acknowledge the principal's drive to create an attractive and productive environment for learning. The principal sees herself as 'a mother figure'. She knows that many teachers share close relationships with her and there is a sense of true collaboration in much of the school's work. Many members of staff give generously of their time to support the school in a number of unusual ways, in order to raise funds to supplement resources. Overall, the school has a positive and purposeful climate.

However, leaders do not yet consider the full range of opportunities to involve all members of staff in school development, improvement discussions and subsequent work. Some teachers are not as involved as they might be and appear 'on the fringe' of the work taking place.

**Quality Statement 4 - Align Capacity Building to Goals: The school aligns its leadership development and structured professional collaboration around meeting the school's goals for accelerating student learning.**

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

The school has some useful partnerships to support students' academic learning and personal development, although there is little involvement of related services to sustain the best provision for special education students. Where most effective, links supplement the school's international cultures and arts theme and professional development for the teaching staff. Training experiences include work with the Bank Street School, support from Aussie consultants and the Victory Schools Organization. One good example of recent training is the development of teachers' higher level questioning skills in read aloud sessions as a means to consolidating students' reading strategies. Teachers also have opportunities to learn about the analysis and use of data and there is good input to developing the school's strong dual language program. Teachers new to the school receive very useful support and recognize their own rapid growth. The support provided addresses their individual needs and they have extra time to meet with the range of consultants who work with the school. Teachers value the quantity and quality of professional development opportunities. They also gain great benefit from peer observations and demonstration lessons by volunteer teachers. Teachers acknowledge that informal observations of their work have become more regular. There is still some way to go however, to ensure that effective observation of learning and teaching leads to developmental feedback, encouraging the continuous improvement of practices and outcomes.

The school's CORE curriculum includes very relevant focus on student character development. This is evident through high expectations for adherence to the values within the school community, responsibility to the wider community and a shared understanding of respectful attitudes. Teachers work to gain consistency in delivering this program and plan work that enables students to demonstrate their growing maturity. Good opportunities for teachers to collaborate and plan together result in a unified approach to classroom practices and common expectations. The day-to-day organization of the school supports teamworking and encourages time for reflection. This leads to improvements, adaptations and agreements that positively influence student achievement.

**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.**

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

There is a good level of collaboration to establish the school's priority needs and a shared understanding of the major tasks in hand. The school has used student data and past reports on the quality of whole school provision to create an outline plan that guides their work in achieving the vision for the school's success. This plan does not yet include specific timescales or interim checkpoints for measuring interim progress

however. This means that leaders are unable to make continuous internal evaluation of whether the school is on track to a successful result, allowing for the adaptations of strategies and actions as necessary. While there are good opportunities for teachers' professional development and long-term goals for improvement, this process also lacks the interim benchmarks to determine if strategies are working before it is too late to change them. Teachers are not all aware of how much progress they are making in the development of their skills and knowledge and some do not know exactly what they need to do next to improve.

Teachers create and make increasingly good use of periodic assessments to track progress and to focus their planning for new learning. Their work guides needs-based grouping, curriculum adaptations and the development of teaching strategies. The attention to collaborative analysis and accurate evaluation of outcomes strengthens the school's reflective practices and drives development and improvement. While the school has a strong culture, built on a tangible vision for student success, the current inconsistency in the implementation of strategies to ensure consistent support across the three sites leads to anomalies in expectations, provision and outcomes.

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

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.

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

The SBCSICA board is providing adequate oversight to the school and holding the school leader accountable through annual reviews and ongoing discussions regarding student outcomes. The board receives regular updates via principal's report, partner organization's report and documentation and by requesting financial (YTD Expenses, Cash Flow, Budget, Variance Analysis) and other data driven (scores, summaries, internal measures) information as it relates to the programs offered by the school. The budget preparation process is holistic and involves board members, teacher inputs, school leader, partner organization's financial officer, and school based business manager.

Currently, the school board has been focused on answering New York State Education Department's clarification requests surrounding the school's dual language program. The Charter Schools Office has found the board and school leadership engaged in meaningful discussions to collaboratively address this ongoing concern. The board plans to hold a retreat for members to refocus on the school's priorities and identify critical goals for upcoming school year. School's board members attend most board development related workshops conducted by the Charter Schools Office or other charter advocacy organizations.

The board plans to conduct an annual evaluation of the school leader and partner organization at the end of the school year.

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

A charter school shall 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 tends to be based upon the number of students served (per pupil revenue) and the State and Federal grant (Title I 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. 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.

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

The SBCSICA board, in collaboration with its partner organization, has been proactive in contracting an audit firm and has produced the school's financial statements in reasonable period. The school maintains necessary financial documents to facilitate decision making at all levels. The unaudited balance sheet as of March '09 shows the school with liquid assets totaling over \$500,000 and current liabilities of \$1.3 million. The statement of activities as of February '09 does not pose any particular concerns. The school provided the annual site visit team with a cash flow statement showing a positive balance of \$511,797 for the current period. Please note that the fiscal year has not come to an end at this time.

During the visit, the school officials were interviewed on the procurement process and check signing process, randomly selected paid invoices were inspected, and fingerprinting documents were inspected. The school is following its adopted financial policies and has adopted sound internal controls. An appropriate balance of segregation of duties is in place among fiscal and operational staff. Paid invoices demonstrate that staff is following the process of purchase order approvals, order and receiving of goods, presence of packing slips and invoices along with proof of payment with proper signatories described in their charter. The school has tagged its assets for inventory purposes.

# Charter Schools Office Quality Criteria 2008-2009

## South Bronx Charter School for International Cultures and the Arts

**Quality Statement 1 – Gather Data:** School leaders and faculty consistently gather, generate and analyze information on student learning outcomes 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 have...*

	△	➤	✓	+
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?			X	
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 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 use collaborative and data-informed processes to set measurable, actionable and differentiated learning goals in core subjects for individual students and groupings of students and develop differentiated plans and timeframes for reaching these goals?			X	
2.2 use collaborative and data-informed processes to develop the school's Strategic Development Plan?			X	
2.3 ensure that the achievement of learning goals, and the implementation of plans and timeframes for reaching these goals, is the central focus of school leaders, faculty, students and families?		X		
2.4 involve students in developing their learning goals and plans and in taking their next learning steps?		X		
2.5 convey consistently high expectations to students and their parents/carers?		X		
2.6 invite and enable parents/caregivers to provide useful information to teachers and the school about the learning needs and capacities of their children?			X	
<b>Overall score for Quality Statement 2</b>			X	

### DEFINITIONS

**"Analyze" or "analysis"** includes, but is not limited to, comparisons of:

- 2 the current and past outcomes of . . . individual students, administrative groupings and sub-groups of students and the school itself in core subjects;
- 3 the outcomes of different classrooms and sub-groups in the same grades and core subjects; and
- 4 the school's Progress Report and other outcomes to those of peer/other schools

**"Assessment results"** include student outcomes on summative assessments (e.g., state ELA, math, science and social studies tests, NYSESLAT, Regents Exams, and Performance Based Assessment Tasks) and formative assessments aligned to the school's curriculum (including Periodic, DYQ, and teacher-developed Classroom Assessments).

**"Data-informed processes"** include analysis of Progress Report, Quality Review, Learning Environment Survey, Inquiry Team findings, assessment results and attendance data

**"Organizational decisions or strategies"** refer to a school's use of budget and resources, staffing, planning, scheduling, grade structure, departments and teacher teams and other aspects of the school's structure and organization that can affect student outcomes.

**"Sub-groups of students"** include special education students, English Language Learners, the other NCLB sub-groups, boys, girls, and other groups significant to the school.

**Quality Statement 3 – Develop Coherent Instructional and Organizational Strategies: The school uses rigorous curricula, teaching and organizational decision making to engage students and faculty in meeting all students' learning goals.**

To what extent do school leaders...	Δ	>	✓	+
3.1 select core curricular approaches that facilitate and provide meaningful interim data and hold teachers accountable for the progress and learning of the students in their charge?			X	
3.2 provide a broad and engaging curriculum to enhance learning both within and outside the school day and hold teachers for making instruction interesting and compelling?			X	
3.3 hold teachers accountable 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 ensure that there is an environment of mutual trust and respect between all staff and students to support personal and academic development?			X	
3.6 ensure that there are effective and consistently applied procedures to encourage and monitor student attendance and tardiness and report actual attendance data?		X		
<b>Overall score for Quality Statement 3</b>			X	

**Quality Statement 4 – Align Capacity Building to Goals: The school aligns its leadership development and structured professional collaboration around meeting the school's goals for accelerating student learning.**

To what extent do 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, other student support services and partnerships with outside entities around stated academic and personal development goals?			X	
4.6 consistently implement clear procedures that enable the school to run smoothly, encourage effective learning and effectively address discipline-related incidents?			X	
<b>Overall score for Quality Statement 4</b>			X	

**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 school leaders use the information generated by periodic assessments and other progress measures to revise plans immediately and make strategic decisions to modify practices in order to reach stated goals?			X	
5.5 school leaders and staff use each plan's interim and final outcomes to drive the next stage of goal setting and improvement planning?		X		
5.6 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		

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

To what extent does the Board.....	Δ	➤	✓	+
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 hold EMOs, CMOs and school leadership accountable in their positions?			X	
6.4 ensure that teachers are provided with high quality professional development opportunities to further build on their professional expertise?			X	
6.5 respond to parent, staff and student concerns/complaints?			X	
6.6 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	

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

To what extent do the school and its Board.....	Δ	➤	✓	+
7.1 ensure that an independent auditor is appointed to undertake an annual financial audit, which is submitted to the OCS 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 OCS 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, revenue recognition and travel reimbursement?			X	
7.5 align financial decision making to analysis and evaluation of student achievement data?			X	
7.6 focus budget decisions on the priorities for school development and improvement?			X	
<b>Overall score for Quality Statement 7</b>			X	

**Quality Review Scoring Key**

Δ Underdeveloped   ➤ Underdeveloped with Proficient Features   ✓ Proficient   + Well Developed

**Charter School Compliance Checklist**

Does the Board and the school . . .	YES	NO	In process
1. have a documented policy for suspensions and expulsions?	X		
2. maintain up to date and compliant with IDEA Regulations for IEPs?	X		
3. send newsletters and other parent communications home in the predominant languages of the school community?	X		
4. implement a comprehensive special education program that complies with applicable governing laws?	X		
5. implement a comprehensive program for English Language Learners that complies with federal law?	X		
6. publish a schedule of regular board meetings that is easily accessible to the general public?	X		
7. ensure that accurate minutes from Board meetings are maintained and published?	X		
8. ensure that proposed contracts with EMOs and CMOs are submitted punctually to the OCS for review?	X		
9. maintain a functioning parent organization?	X		
10. ensure that parents are informed of the time and location of Board meetings that are open to the public?	X		