



Department of
Education

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Charter School Office

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September 15, 2009

Mr. David Graff
Board Chair
Brooklyn Ascend Charter School
205 Rockaway Parkway
Brooklyn, NY 11212

Dear Mr. Graff,

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 Brooklyn Ascend Charter School for your cooperation and cordiality during our Annual Site Visit on April 21, 2009.

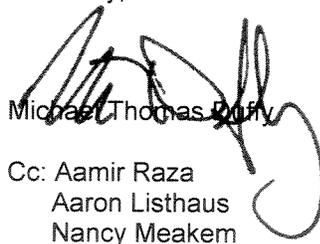
Our oversight framework is set up to ensure that we provide clear accountability and feedback to help the board and school leadership to be successful in achieving the goals of the charter. Prior to the visit, we shared our Annual Site Visit protocol documents and the Performance and Compliance standards. 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.

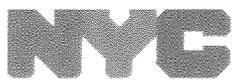
Attached to this letter you will find a comprehensive report of our findings. Should you have any additional comments, or if you would like to submit factual corrections or a formal response to the findings presented in this report, please respond to our office by **September 30, 2009**.

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

Brooklyn Ascend Charter School

K652

**205 Rockaway Parkway
Brooklyn
NY 11212**

Board Chair: Mr. David Graff

Dates of review: April 21, 2009

Lead Reviewer(s):

**Aamir Raza, Chris Hawkins, Fred Lisker
&**

Joy Stopher (Cambridge Education)

Part 1: The school context

Information about the school

The Brooklyn Ascend Charter School is serving 213 students from K-2 grade. At full capacity, the school plans to serve K-12 grades. The school population comprises 96% Black and 4% Hispanic students. The student body includes less than 1% English language learners and 7% special education students. The average attendance rate for the school year 2007 - 2008 was 96%.

Overall Evaluation

The Brooklyn Ascend Charter School ("BACS") has high expectations for its students, with the aim to ensure that they are all "college bound". During its first year, school leaders have worked well with staff to establish the culture of the school, to put clear systems and procedures in place, and to ensure that students are respectful and behave well. Together, they have created a calm, orderly environment for learning. The school is developing good relationships with parents and is actively involving them in understanding and supporting their children's academic goals. The principal's knowledge of students and their families is enhancing personal and academic development.

The school has made a good start in its collection and analysis of data and is effectively monitoring the progress of individual students, classes, and grades. It is using data well to support special education students and students who are performing below grade level, putting in detailed action plans for improvement. The school has not extended its analysis of data to look at the performance and progress of different subgroups.

Teachers receive regular professional development and there are increasing opportunities for them to share best practice and reflect on their instruction. Instructional leaders provide good feedback on the lessons they observe and follow up with professional development and discussion. The school does not yet have formalized individual professional development plans or fully developed induction procedures for teachers new to the school. As the school implements its curriculum, leaders are monitoring its effectiveness in meeting the needs of all students. Not all teachers are able to differentiate their instruction sufficiently well to meet the needs of higher achievers or to use a wide range of teaching strategies to engage and motivate students. The use of technology to enhance teaching and learning is limited.

The school is now moving towards creating its plans and priorities for the future and increasing the level of collaboration. The lack of transparency in the respective roles, responsibilities, and lines of accountability among the school's current leadership arrangements is, to some extent, inhibiting open collaboration and genuine self-reflection. While leaders have been successful in establishing a shared commitment to the culture of the school, the whole school community does not yet share a common vision for the future. Notwithstanding, there is much good practice on which to build in creating the longer term plans and structures designed to enable the school to achieve its overarching goals for student outcomes.

Part 2: Overview

What the school does well

- The school is collecting and analyzing data well, giving leaders a clear picture of the progress that students are making.
- Special education students and struggling students receive good support.
- The school is developing good relationships with parents and is providing them with information to enable them to support their children.
- There are clear systems and procedures in place to ensure that the school runs smoothly.
- The school has successfully set high expectations for its students.
- The principal's personal knowledge of students and their families supports their personal and academic development.
- Students are respectful and behave well.
- Teachers are receiving a good range of professional development and opportunities to share best practice.
- Instructional leaders are effectively monitoring the quality of teaching and learning and are ensuring consistency in lesson planning.

Areas of Concern

- As the school develops, clearly define roles, responsibilities, and lines of accountability to support open collaboration and self-reflection.
- Ensure that the entire school community has a shared vision for the future.
- Improve strategic planning by prioritizing goals and building in interim benchmarks and timeframes to measure success and make adjustments.
- Increase the use of technology to enhance teaching and learning.
- Develop a greater range of teaching strategies to engage and motivate all students, whatever their needs.
- Ensure that all teachers differentiate instruction sufficiently well to challenge and meet the needs of higher achieving students.
- Extend data collection and analysis to monitor the performance and progress of subgroups.
- Formalize individual professional development plans for staff and develop induction procedures for teachers new to the school.
- Improve internal financial controls.

Part 3: Main Findings

How well the school meets Charter School Office (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.

School leaders have a clear picture of the progress that students are making through their collection and analysis of assessment data. The school has chosen to implement the SABIS educational system, which has interwoven weekly electronic assessments. It is eager to ensure that the results are consistent with those from other tests such as Standardized Testing and Reporting (STAR) and TerraNova. In first and second grades therefore, the comprehensive testing includes the weekly periodic tests and end of term tests, as well as six-weekly STAR assessments and TerraNova exams at the beginning and end of the year. The school has created its own internal assessments for kindergarten students, giving it a good set of baseline data from which to measure progress. As well as the analysis of individual student data, the school is able to compare the progress and achievement of students in different classes. The subject data in English, for example, shows much greater variation in student performance in spelling and handwriting than it does in grammar, phonics, reading comprehension and vocabulary. This is supporting the school in targeting the precise areas for improvement. Previous analysis led to the introduction of guided reading. Data analysis extends to math, science, and social studies.

There is very effective monitoring of the performance of special education students and that of struggling students. Students identified as 'at risk' receive more targeted instruction in the 'intensives' program where their progress is closely monitored. While the school is introducing the use of NYSESLAT for its very small English language learner population, it is not yet monitoring the performance of other subgroups such as by gender or ethnicity.

Teachers meet regularly to discuss data and the dean of instruction is very active in promoting the use of data to drive instruction. There is however, inconsistency in staff confidence to do this. Leaders have identified increased professional development in the use of data as 'an area for growth', alongside encouraging teachers who grade exams across the entire grade to present their findings.

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 staff worked collaboratively to set the school's "big goals" which include an ambitious target of one and a half year growth on or above grade level. The school has chosen to implement a curriculum with an emphasis on goal setting across grade levels and classrooms. While there is some way to go before the school fully develops this across all core subjects with differentiated plans and timeframes, it has made a good start in creating a culture in which the achievement of goals is part of everyday

discussion. It is at its best in reading and in the plans for “at risk” students. Parents know which level their child is reading at and where they need to be at the end of the year. Students are in no doubt that they are “college bound” and are aware of the links between that aim and their reading. One kindergarten student said, “We have to read because we need to know words when we go to college”. The school has successfully communicated its high expectations to students and parents. There is variation in the extent to which students understand their next learning steps, but generally, they are aware of the “goal for the day”. In some classes, teachers maintain very detailed charts so that students can track their progress and compare their performance with their peers.

Students below grade level have individual “promotion in doubt” action plans, which also involve parents, giving them clear steps to support their child. Well-attended parent teacher conferences and workshops to share strategies have proven to be successful in involving parents in their child’s education. It is increasingly common for parents to visit classrooms and observe what is happening.

Having communicated the expectations and established a ‘culture focus’, school leaders are beginning to widen collaboration to develop a strategic development plan for the future. They are aware that there was “a lot of top-down to start with”. The grade planning teams have proven to be a useful means of communication and support teachers in understanding how data can drive instruction. Leaders are exploring organizational ways in which they can facilitate more regular collaboration.

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.

The school is implementing the SABIS educational system in English language arts, math, science, social studies and its choice of world language, Spanish. The interwoven assessments are effective in providing the school with meaningful ongoing data to monitor student progress and the means by which leaders hold teachers accountable. Teachers produce detailed lesson plans for what they intend to teach and leaders are providing continuing professional development and support in this area. The school is continuing to prioritize reading and is checking to ensure that, as it implements the SABIS curriculum, it meets the needs of all of its students. This monitoring led to the introduction of guided reading with small group instruction, “buddy” reading and independent reading time.

Students study Spanish four times a week, art three times a week, and have alternate six-week blocks of physical education and music. As the curriculum demands a high level of whole class instruction, in some lessons the pace of learning is slow and does not provide enough challenge or excitement for students. Students said that their favorite lessons include experiments in science, projects in art, and gym. They expressed a view that other lessons “could be more fun and exciting”. In the best lessons, teachers use a range of instructional strategies to help students learn and actively involve them in their learning. Not all teachers are able to do this. The school has focused strongly on promoting good behavior and students show high levels of respect. There is much celebration, positive reinforcement, and reward. However, in lessons, this is sometimes to the detriment of engaging and practical activities, particularly for the youngest students. Teachers make good use of rubrics, word walls,

and motivational charts in their classrooms but the use of technology to enhance teaching and learning is limited.

The school is very successfully using its intensives program to 'pull out' struggling students and provide them with extra support. It is meeting the needs of higher achieving students through guided reading. Teachers also involve them in acting as 'prefects' to help other students in lessons. In other classes, not all teachers are able to differentiate their instruction sufficiently well to challenge and meet the needs of the higher achievers.

There are effective systems in place to promote good attendance and punctuality and this is reflected in the current attendance rate of 96%.

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.

Prior to the opening of the school in September 2008, staff attended a three-week summer institute to develop the 'big goals' and to work together to build and understand the culture of their new school. Teachers described this preparation as "very comprehensive" and commented that by the first day everyone knew the general procedures and structures. In fact, they had practiced the arrival of students several times! The principal greets each student as they arrive in the morning, shaking hands and addressing them by name. Her personal knowledge of each student, and the majority of their parents, makes a significant contribution to their personal and academic development. The special education coordinator has worked within the community, and uses her expertise and knowledge to bring parents in to help them access the appropriate support services.

Professional development activity has continued to focus on the culture of the school and on ensuring consistent implementation of the school's high expectations for student behavior. Leaders make full use of a range of strategies, including early dismissal and inviting parents into classes, in order to promote and maintain good behavior. Students are very respectful and behave well. The school is a quiet, orderly, learning environment.

During the course of the school's first year, there has been a move towards providing more individualized professional development and support for teachers. Teachers value these improvements. Instructional leaders regularly monitor the quality of teaching and learning and provide focused feedback. They match the level and frequency of monitoring to individual need and provide appropriate support. There are no formalized individual professional development plans linked to school goals.

Teachers are encouraged to visit each other's classes and have started to use videos to see best practice in action. They receive weekly after school professional development and the twice-weekly grade team meetings provide more opportunities to share effective practices and ideas. 'Teachers from America' provide effective professional development for new teachers. The school has not yet developed comprehensive induction and support procedures for those staff who are new to the school.

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 underdeveloped with proficient features.

The school's recent self-evaluation shows that the principal and deans reflect well on the progress of the school and have accurately identified areas for improvement. Their roles are developing as the school makes the transition from a reliance on the current management support, provided by Ascend Learning, to more empowered leadership. The respective roles, responsibilities, and subsequent lines of accountability within the school's leadership are not sufficiently transparent at present. This is confusing some staff and is restricting the development of genuinely open collaboration and self-reflection. While leaders have been successful in establishing a shared commitment to the culture of the school with effective procedures in place, the whole school community does not yet understand and share a common vision for the future. This is partly because the school needed initial strong direction to ensure that it opened successfully and because leaders gave student achievement, particularly in reading, the highest priority.

The principal is well aware that the school is now poised to carry out collaborative strategic planning. The school has not yet prioritized its areas for improvement or created action plans. Consequently, it does not have the interim benchmarks and timeframes to measure success and make the necessary adjustments. However, there is much good practice on which to build, including the reading goals, which do have interim benchmarks and timeframes. The dean of instruction carries out a thorough analysis of data to pinpoint underachievement and recently presented the leadership team with a set of detailed recommendations to improve student outcomes and accelerate learning. This also includes plans to improve teacher outcomes, although there are currently no formal systems in place to turn this into individual and measurable goals. What is clear is that leaders and teachers are making effective use of frequent assessments to determine gaps in student learning.

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

This area of the school's work is proficient.

The BACS board is providing adequate oversight to the school and plans to evaluate the school leader at the end of the school year. The board receives regular updates via Ascend Learning's Chief Operating Officer and the Chief Executive Officer 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 educational programs offered by the school. The school's principal does not report at board meetings but rather reports directly to Ascend Learning's Chief Operating Officer. The school's board represents legal, finance, organizational/management, real estate and public affairs related expertise. Currently, the board lacks the presence of a seasoned educator (although one board member has some experience in curriculum development) but it is looking into adding a community representative and an educator soon. Although there is a School Director evaluation document, the school board is yet to discuss the mechanics of evaluating the school leader in collaboration with Ascend Learning. The board identified data analysis, core values plan, and reading as its top three priorities for the upcoming school year. The budget preparation process is holistic

and involves board members, teacher inputs, school leader, and Ascend Learning's Chief Operating Officer as well as the Chief Executive Officer.

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.

The BACS board has contracted an audit firm to produce school's financial statements. The school maintains necessary financial documents to facilitate decision making at all levels. The unaudited balance sheet as of February '09 casts a good financial position with liquid assets totaling \$858,198. The school has current liabilities of \$652,794, of which \$649,111 is in form of deferred revenue. The school is in good position to meet its short-term financial obligations. 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 analysis projecting a positive balance of \$79,467 for June '09 period.

During the visit, the school and Ascend Learning's officials were interviewed on the procurement process, check signing, randomly selected paid invoices were inspected, and fingerprinting documents were inspected. Generally, the school is following its adopted financial policies and has adopted good 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. However, some purchase orders lacked proper signatures and some payments lacked proper authorization. The school has tagged its assets for inventory purposes.

Charter Schools Office Quality Criteria 2008-2009

Brooklyn Ascend Charter School

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...

	Δ	➤	✓	+
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	
Overall score for Quality Statement 1			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...

	Δ	➤	✓	+
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	
Overall score for Quality Statement 2			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, DYO, 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.							
<i>To what extent do school leaders...</i>				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	
Overall score for Quality Statement 3						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.							
<i>To what extent do school leaders...</i>				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	
Overall score for Quality Statement 4						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.							
<i>To what extent do...</i>				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				
Overall score for Quality Statement 5					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	
Overall score for Quality Statement 6			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	
Overall score for Quality Statement 7			X	

Quality Review Scoring Key

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