

— A C A D E M I A —
CESAR CHAVEZ

¡SÍ SE PUEDE!

Quarterly Report 1

2022-2023

July to September 2022 | Includes the Annual Report for 2021-2022

ISD #4073-07

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Statutory Information Regarding the Charter School Annual Report

In accordance with MN Statute 124E.16, Subd. 2., "A charter school must publish an annual report approved by the board of directors. The annual report must at least include information on school enrollment, student attrition, governance and management, staffing, finances, academic performance, innovative practices and implementation, and future plans."

The balance of this report is organized around the elements of the University of Saint Thomas SY23 Reporting Guidelines.

This report is distributed to the public digitally via Academia Cesar Chavez's website starting at:

<https://www.cesarchavezschool.com/board>. The community is notified of this report's publication via social media, our website, and through email and text notifications via Infinite Campus. Printed copies are available for pickup at Academia Cesar Chavez.

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Introduction

The 2021-2022 school year marks the 21st year of operation for Academia Cesar Chavez, and my first year as its Executive Director.

It has been an honor to carry on the legacy of Ramona Arreguin de Rosales, it is with a very humble heart that I am following the footsteps of a community elder and a visionary, even though they are big shoes to fill. It is a true blessing—even with all of the challenges that come up—to work as part of something we are passionate about, and even as challenges come up, we will rise up to meet them.



Every month, I have the opportunity to meet with parents. These monthly meetings with them, as well as my walks through the school give me the assurance that together, we will fulfill the promise to deliver a school that our community really, truly deserves. I am proud to say that under my leadership, parents have been reengaged through the mission of the school, staff are hired in accordance with the mission and vision, and we are creating equitable policies and processes that—such as doubling the faculty size in the middle school—to better serve our students on mission. This reengagement of great value to the longevity and success of the school, knowing that the community has their trust back in Academia Cesar Chavez. I have seen the change in parents’ commitment to their children’s education. I have started to

see the pieces come together of the school becoming a place for families to reengage in education as we emerge from the darkness of this pandemic. Again, there is no campaign nor monetary appraisal that could fast-track this, the trust that has been reestablished in the community is truly invaluable.

As we move forward into the new school year, I am delighted by the choices in my leadership team, that they have decided to join me in this pursuit of Academia’s vision—as you are only a great leader if people of great caliber are willing to follow you. That I have earned the trust of the staff and of the leadership team gives me great satisfaction and hope. I feel that not only do they believe in me personally as a leader, but that they more importantly fully believe in the mission of Academia Cesar Chavez. We as a team share Academia’s core values, not only in our professional work but also in how we personally navigate the world outside of ACC as well.

In the words of my mentor and predecessor, I do not do this work alone. In my leadership, I have the support of many individuals in the community at-large who believe in our mission and vision, who are committed to grow and elevate this incredible place for our students and our community.

Norma C. Garcés
Executive Director

Academics

A1. Mission & Vision

Located in the Eastside neighborhood of Saint Paul, Academia Cesar Chavez is a culturally-affirming, public charter school serving grades PreK through 8th. Academia was founded in 2000 in response to requests from parents, community members, and community organizations for a school that was responsive to the needs of children who had been historically underserved in local public schools.

Academia is a community-based, dual-language charter school that places a strong focus on reading and literacy and establishes high expectations for all students' academic and social growth. It is tailored to the individual needs of children, readily accessible to families, culturally relevant, and equipped with the curricular and instructional tools necessary to ensure that students achieve high standards. It appeals to families of all backgrounds who desire a bilingual and multicultural learning environment for their children.

Our Mission

Academia Cesar Chavez is dedicated to providing quality dual-language education that prepares critical thinking, socially competent, values driven, and culturally aware bilingual and biliterate learners by advocating Latino cultural values in an environment of “familia” and community.

Our Vision

The vision of Academia Cesar Chavez is to create an education center that strengthens community by offering preschool through adult education, combining academic excellence and a holistic approach to family wellbeing.

The core values below further define the vision of Academia Cesar Chavez, and articulate integral characteristics of its academic program.

Identity: We support our students and their families in recognizing and embracing their own unique histories, cultures, and languages.

Solidarity: We recognize that we all live in connection with each other; we must honor and support our youth to honor and embrace our communities.

Intellect: Success in life and community change requires critical thinking and a deeper level of consciousness.

Justice: We pursue our work not solely for the individual benefit of the students and families we serve, but because we believe their role is critical in securing equity and opportunity for all members of society.

Statement of Purpose

In the state of Minnesota, charter schools exist to serve specific purposes. These purposes have been at the heart of Academia Cesar Chavez since its inception:

Improve all pupil learning and all student achievement

Academia Cesar Chavez serves a population that has traditionally been underserved by the broader public school system, and has been impacted not by the “achievement gap” or “opportunity gap” per se, but rather by what is more aptly described as the educational debt: a cumulative impact of historical policy decisions and resource allocations that have adversely impacted various communities. ACC consistently works towards improving all student learning by addressing the realities of this debt.

Increase learning opportunities for all pupils

Academia Cesar Chavez is a culturally-affirming school, which means we are committed to valuing and sustaining community languages and practices, as well as validating our students’ lived experiences and identities by integrating cultural assets into classroom instruction. This not only fosters a drive for students to stay engaged in learning, but also creates powerful opportunities for them to learn more about their own cultures and build connections to other cultures as well.

Encourage the use of different and innovative teaching methods

Academia Cesar Chavez is home to a holistic biliteracy framework that is at the heart of a cutting-edge, research-based Dual Language Bilingual Education program, a model with a growing body of academic study showcasing its success. Our teachers learn to develop holistic biliteracy units of instruction, lesson plans, and assessments that place Spanish and English side by side. Educators also learn to teach to students’ potential within empirically based, scaffolded biliteracy zones and to support emerging bilinguals’ trajectories towards biliteracy.

Measure learning outcomes and create different and innovative forms of measuring outcomes

While formal assessment and accountability systems, in their current form at the state and federal level, fail to accommodate for academic programming which does not heavily prioritize English-only instruction, Academia Cesar Chavez utilizes translanguaging strategies to more effectively and accurately assess student progress in content areas. By giving students the opportunity to showcase their learning in whichever language—or combination of languages—they are most comfortable conveying themselves in at that time, we are able to articulate a richer and deeper understanding of said students’ progress towards mastery.

Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site

Cultural-affirming education includes affirming the teachers’ cultural identity as well. Educators who have perhaps been marginalized in prior professional settings report feeling empowered—they can truly make their voices heard and take ownership of the program. We work with all staff, both non-instructional members who are passionate about education and instructional faculty looking to grow

as educators, in providing guidance and connecting with resources for developing as professionals in education: ACC's very own Grow Your Own model.

A2. Academic Performance

Accountability Plan



Academia Cesar Chavez has been prioritizing substantial alignment and improvement of our core academic program over the past year. This priority is in response to the year-over-year decline in academic performance and the need to build strong cohesion and resources related to bilingual instruction. During the 2021-2022 school year, we took significant steps to bolster our academic program and increase the rigor of content given to students.

While we celebrate these successes, we also share that the MCA proficiency results are similar to those of SY21. We recognize that our plan to improve will take multiple years. The beginning steps of this trajectory are already underway and are described in more detail in [Sections A5, A8, & B3](#). Some of the key components of this path towards improvement are:

- Aligning curriculum to Minnesota State Standards with more fidelity
- Phasing out curriculum and programming inappropriate for the population we serve, such as LETRS, the American Reading Company, and the IRLA and ENIL assessments
- Evaluating Bridges Math and Desmos Math for their efficacy in a bilingual setting
- Repositioning data to drive instruction, measure our impact, and reflection on areas of growth
- Strongly emphasizing community-building in the classroom as the foundation for learning
- Designing a strong middle school instructional program that prepares students for high school and beyond
- Adding a bilingual science specialist to the Elementary School team to develop lesson plans and co-teach science with classroom teachers

MCA Proficiency

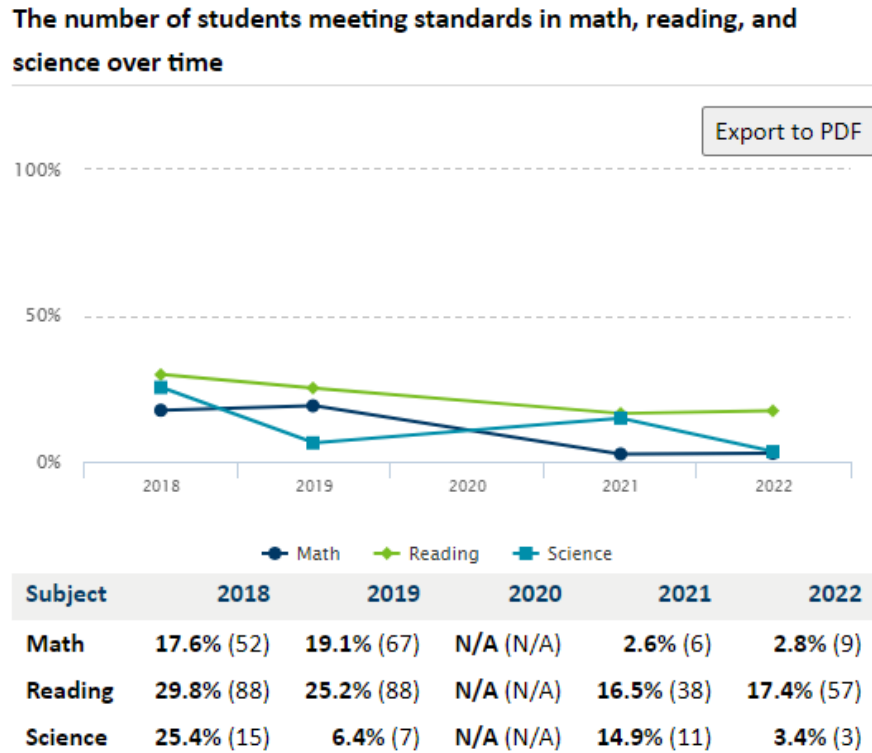


Figure 1. MDE Report Card, 2022

Figure 1 demonstrates math and reading proficiency remained flat between SY21 and SY22—a slight increase of 0.2% and 0.9%, respectively. Tables 1 and 2 below contain more detailed MCA data.

Percent Meeting or Exceeding MCA Reading, 2021-2022 School Year			
Grade	# of Students Tested	Percent Meeting	Percent Exceeding
3rd	54	9.3%	0%
4th	47	19.1%	2.1%
5th	47	29.8%	2.1%
6th	66	12.1%	0%
7th	73	15.1%	0%
8th	40	17.5%	2.5%
Overall	327	16.5%	0.9%

Table 1. MCA Proficiency Template, Reading

Percent Meeting or Exceeding MCA Math, 2021-2022 School Year			
Grade	# of Students Tested	Percent Meeting	Percent Exceeding
3rd	53	1.9%	0%
4th	47	8.5%	2.1%
5th	46	2.1%	0%
6th	66	1.5%	0%
7th	72	0%	1.4%
8th	40	0%	0%
Overall	324	2.1%	0.6%

Table 2. MCA Proficiency Template, Math

While these numbers fall below our goals, we believe they are due to specific challenges that are actively being addressed. We have brought onto the team a bilingual science specialist to support teachers in writing lesson plans for science through a dual-language lens, co-teach science content with classroom teachers, and provide mentoring and feedback during planning time and Professional Learning Communities.

In the past, our scores have shown that students with longer experiences in a dual immersion setting perform better in quantitative assessments. Our expectation is that with continued aggressive implementation of the Dual Language Bilingual Education program, we can demonstrate higher achievement and success.

IRLA & ENIL Assessments

In the fall semester of each school year, students in grades 2nd-8th begin individual assessment on reading proficiency and growth using the Independent Reading Level Assessment framework (IRLA). The IRLA delivers specific and actionable data that tells the teacher where a student is at in the context of the ARC curriculum, and the sequence of skills and behaviors they need to learn next in order to accelerate their reading growth. The results of this assessment are shown in Table 3 below.

Moving forward in the 2022-2023 school year, Academia Cesar Chavez has begun implementation of the NWEA MAP assessment to measure growth in both reading and math. MAP scores allow for drawing comparisons to a larger pool of schools that are similar to ACC, not only locally but nationwide. NWEA has a full suite of progress monitoring tools similar to SchoolPace, which can be utilized to help inform and differentiate instruction.

% At or Above National Median - Reading				% Meeting Growth Goals - Reading			
Grade	# Students Tested, Spring	% at or above national median	# at or above national median	Grade	# Students Tested, Spring	% at or above national median	# at or above national median
K	48	4.1%	2	K	48	4.1%	2
1st	53	16%	9	1st	53	16%	9
2nd	54	9.2%	5	2nd	54	9.2%	5
3rd	53	7.5%	4	3rd	53	7.5%	4
4th	47	14.8%	7	4th	47	14.8%	7
5th	46	17.3%	8	5th	46	17.3%	8
6th	67	4.4%	3	6th	67	4.4%	3
7th	73	2.7%	2	7th	73	2.7%	2
8th	44	2.2%	1	8th	44	2.2%	1
Overall	485	8.4%	41	Overall	485	8.4%	41

Table 3. School Selected Assessment Reporting Template, IRLA & ENIL 2021-2022

Data from these assessments are used to determine which students should be considered for interventions with Reading Corps. After potential candidates are identified, the Reading Corps Interventionist conducts their own assessment via Fastbridge CBM to determine which students qualify for interventions. The interventionist meets with students on their caseload daily for twenty minute sessions. Progress is tracked via the Reading Corps data management system and reviewed with the Reading Corps Master Coach monthly. Progress and growth is shared with students, their families, and their teachers.

Please refer to Appendix A to view the assessment calendar for the 2021-2022 school year. It can also be viewed on the ACC website at the bottom of the front page, or also directly at the following link: <https://www.cesarchavezschool.com/wp-content/uploads/2022/03/Academia-Cesar-Chavez-Testing-Calendar-2021-UPDATED-3.7.22.pdf>

A3. After School & Summer Programming

One way Academia aims to meet its purpose of increasing learning opportunities is through its afterschool and summer programming. Over the course of the 2021-2022 school year, more than 130 students benefited from participation in these extended learning activities during both after school and in the summer.

Due to a shortage of personnel at regional bus companies, Academia was unable to provide transportation for its afterschool program. However, we were able to secure transportation services for the summer program. A variety of enrichment programs and activities were offered in both the summer as well as during the regular school year.

Freedom School

In partnership with the Children's Defense Fund, Academia Cesar Chavez is a site for Freedom School both as an afterschool activity and a summer school program. By providing students with rich, culturally relevant pedagogy and high quality books that deepen understanding of themselves and all they have in common with others in a multiracial, multicultural democratic society, the CDF Freedom School program further empowers students to believe in their ability and responsibility to make a difference while instilling in them a love of reading to help them avoid summer learning loss.

Academia del Pueblo (ADP)

The Academia del Pueblo program, designed by UnidosUS (formerly the National Council of La Raza) is an afterschool program with a math, science, and literacy focus for promoting student academic skills, building self-confidence as learners, and affirming academic potential with parents and teachers. Echoing the core values of UnidosUS, The ADP model believes that all students can succeed academically in school given proper assistance and instruction. ADP is staffed by ACC faculty, facilitating an opportunity to further continue literacy activities and strengthen grade-level content.

Athletes Committed to Educating Students (ACES)

ACES is an innovative out-of-school time program that uses sports as a hook to get 4th-8th graders excited about math and social-emotional learning. ACES' mission is to reduce the academic achievement gap and improve the likelihood of success for students in traditionally underserved communities. ACES writes, reviews, and edits its own unique curriculum which uses sports to bring learning to life for students. ACES instructors utilize a hands-on curriculum, individual mentorship, and once-in-a-lifetime field trip opportunities to promote and support math skills—all through the exciting lens of sports. ACES partners with Minnesota's professional and collegiate sports teams to offer this opportunity to young learners. At ACC, the ACES instructor collaborates with our faculty to identify students who might benefit from this intervention, and meets with the identified group regularly after school.

Intramural Sports & Sports Camp

ACC offers intramural sports to students in grades 6th-8th, including co-ed soccer, volleyball, basketball, and flag football. Teams engaged in competition with each other as well as other nearby charter school sports groups.

Mariachi

ACC's mariachi band is facilitated by a local community expert, who teaches 6th-8th grade students traditional Mexican folk songs which feature guitar, violin, and trumpet players, as well as vocalists.

Baile y Danza

A variety of dance genres, including Mexican Folkloric, are taught by local community experts, offered to students starting in 2nd grade.

Los Peques Program

New in 2022, the Peques program is a summer enrichment program designed to support our youngest and newest learners prepare for preschool. Staff from ACC's Voluntary PreKindergarten Program lead *Los Peques* in activities designed to get them ready for PreK at ACC, by facilitating learning how to interact with their peers, navigate spending the day apart from their parents, recognizing and expressing feelings, and using words to solve interpersonal conflicts. Program participants also engage in hands-on learning activities, sing songs, and go on field trips such as the Minnesota Children's Museum.



A4. Parent Involvement

Academia continues to work hard on creating an atmosphere for families to not only feel welcome at the school, but also to be actively involved in various capacities. ACC has consistently ensured that there are always bilingual staff available for answering phones, greeting visitors, and responding to any needs or requests a family may have. What is different this year is the transition from a reactionary stance in the pandemic to a proactive approach with building capacity, such as trauma-informed parenting classes.

The Family & Community Director works with families to connect them with wraparound services including but not limited to economic, health, legal, food, and housing support. ACC provides a climate where families are encouraged to communicate their needs, and staff members are encouraged to notify the Family & Community Director if they notice a need emerging. Several community agencies serve as partners with the school and provide social services to ACC families, a listing of which can be found in [Section B5](#) of this report.

We strongly believe in establishing structures for families to assume leadership roles in the development of the school as a community-centered organization. School leadership in collaboration with the parent representative from the Board of Directors have begun to revitalize the Comité de Padres y Comunidad (CPC), which had faced significant disruption during the pandemic. This parent committee has historically met monthly to brainstorm recruitment strategies, coordinate events, and discuss other projects and initiatives to implement at the school. ACC has a strong history of engaging families in the implementation of the school's vision, encouraging families to participate in various aspects of the

program. With the addition of the Family Liaison joining the team in January 2022, this position in collaboration with the parent board representative creates a powerful combination to elevate parent engagement even further. We are already seeing the fruits of these efforts emerge via the ACC Safety Committee composed of parents, staff, and community members. More information about the Safety Committee can be found in [Section B3](#) of this report.

Parent/Teacher Conferences

Out of an abundance of caution in adherence to COVID safety protocol, Academia held its Parent/Teacher conferences virtually for the 2021-2022 school year. Even with some small tech-related hiccups, ACC had a conference attendance rate of 72% in the fall and 81% in the spring. After each conference, our faculty followed up via phone calls and text messages to families who had been unable to attend to set up a time to meet in order to discuss their student's progress at school.

Parent Satisfaction Survey

This year's survey was administered using Survey Monkey, which has a mobile-friendly interface for families accessing the survey via their cell phones. We had an 80.8% response rate to the survey overall, wherein 80.94% of respondents stated they were satisfied with ACC's academic program.

Monthly Meetings With La Directora

Starting in October 2022, the Executive Director held monthly, "Town Hall"-style meetings with ACC's families. Hosted virtually via Zoom, meetings were organized into the three grade-level houses of Lower Elementary (PreK-2nd), Upper Elementary (3rd-5th), and Middle School (6th-8th). Taking place in the evenings (between 6-8pm), these meetings created an opportunity for parents to receive updates about the most recent goings-on at the school, ask questions, share concerns, provide feedback, and act as a conduit to build community.

Parent Training & Development Sessions

Offered semi-monthly during the spring and weekly in the summer, much of the sessions focused on mental health and socioemotional wellbeing. Topics included:

- Child Development 101
- Trauma & the Brain
- Atypical Child Development
- Recognizing signs of ADHD, anxiety, and depression in children
- How to support our kids through tough times

A5. Curriculum

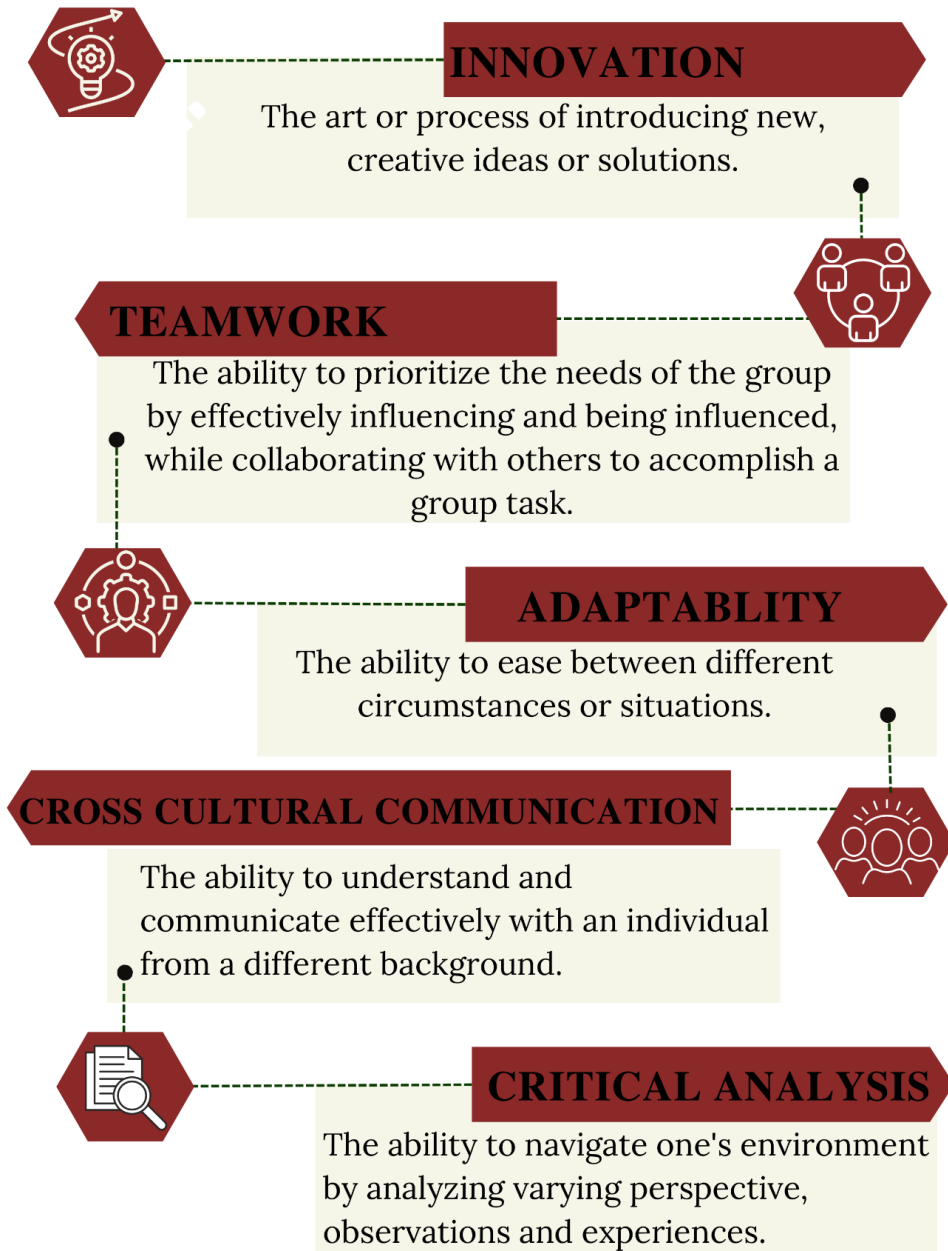
Curriculum Selection Process

We know that the lion's share of preexisting, pre-packaged curricula in circulation does not work with the population that we serve. We have very recent evidence of this with a curriculum that professed to be bilingual and fully capable of improving educational outcomes, yet by said curriculum's very own standardized assessment it could not produce student outcomes. While Academia continues to review

curricula that could possibly be utilized in various capacities, we are committed to the development of its own curriculum that is aligned to the latest Minnesota state standards in all core academic subjects. By utilizing strategies from Literacy Squared and Be GLAD, teachers learn to design classroom activities, lessons, and formative assessments that truly place Spanish and English side by side. Teachers receive tailored support from coaches, leadership, and key organizational partners in crafting these plans and activities which are both academically rigorous and within a framework that promotes bilingualism and biliteracy.

Literacy Squared is a comprehensive biliteracy model that has been designed to accelerate the development of biliteracy in Spanish-English speaking children. They are also actively working towards developing assessment tools to help bolster the academic legitimacy of biliteracy education in the United States.

Academic Program Pillars



Academia Cesar Chavez has five key pillars which uphold the rigor of our academic program. We strive not just to simply highlight but embed these pillars in every single subject in every single class, in all of our daily instruction.

A6. Scheduling

Academia students attend school from 7:45am to 2:30pm, Monday through Friday, for 6.75 hours a day. Please see Appendix B for the daily schedules for both Elementary and Middle School. The structure of the schedules were designed with the intentionality to give teachers opportunities to collaboratively plan together with colleagues in their content area and community of practice. The daily start and end times were strategically favorable in securing school bus transportation services in the midst of a driver shortage, since Academia's school day started and ended earlier than the other schools that the available bus companies serviced. This schedule allowed for staff meetings and Learning Teams—ACC's Professional Learning Community series—to occur after school without pushing late into the evening as well.

A schedule change in SY22 was the Middle School's transition to an A/B block schedule, which became an absolute necessity to maintain a functioning school climate. This change was not only for ease of transition between remote learning and onsite learning, but also as a strategy to address the staffing shortage affecting the Middle School at that time.

A7. Professional Development & Teacher Evaluation Systems

The reinvigorated academic program has created the conditions necessary to provide deeper content development and support for our teachers. School leadership began training over the summer for supporting teachers' reflection on instruction through a dual-language, student-centered lens.

One of the professional development opportunities offered in SY22 was provided through a partnership with El Colegio High School, who was the fiscal sponsor for the Teacher Mentorship & Retention Grant administered by PELSB. This grant allocated funds for the formation of a community affinity group for faculty, as well as provide professional development sessions specific to teachers of color. With these funds, faculty of color from both Academia and El Colegio participated in professional development facilitated by the Acosta Educational Partnership, an organization that provides dynamic training for educators centered on the cultural and community wealth of students and their families through culturally responsive and humanizing pedagogies. In our post-program survey, one teacher had this to say:

“One thing that I learned that was profound and reaffirming to me was using asset-based pedagogy. To begin to see students' culture as a strength rather than believing that students are achieving because of deficiencies in their lives and/or their culture. As an educator this will guide in viewing my students cultural and self strengths and bringing them in the classroom to use them. This also guides me to stop thinking that they would be more successful if they had a family that was there to support them, if they had parents with more education, or more books, or more exposure to academic experiences, etc. In practicing asset-based pedagogy, students will learn more because it will remove the

teachers mentality of I can't 'fully' teach them because they are lacking this or that" instead it will give the teacher the opportunity to learn more about the student's background and bring their culture into the classroom. Resulting into no more limits in learning and empowering students to learn."

A complete list of the professional development offered in SY22 can be found under Appendix C.

For SY23, professional development priorities consist of: Dual-Language Bilingual Education, Ethnic Studies, Restorative Practices & Restitution, and Socioemotional Wellbeing & Trauma-Informed Practices. Table 4 below contains the professional development opportunities planned for the coming year.

* = Indicates an opportunity specifically for development in Bilingual Education

Title	Provider	Audience	Expected Date	Required?
GLAD Research & Theory Institute*	Academic Language Academy Services	Teachers, Educational Partners	August 2022	Yes
Intercultural Development Inventory	Center for Effective School Operations	Teachers, Educational Partners, Student Engagement, Leadership	August 2022	Yes
Restitution & Restorative Justice	Norma C. Garcés, Erin Wanat, Landon Nelson	Teachers, Educational Partners, Student Engagement, Leadership	August 2022	Yes
Guided Implementation of Classroom Strategies*	Academic Language Academy Services	Teachers, Educational Partners	October 2022	Yes
La Cosecha Dual Language Conference*	Dual Language Education of New Mexico	Elementary Teachers, Head of Elementary School	November 2022	No
Ethnic Studies Curriculum & Pedagogy	Acosta Educational Partnership	Middle School Teachers	November 2022	Yes
Foundations of Title IX Compliance for K12 Coordinators	Association of Title IX Administrators	Head of Elementary School	November 2022	Yes
Art of Master Educator Institute	E3: Education, Excellence, & Equity	Middle School Teachers, Educational Partners	November 2022	Yes
Cross Language Connections: Planning for Paired Literacy and the Asi se dice Strategy*	Literacy Squared	Teachers, Educational Partners	April 2022	No
Trauma-Informed Practices	Change, Inc.	Teachers, Educational Partners, Student Engagement, Leadership	January 2023	Yes
Teaching for Bilitery	Center for Teaching for	Teachers, Educational	May 2023	Yes

<u>Spring Institute*</u>	Biliteracy	Partners, Leadership		
Summer Biliteracy Institute*	Center for Teaching for Biliteracy	Teachers, Educational Partners	June 2023	No
<u>Teaching Language Through the Lens of Social Justice</u>	Center for Advanced Research on Language Acquisition	Teachers, Educational Partners	July 2023	No
<u>Secondary Dual Language and Immersion: Achieving the Promise of Continuation Programs*</u>	Center for Advanced Research on Language Acquisition	Teachers, Educational Partners	July 2023	No
<u>Critical Approaches to Heritage Language Education*</u>	Center for Advanced Research on Language Acquisition	Teachers, Educational Partners	July 2023	No

Table 4. Professional Development Plan SY23

Teacher Evaluation

Teacher evaluation is a very sensitive process for teachers, and also can be a transformational tool for schools. One approach that addresses sensitivity and maximizes the transformational potential is utilizing a rubric aligned to a research-based, well-established evaluation framework, such as the Charlotte Danielson framework. This framework is used by Minneapolis Public Schools, Saint Paul Public Schools, and most other districts in the metropolitan area. Aligning to an established framework gives staff a sense of safety and reassurance, in the sense that the evaluation criteria are in no way arbitrary.

Full evaluations collect evidence in all four domains: Planning, Classroom Environment, Classroom Instructional Delivery, and Professionalism. During SY23, all teachers will be evaluated to set performance baselines. Phase 1 of implementation includes classroom walkthroughs which are set to begin in October 2022. During the PLC cycle, one of the sessions will feature the topic of peer learning. Phase 2 of implementation will feature established cycles of evaluation. The evaluators will be both Heads of School and the Executive Director.

The teacher evaluation cycle and rubric can be found under Appendix D.

A8. Innovative Practices, Initiatives, & Future Plans

Dual-Language Bilingual Education Program

Academia Cesar Chavez has already begun its implementation of a school-wide Dual Language Bilingual Education program that serves all students in accordance and full alignment with its mission, vision, and core values. Typically, a bilingual program starts at one grade level and expands year-over-year until each grade has fully implemented both languages with its designated allocation. If Academia were to follow such guidance, full implementation would take ten school years. However at our current pace,

Academia will have full implementation of its Dual Language Bilingual Education program by the 2024-2025 school year.

For more detailed information, please see the Dual Language Bilingual Education Program Overview under Appendix E.

eLearning Days

One of our most successful practices has been implementing planned eLearning days to take place after every long weekend or holiday break. This allows both staff and families time to monitor for symptoms and test for COVID, which ACC continues to provide free of charge. Families have shared highly positive feedback about the initiative, applauding the lack of outbreaks within the building in SY22.

A9. Awards

Academia Cesar Chavez did not receive any awards for the 2021-2022 school year.

Governance & Operations

B1. Teacher License Verification

For a complete list of all faculty and staff at ACC, please see the Teacher Licensure Template under Appendix D.

B2. Management & Administration

In SY22, Academia’s staff were organized to account for turnover without compromising the quality of education and services to students and to efficiently operate the school. The general management structure can be seen below in Figure 2.

<u>MN Department of Education</u>		
<u>University of Saint Thomas</u>		
<u>Academia Cesar Chavez</u>		
Executive Director Norma C. Garcés		
<u>Head of School</u> Marita Moran-Wildenauer		<u>Family & Community Director</u> Martha Dominguez
Instructional Coaches		Health Office Staff
Student Engagement Specialists		Nutrition Program Staff
Special Education Staff		Front Desk Staff
Teachers		School Monitors
Educational Partners		Custodial Engineers

Figure 2. Management Structure SY22

As we enter SY23, the current leadership structure is illustrated like so in Figure 3.

<u>MN Department of Education</u>		
<u>University of Saint Thomas</u>		
<u>Academia Cesar Chavez</u>		
Executive Director Norma C. Garcés		
<u>Head of Elementary School</u> Vanessa San Jose	<u>Family & Community Director</u> Martha Dominguez	<u>Head of Middle School</u> Carl Phillips
Elementary Teachers	Student Engagement Specialists	Middle School Teachers
Educational Partners	Family Liaison	Co-curricular Specialists
Special Education Staff	Health Office Staff	ELL Teachers
Curriculum Coordinator	Nutrition Program Staff	District Assessment Coordinator
	Front Desk Staff	
	School Monitors	
	Custodial Engineers	

Figure 3. Management Structure SY23.

The full organizational chart can be viewed under Appendix F.

Leadership Team Roles & Responsibilities

Executive Director: Provides visionary leadership for the school while also supporting strong execution on all programs and operations. This role must support the Leadership Team in collaborating and staying focused on their individual program goals as well as school-wide goals. She must balance external facing work with the focus on quality programs for students every day. In other words, the ED must keep the organization’s clear focus on great outcomes for students and identify barriers to achieving them in partnership with the Leadership Team. The ED reports to the Board of Directors, interacts closely with the school’s authorizer, and leads compliance and reporting to the authorizer, including the Annual Report. The ED communicates consistently with the Financial Service Provider, Special Education Director, HR Consultant, lenders, and other core stakeholders.

Heads of School: Oversee the day-to-day execution of the academic program in Elementary and Middle School, respectively. They collaborate closely with the Executive Director to provide quality leadership and support to teachers in each grade-level band, ensuring fidelity to the school’s mission. They ensure effective school operations are implemented at the student and staff level, directing teacher evaluation efforts and reviewing curriculum and instruction for vertical and horizontal alignment.

Family & Community Director: Collaborates closely with the Executive Director around family engagement and community partnerships that support students learning, academic success, and wellness. Develops and advances a vision for family engagement and service, ensuring all office team members are trained to provide great communication and service to parents or caregivers who may call

or come to the school. Oversees operations integral to the daily functioning of the school in the areas of health, nutrition, transportation, facilities, and safety. This role provides leadership in all of these facets in order to foster a community space wherein all members feel safe, supported, and welcomed.

A position we are actively working to fill is the Instructional Leader: Director of Curriculum & Instruction. As this is a role yet to be filled, the management structures as shown in Figures 2 and 3 do not account for this position at this time. Below is a short narrative describing the role and responsibilities of the Instructional Leader:

Instructional Leader (Director of Curriculum & Instruction): Possessing a deep understanding of and experience in core aspects of the school’s mission, this role is the overall academic leader at the school, ensuring curriculum, instruction, assessment, professional development, and teacher evaluation systems support great outcomes for students. They collaborate closely with the other leadership to ensure focus is on student learning and outcomes. The Instructional Leader has little-to-no operational responsibilities as their primary focus is on teaching and learning—supporting teachers and supporting students. They are involved in some academic reporting to the board, authorizer, and state via Annual Report, World’s Best Workforce Report, etc. Leads the use of assessment data in collaboration with the other members academic leadership to inform curriculum and instruction, as well as conducts formal evaluations of instructional staff.

In SY22, ACC contracted with the Ed.uateD Approach to assist in reviewing and analyzing the current administrative structure of the school to provide recommendations aligned to increase student outcomes, organizational efficiency, and financial viability. In their findings, the analysts recommended a thorough review of all job descriptions to ensure clear alignment of the role’s responsibilities and commitment to bilingual education and the overall mission of the school, and also to ensure that roles in the organization are created and designed for the sustainability of the organization, and not for a specific person.

To that end, an in-depth review was conducted of the job descriptions for every position at ACC. Each job description was fully digitized, updated with modern verbiage, revised to clarify current responsibilities, and rewritten to emphasize consistent alignment with the core educational philosophy and tenets of Academia Cesar Chavez.

Leadership Professional Development

While the Executive Director does not hold an administrator’s license, she has followed state statute for charter school directors which requires the development and implementation of a professional development plan to support her work in school leadership. To this end, Ms Norma sought professional development that would promote meeting the following goals set forth by the Board of Directors:

- To expand the bilingual program
- To indigenize and decolonize school policies and contracts
- To return the school back to its original mission and vision

Table 5 lists the professional development opportunities pursued by the Executive Director during SY22.

Title	Provider	Attendee(s)	Date(s)
Charter Leader Support Consultation	Ann Mitchell, MDE Charter Leader Support Network	Ms Norma	Biweekly from Sep 2 to Jun 21
Charter School Admin Support Call	Eugene Piccolo, Minnesota Association of Charter Schools	Ms Norma	Weekly from Aug 3 to Jun 21
XITO Institute	The Xicanx Institute for Teaching and Organizing via the Center for Community Education	Ms Norma	Sep 17-19, 2021
La Cosecha Dual Language Conference	Dual Language Education of New Mexico	Ms Norma	Nov 10-13, 2021
Ella Baker Child Policy Training Institute	Children’s Defense Fund	Ms Norma	Nov 17, 2021 Feb 16, 2022 Apr 20, 2022
Navigating Staffing Challenges as Charter Leaders	MN Department of Education	Ms Norma	Jan 14, 2022
Ripple Effect: An Integrative Framework for Enhancing Trauma Informed Care	Dr Chandra Ghosh Ippen via the Center of Innovation for Behavioral Health and Wellbeing	Ms Norma Ms Vanessa	Mar 24-25, 2022
Student Centered Learning for Equity Convening 2022	Education Evolving Bush Foundation	Ms Norma	May 17, 2022
Secondary Dual Language and Immersion: Achieving the Promise of Continuation Programs	Center for Advanced Research on Language Acquisition	Ms Norma	July 25-29, 2022
Leading in Equity, Action, and Diversity (LEAD) Conference 2022	UMN College of Education & Human Development	Mr Carl Ms Vanessa	Aug 2-3, 2022

Table 5. Executive Director Professional Development SY22

B3. Organizational Strengths, Challenges, & Plans

Strengths

All of Academia’s stakeholders are dedicated and mission-driven: parents, leadership, staff, and the board to name a few. The combination of our Board Chair, our Executive Director, and Academia’s Founder is a powerful one. With the ED’s well-established background in serving this community—both academically and in social service settings—and her expertise in bilingual education; combined with the Board Chair who has a PhD in Chicano Studies with a focus in Community Engagement; and a founder who has offered her full ongoing support to the school; the organization’s leadership is poised to take on any challenge it faces.

Leadership has really stepped up to the plate. The new Heads of School have prominent strengths, with one coming from a leadership role in Special Education and the other with former executive director experience himself, it is apparent that the right team is assembling to elevate Academia even further.

Challenges

This summer, Academia began the implementation of a new Student Information System, transitioning from JMC to Infinite Campus. Between all of the programmatic changes being put into place between SY22 and SY23, upon reflection, it would have been beneficial to school operations and staff capacity to wait another year before beginning to shift to the new SIS. However, with the nature of some of the ESSER funds, there was pressure to allocate some of those resources to the project in FY22, which created the situation of maneuvering the two Student Information Systems in an attempt to troubleshoot technical difficulties with MDE's systems, consuming time and energy from staff.

A recurring challenge is the compounding teacher shortage, a situation not unique to Academia. As a bilingual school, we have creative ways to face this challenge head-on, however it is still very real. A contributing factor to this challenge was the number of staff who resigned in mid-August. The reason for this was two-fold: First, neighboring districts drastically raised salaries as demand for teachers kept rising, and second, the majority of the teachers who left ACC were monolingual. Many of those who left did so with little-to-no advance notice. Attempting to recuperate from these school years of turbulence, we have the money and the means to do so, yet not as many people. Teacher burnout remains a prominent concern. Our teachers this year are committed, but the looming risk of burnout is real.

Plans

Anecdotally, about 90% of our Educational Partners are interested in staying in education and furthering their careers in the field. Through creating our own Grow Your Own program, we are not only transforming the school but transforming the field as we build these pathways to increase teachers of color in Minnesota.

With the guidance of the Minnesota School Safety Team, ACC has been able to form a Safety Committee composed of both parents and staff. Staff have already received initial training from the Minnesota Department of Public Safety: Homeland Security & Emergency Management. Mr Rudy Aviña will continue training to be our Emergency Response Coordinator, following best practice from the [K-12 Standard Response Protocol](#).

B4. School Enrollment & Attrition Trends

Academia continues to serve a student body that is primarily Latino, qualifies for Free & Reduced Lunch, and comes from a home that does not feature English as the primary language spoken. For SY23, the board has approved expanding PreK to allot for a total of 60 students, to better align with the enrollment

capacity for subsequent grades. Please note that in Table 6 below, the figures for 2022-2023 are preliminary at the time of this report.

Grade	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021-2022	2022-2023
PreK	39	39	40	39	25	40	57
K	52	49	52	57	51	49	51
1st	67	50	44	52	53	53	50
2nd	84	63	56	49	50	55	54
3rd	57	83	69	53	44	54	59
4th	56	58	83	73	45	47	55
5th	53	60	56	86	70	47	50
6th	54	38	56	56	79	66	46
7th	0	55	35	50	45	72	71
8th	0	0	55	34	49	43	69
Total	462	495	546	549	511	526	562
Growth	13%	7%	9%	0.6%	-7%	2.9%	6.8%

Table 6. Student Enrollment Trends, SY17-SY23

Grade	# enrolled on or before Oct 1	# enrolled after Oct 1	# left after Oct 1	# remained enrolled for the full school year	# retained from prior school year
PreK	38	40	1	39	All New, N/A
K	49	49	6	43	22
1st	59	53	8	45	40
2nd	54	55	3	52	44
3rd	53	54	3	51	43
4th	47	47	4	43	38
5th	47	47	3	44	39
6th	69	66	7	59	60
7th	78	72	8	67	67
8th	44	43	5	38	37
Total	538	526	48	481	390

Table 7. Student Attrition Template, 2021-2022

Enrollment by Race/Ethnicity for SY22

Race/Ethnicity	Count	Percent
Hispanic or Latino	529	96.7%
American Indian or Alaska Native (Federal Definition)	0	0.0%
Asian	0	0.0%
Black or African American	7	1.3%
Native Hawaiian or Other Pacific Islander	0	0.0%
White	5	0.9%
Two or More Races	6	1.1%
All Students	547	100%

Table 8. Enrollment by Race & Ethnicity SY22, October 2021

Enrollment by Special Population for SY22

Special Population	Count	Percent
English Learner	352	64.4%
Special Education	60	11.0%
Free/Reduced Priced Lunch	454	83.0%
Homeless	5	0.9%

Table 9, Enrollment by Special Population SY22, October 2021

Lottery Procedure

Intent to Return forms are sent to families in February in order to give the school enough time to plan enrollment for the upcoming year. The data is reviewed in the spring, which then also informs recruitment priorities. Administration begins placement, and if there are more applicants than availability in any grade level, the lottery process outlined in the Enrollment Policy (Appendix G) is followed. Academia gives first priority to siblings of students currently enrolled as well as foster children of ACC families. All other applicants are placed in a lottery drawing. After the lottery, remaining applicants are placed on the waitlist.

B5. Community Partnerships

Academia Cesar Chavez continues to maintain and grow partnerships with local community based organizations, businesses, social service agencies and other entities. We strive to partner with organizations that help us forward our mission, share our core values, and promote family engagement at school and in the community.

Historically, some former partnerships at ACC were formed in a mutual striving for cultural preservation. While we certainly still honor and maintain those partnerships, in these most recent two years we have shifted that focus moreso on honoring the whole child. Connecting families to preventative services, showing them how to navigate the mental health system before there is a crisis looming, so that they have the skills and tools necessary to navigate that situation, or perhaps being able to prevent it from becoming a crisis in the first place.

Some of our partners provided our families with training opportunities, resources, and wrap-around services:

- Merrick Community Services of St Paul
- Comunidades Latinas Unidas En Servicio (CLUES)
- Mexican Consulate of St Paul
- Wilder Foundation
- Twin Cities Counseling Co-op
- St Paul Public Health
- Change, Inc

Others provide our school with mentoring, tutoring, and afterschool and summer school programming:

- University of Minnesota Department of Chicano & Latino Studies
- Children's Defense Fund
- ReadingCorps
- MathCorps
- Heart of Dance
- Bethel University
- Saint Paul Music Conservatory
- Athletes Committed to Educating Students (ACES)

There are partnerships we have grown and maintained as invaluable connections in pursuit of our mission:

- UnidosUS (formerly National Council of La Raza)
- HACER
- Education for Liberation
- Education Evolving
- El Colegio High School
- Mexicayotl Academy: www.mexicayotlacademy.com
- Avance School: www.academiaavance.org

B6. Board Member Orientation & Training Plan

In 2021-2022, the Academia Cesar Chavez Board of Directors was composed of eight members with representation from the community (6), teachers (1), and parents (1) who provide oversight and governance to the school. The individual members bring a variety of skills and experience ranging from

financial and organizational management, community engagement, and academic research. Academia's Executive Director is an ex-officio member of the board and works closely with them to ensure that all necessary information on governance and policies are brought forward for review and approval, as required.

At the board meeting in September 2021, Eugene Piccolo, the Executive Director of the Minnesota Association of Charter Schools, presented to the full board on the roles and responsibilities of a charter school board, as well as the qualities of effective board governance.

At the June 2022 board meeting, David Greenberg, an independent consultant, presented to the full board a refresher on charter finance and the board's role in governance in regards to ACC's finances.

New ACC board members complete required training in financial management, employment law, and board governance, per charter law requirements. The Executive Office tracks all required board member training. Board members are also tracking any ongoing training they are participating in that is relative to their positions as board members.

The Board Chair meets with all new board members, reviewing the Board Orientation Manual with them and answering any questions they may have. After being appointed by the school board, the newly elected members are asked to complete the required board training through the Minnesota Association of Charter Schools. Upon completion, they email a copy of their certificate to the Executive Office who keeps a record of all board member training.

B7. Board Member Information

For all information relating to training for both current and previous board members, please refer to the Board Member Information Template under Appendix H.

Finance

C1. Fiscal Health

Academia Cesar Chavez had a successful 2021-2022 fiscal year. A total of \$50,967 was added to the General Fund. The fund balance increased from 39.4% to 58.31%, largely in part due to the successful appeal and recovery of the FY21 Compensatory Revenue. There was a budgeted 520 ADM at year-end for Fiscal Year 2022, and ended the year with 517 ADM. Days of cash-on-hand is a healthy 90, which is substantially above the 45 days required by the bond covenants.

In June of 2022, the board adopted the FY23 budget projecting a surplus of \$121,629. The budget is based on 40 preschool students and 520 K-8th grade students. With the students in their seats and contracts settled, leadership is reviewing all the budget assumptions to determine if any revisions are needed.

The financial audit for FY22 is expected to be completed in December of 2022, and shall be included in a subsequent report. A copy of the FY23 budget can be found under Appendix I.

C2. Internal Controls & Board Oversight

During FY22, the Board of Directors' Finance Committee consisted of the Board Chair, Board Treasurer, Board Secretary, and the Executive Director. Committee meetings took place monthly, where they reviewed the financial statements and draft budget revisions prepared by ACC's financial service provider, BerganKDV. Documents and information requested by the committee were not consistently provided in a timely manner. The full board would then review the financial statements and other applicable financial documents as Finance Committee members shared insight from their prior discussion.

In SY22, the Executive Director updated internal financial processes for efficiency and clarity. Any and all purchases wherein school funds intended to be utilized now require the submission of a formal purchase request to obtain prior written authorization. In the Accounts Payable process, vendor payment requests required the signatures of both the departmental supervisor and the Executive Director before AP could be submitted to BerganKDV for processing. The object coding for budget expenditures was demystified as well. For example, refreshments procured for attendees of a parent training session may have been erroneously coded to General Food instead of Parent Engagement, so taking the time to teach administrative staff these important nuances has helped support healthy internal controls.

ACC continues to retain David Greenberg as a consultant to support the review of the school's finances and budget.

C3. Awards

Academia Cesar Chavez did not receive any awards for the 2021-2022 school year.

Appendices

Appendix A: Assessment Calendar SY22

Appendix B: Elementary & Middle School Daily Schedules SY22

Appendix C: Teacher Licensure Template & Professional Development SY22

Appendix D: Teacher Evaluation Cycle & Rubric

Appendix E: Dual Language Bilingual Education Program Overview

Appendix F: Organizational Chart

Appendix G: Enrollment Policy & Enrollment Form

Appendix H: Board Member Information Template

Appendix I: FY23 Budget



Appendix A: Assessment Calendar SY22

Academia Cesar Chavez Testing Calendar 2021-2022 (PreK-8)

Research, Evaluation & Assessment

Assessments	Test Dates	Estimated Time	Grade Level (X = Designated test grades)										
			PreK	K	1	2	3	4	5	6	7	8	
Fall (August – October 2021)													
IRLA/ENIL Reading Assessment	September			x	x	x	x	x	x	x	x	x	X
Baseline Bridges Assessment	September			x	x	x	x	x	X				
Baseline Desmos Assessment	September										x	x	X
Winter (December – February 2022)													
Kindergarten ACCESS	February 7-11	45 minutes		x									
1 st -8 th Grade ACCESS Listening	February 14-15	65 minutes			x	x	x	x	x	x	x	x	x
1 st -8 th Grade ACCESS Reading	February 16-17	1 hour			x	x	x	x	x	x	x	x	x
1 st -8 th Grade ACCESS Writing	February 24-25	70-90 minutes			x	x	x	x	x	x	x	x	x
1 st -8 th Grade ACCESS Speaking	February 28-March 2	50 minutes			x	x	x	x	x	x	x	x	x
IRLA/ENIL Reading Assessment	January		x	x	x	x	x	x	x	x	x	x	X
Spring (March – May 2022)													
MCA Reading	April 19-21	1-2.5 hours						x	x	x	x	x	X
MCA Math	April 26-28	1-2.5 hours						x	x	x	x	x	X
MCA Science	May 2-3	.5-1.5 hours								x			X
MTAS Reading	April 18-22	1-2.5 hours											
MTAS Math	April 25-29	1-2.5 hours											
MTAS Science	May 2-5	.5-1.5 hours											
IRLA/ENIL Reading Assessment	May		x	x	x	x	x	x	x	x	X	X	X

Due to the length of the MCA's, reserve the entire online testing windows.

ACCESS: To measure progress towards meeting the WIDA English Language Development Standards

MCA/MTAS: To measure learning of the Minnesota Academic Standards

Appendix C: Teacher Licensure Template

Licensure Template

School Name: *Academia Cesar Chavez*

Year Reported On: SY2023

Teacher Name	At School in SY22? Y or N	Returning in SY2023? Y, N or New	Subject Taught	Grade(s) Taught	File #	Function Code	Student Level	Function Description	Expiration Date	Notes
Lindsey Jorgenson	Y	N	Assessment Coordinator		436266	990420	37	Assessment/Testing Coordinator	06/30/2024	
Matthew Christenson	Y	Y	Building Sub	PreK-8	1010149	899999	37	Reserve Teacher	06/30/2024	
Abbey Korba	Y	N	Curriculum Coordinator		434581	990410	99	Curriculum Director	06/30/2023	
Graciela Hammeken	Y	Y	Curriculum Coordinator		514614	990410	99	Curriculum Director	06/30/2024	
Dolly Morantes	Y	N	Early Childhood	PreK	503945	180104	16	Voluntary PreK Program	06/30/2023	
Leslie Cajas	Y	N	Early Childhood	PreK	498046	180104	16	Voluntary PreK Program	06/30/2022	
Adela Costilla	Y	Y	Elementary	4th	516524	180100	04	Elementary Education	06/30/2023	
Alice Cranston	Y	Y	Elementary	1st	492350	180100	01	Elementary Education	06/30/2025	
Allison Waxon	Y	N	Elementary	5th	456242	180100	05	Elementary Education	06/30/2027	
Caitlan Hart	Y	N	Elementary	4th	1005560	180100	04	Elementary Education	06/30/2023	
Daniela Pacheco Aguilar	N	New	Elementary	Kinder	1021032	180100	17	Elementary Education	06/30/2024	
Diana Lopez	Y	Y	Elementary	Kinder	480815	180100	17	Elementary Education	06/30/2027	
Eva Gallegos	Y	N	Elementary	Kinder	1002211	180100	17	Elementary Education	06/30/2025	
Jodie Boucher	Y	N	Elementary	3rd	479446	180100	03	Elementary Education	06/30/2026	
Laurie Johnson	Y	N	Elementary	4th	391902	180100	04	Elementary Education	06/30/2026	
Leah Jadoonath	Y	Y	Elementary	5th	490159	180100	05	Elementary Education	06/30/2027	
Lidys Koslowski	Y	Y	Elementary	1st	425387	180100	01	Elementary Education	06/30/2023	
Martha Stelter	Y	N	Elementary	2nd	1003784	180100	02	Elementary Education	06/30/2023	
Molly Bauchle	Y	Y	Elementary	2nd	518105	180100	02	Elementary Education	06/30/2023	
Nelda Henderson	N	New	Elementary	3rd	1018060	180100	03	Elementary Education	06/30/2023	
Raquel Blasco Royo	N	New	Elementary	5th	1021016	060301	05	Bilingual/Bicultural Edu.	06/30/2024	
Samantha Winsor	Y	N	Elementary	3rd	485194	180100	03	Elementary Education	06/30/2026	
Sirely Gutierrez	Y	Y	Elementary	3rd	1015587	180150	03	Early Childhood Education	06/30/2023	
Sophia Ponce	N	New	English Language Arts	6-8	434142	050100	28	Communication Arts/Lit.	06/30/2023	
Allison Malikowski	Y	Y	ESL	6-8	1009807	060206	28	English as a Second Lang.	06/30/2024	
Amy Brown	Y	N	ESL	K-8	500057	060206	28	English as a Second Lang.	06/30/2023	
Carlota Mendoza Perez	Y	N	ESL	K-8	497355	060206	18	English as a Second Lang.	06/30/2022	
Marita Moran Wildenauer	Y	N	Head of Elementary		429455	990800	99	Charter Leadership	06/30/2027	
Ana Van Laanen	N	New	Language Arts	6-8	517415	050100	28	Communication Arts/Lit.	06/30/2023	
Benjamin St Martin	Y	Y	Math	6-8	496645	110000	28	Mathematics	06/30/2025	
Gina Ballina	Y	Y	Math	6-8	1008559	110000	28	Mathematics	06/30/2025	
Michael Amend	Y	Y	Music & Band	K-8	470517	120500	37	Instrumental & Classroom Music	06/30/2025	
Michael Miller	Y	Y	Phy Ed	K-8	1008431	080300	37	Physical Education	06/30/2024	
Elizabeth Rodriguez	Y	N	Reading	K-6	395581	990310	15	Academic Interventionist	06/30/2027	
Emanuel Calderon	Y	N	Science	6-8	506422	130600	28	Science 5-8	06/30/2024	

Licensure Template

Fernando Marva Ruiz	N	New	Science	6-8	1021022	130600	28	Science 5-8	06/30/2024
Sandra Hüge	N	New	Science	K-5	1021219	130600	18	Science 5-8	06/30/2023
Sarah Johnston	Y	Y	Science	6-8	428860	130600	28	Science 5-8	06/30/2027
Daniel Delgado	N	New	Social Studies	6-8	1020811	150000	28	Social Studies	06/30/2023
Dustin Lee	Y	N	Social Studies	6-8	467797	150101	27	Social Studies	06/30/2023
Samuel Baer	Y	Y	Social Studies	5-8	515698	150000	28	Social Studies	06/30/2025
Amanda Elliott	Y	N	Spanish	K-8	474979	060219	37	Spanish	06/30/2025
Hilda Gutierrez	Y	Y	Spanish	6-8	1009004	060219	27	Spanish	06/30/2022
Oscar Mata	Y	Y	Spanish	6-8	504882	050100	28	Spanish	06/30/2023
Christina Dominguez	Y	Y	SPED	PreK-8	429191	199810	37	Academic Behavior Strategist	06/30/2023
Marianny Bravo Ferrer	N	New	SPED	PreK-8	1021037	199810	37	Academic Behavior Strategist	06/30/2023
Rebecca Dickson	Y	N	SPED	PreK-8	334696	199810	37	Academic Behavior Strategist	06/30/2027
Romel Velarde	Y	N	SPED	PreK-8	509753	199810	37	Academic Behavior Strategist	06/30/2023
Rudy Aviña	Y	Y	SPED	PreK-8	443857	199810	37	Academic Behavior Strategist	06/30/2023
Susan Nodler	Y	Y	SPED	PreK-8	465405	199810	37	Academic Behavior Strategist	06/30/2025
Vanessa San Jose	Y	Y	Head of Elementary		471109	990500	99	SPED Program Coordinator	06/30/2025
Scott Moore	Y	Y	Technology/Electives	K-8	496414	890099	18	Teacher on Special Assignment	06/30/2024
Alison Svendson	Y	N	Visual Art	K-8	441778	020000	37	Visual Arts	06/30/2025
Ana Piedrahita	N	New	Visual Art	K-8	1021027	020000	37	Visual Arts	06/30/2023

Professional Development Offerings

School Name: *Academia Cesar Chavez*

Year Reported On: SY2022

Training Title	Training Provider	Audience (e.g. all staff, math teachers, Title IX staff)	Date/s	Required ? Y or N
1 Bridges Math Summer Leadership Institute	The Math Learning Center	Head of School, Instructional Coaches	July 7-9, 2021	Y
2 Dreambox Learning #1	Dreambox Learning	Teachers, EPs, Leadership	07/13/2021	N
3 Responsive Classroom		Teachers, Leadership	July 20-23, 2021	N
4 Charter School Crisis Response Team Training	Seven Hills Prep Academy	Leadership	08/10/2021	Y
5 Morning Meetings in Elementary Classroom	Abbey Korba	Elementary Teachers	08/18/2021	Y
6 Classroom Technologies #1	Scott Moore	Teachers, EPs	08/18/2021	Y
7 GLAD Basics	Semita Perez	Teachers, EPs	08/19/2021	Y
8 Teach Like a Champion	Laurie Johnson & Dusty Lee	Teachers, EPs	08/19/2021	Y
9 Responsive Classroom & Developmental Designs	Laurie Johnson & Dusty Lee	Teachers, EPs	08/19/2021	Y
10 Advisories in Middle School	Abbey Korba	Middle School Teachers	08/19/2021	Y
11 E3: Education, Excellence, & Equity	Norma C. Garcés	Teachers, EPs	08/23/2021	Y
12 ACC Mission & Vision	Norma C. Garcés	All Staff	08/23/2021	Y
13 IRLA/ENIL & SchoolPace	Lindsey Jorgenson	Teachers, EPs	08/24/2021	Y
14 LETRS Units 1-4	Semita Perez & Abbey Korba	Teachers, EPs	08/24/2021	Y
15 De-Escalation Techniques	Indigo Education	Teachers, EPs	08/25/2021	Y
16 Sound Walls	Antonio Fierro (Tools4Reading)	Teachers, EPs	08/26/2021	Y
17 GLAD	Semita Perez, Sarah Johnston	Teachers, EPs	08/26/2021	Y
18 Literacy Lab	Amy Pierce (American Reading Company)	Teachers, EPs	08/27/2021	Y
19 Northern Lights	Minnesota Historical Society	Teachers, EPs	08/27/2021	Y
20 Sound Walls	Antonio Fierro (Tools4Reading)	Teachers, EPs	08/30/2021	Y
21 Classroom Technologies #2	Scott Moore	Teachers, EPs	08/31/2021	Y
22 SchoolPace Basics	Lindsey Jorgenson	Teachers, EPs	08/31/2021	Y
23 Heggerty	Abbey Korba	Teachers, EPs	08/31/2021	Y
24 Desmos Math	Jessica Bruer (Desmos)	Middle School Teachers	09/01/2021	Y
25 CPI Refresher		SPED Staff	09/01/2021	Y
26 100 Book Challenge	Amy Pierce (American Reading Company)	Elementary Teachers	09/02/2021	Y
27 Intro to Forefront	Abbey Korba	Teachers	09/02/2021	Y
28 CPR/AED Training		SPED, Health Office	09/02/2021	Y
29 Administrator's Guide to Implementing Restorative Practices		Student Engagement, Head of School	09/20/2021	Y
30 Trauma & The Brain	Adalinda Sanchez (Puentes LLC)	All Staff	11/03/2021	Y
31 Epilepsy Training	Angela Bowles Edwards (Epilepsy Foundation of MN)	All Staff	12/16/2021	Y
32 Assessment Security	Lindsey Jorgenson	Teachers, EPs	01/13/2022	Y
33 Newsela ELA & SEL Workshop	Abbey Korba	Middle School Teachers	01/27/2022	Y
34 Dreambox Learning #2	Dreambox Learning	Teachers, EPs	02/02/2022	Y
35 Epilepsy Training	Angela Bowles Edwards (Epilepsy Foundation of MN)	All Staff	02/09/2022	Y
36 SPED Retreat	Erin Wanat (Indigo Education) & Adalinda Sanchez (Puentes LLC)	SPED Staff	02/23/2022	Y
37 Raz-Plus Kids	Kelley Greiner (Learning A-Z)	SPED Staff, ELL Teachers, Upper Elementary Teachers & EPs	02/24/2022	Y
38 Culturally Responsive Teaching	Jon Petersen (MnEEP)	Teachers	03/25/2022	N
39 Bridges Assessment & Data Collection	Abbey Korba	Teachers	04/01/2022	Y
40 GLAD Gallery Walk	Abbey Korba, Lindsey Jorgenson, & Marita Moran-Wildenauer	Teachers	04/01/2022	Y
41 Writing: Analyzing Student Work	Lindsey Jorgenson	Teachers	04/01/2022	Y
42 SPED Co-Teaching Training	Martina Wagner EdD	SPED Staff	04/13/2022	Y
43 May Learner FIRST Instructional Coaching Summit	FIRST Educational Resources	Leadership	May 4-5, 2022	Y
44 GLAD Strategies	Abbey Korba, Lindsey Jorgenson, & Marita Moran-Wildenauer	Teachers	05/13/2022	Y
45 Humanizing Pedagogies	Acosta Educational Partnership	Teachers, EPs	May 5-26, 2022	N



ACC Yearly Observation Cycle
and Standards for Effective Instruction Rubric

Foundational Document: Danielson Standards of Effective Practice Framework and Indicators (2013)

Full evaluations collect evidence in all four domains, and require a pre- and post-conference. A full observation might take place over the course of a week, with a pre-conference Monday or Tuesday, an observation Wednesday, and a post-conference Friday. Short observations focus on domains two and three, classroom environment and instructional delivery. Short observations involve a post-conference. Below is the Danielson framework, which can be used to inform future collaborative work by the ACC team in clarifying their definitions of effective practice.

Domain 1: Planning				
Component	Needs Attention	Ineffective	Developing	Effective
Content and Pedagogy Knowledge	Plans and practice display no evidence and little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	Plans and practices reflect evidence of some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.	Plans and practices reflect solid knowledge and evidence of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	Plans and practices reflect extensive knowledge and evidence of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
Knowledge of Students	Demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.	Demonstrates partial knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs at the general, whole class level.	Demonstrates that knowledge of students' backgrounds, cultures, skills, language proficiency, interests and special needs Is actively sought for specific groups of students.	Demonstrates that knowledge of students' backgrounds, cultures, skills, language proficiency, interests and special needs Is actively sought from a variety of sources for individual students.



<p>Setting Instructional Outcomes</p>	<p>Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities that do not permit viable methods of assessment.</p>	<p>Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration from lesson to the unit level.</p>	<p>Instructional outcomes are stated as goals reflecting high-level learning and content standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect coordination to a unit and curricular scope and sequence.</p>	<p>Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and both content and ELA standards. They represent integrated, trans-disciplinary planning and take into account the needs of individual students.</p>
<p>Knowledge of Resources</p>	<p>Demonstrates little to no familiarity with resources to enhance own knowledge, use in teaching, or to provide for students who need them, and does not seek this knowledge.</p>	<p>Demonstrate some familiarity with the resources available through the school or district to enhance own knowledge, use in teaching, or to provide for students who need them, and do not seek to extend their own knowledge.</p>	<p>Demonstrates full awareness of the resources available through the school or district to enhance own knowledge, use in teaching, and to provide for students who need them.</p>	<p>Seeks out resources in and beyond the school or district in professional organizations, on the internet, and in the community to enhance one's own knowledge, use in teaching, and to provide for students who need them.</p>
<p>Designing Instruction</p>	<p>Learning experiences are poorly (not aligned) with instructional outcomes and evidence does not support a coherent unit structure. Evidence of learning experiences are suitable for only some students. Poor evidence of student engagement and low levels of rigor/depth of knowledge within the lesson. Lack of alignment to standards.</p>	<p>Learning experiences are partially aligned with instructional outcomes, and evidence of some experiences are likely to engage students in significant learning. The lesson supports the unit structure and reflects a partial knowledge of students and resources. Partially aligned to standards.</p>	<p>Learning experiences are aligned to content standards & resources. Depth of knowledge engagement/rigor are evident, and are instructional outcomes for all students in class. Both lesson and unit planning have evidence of a clear and solid structure to engage all students in significant learning.</p>	<p>Learning experiences are strongly aligned to content standards, resources and knowledge of students and are aligned to instructional outcomes and differentiated for the students in class. Both the lesson and unit have a clear structure, include different pathways to reach the standards and are likely to engage students in significant learning.</p>



Designing Assessment	The plan for assessing student learning contains no clear criteria or standards, is poorly aligned with instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.	The plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.
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Domain 2: Classroom Environment

Component	Needs Attention	Ineffective	Developing	Effective
Creating an environment of respect and rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions between the teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
Establishing a culture for learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment	Attempts to create a culture for learning are partially successful, with little teacher commitment to the subject,	Classroom culture is characterized by high expectations for most students and genuine	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone



	to the subject, low expectations for student achievement, and little or no student pride in work.	modest expectations for student achievement, and little student pride in work. Both the teacher and the student appear to be “going through the motions.”	commitment to the subject by both teacher and students. Students demonstrate pride in their work.	shares a belief in the importance of the subject and all students hold themselves to high standards of performance - for example, by initiating improvements to their work.
Managing Classroom Procedures	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are only partially effective.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.
Managing Student Behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students’ misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher’s response to student misbehavior is sensitive to individual student needs and respects students’ dignity.
Organizing Physical Space	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources,	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes



	furniture and resources, including computer technology, and the lesson activities.	including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	appropriate to the learning activities and uses physical resources, including computer technology, effectively,	effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
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Domain 3: Classroom Instructional Delivery

Component	Needs Attention	Ineffective	Developing	Effective
Communicating with Students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken



		either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary	engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
Questioning and Discussion Techniques	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
Engaging Student in Learning	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active	Virtually all students are intellectually engaged in challenging content through well designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding



	<p>students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p>	<p>students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or maybe so slow that many students have a considerable amount of “downtime.”</p>	<p>intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The groupings of students are suitable for the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.</p>
<p>Using Assessment in Instruction</p>	<p>Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self or peer assessment.</p>	<p>Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.</p>	<p>Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self assessment.</p>	<p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their</p>



				own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.
Demonstrating Flexibility and Responsiveness	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.
Domain 4: Professionalism				
Component	Needs Attention	Ineffective	Developing	Effective
Professional Reflection on Teaching	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific



	suggestions for how a lesson could be improved.	lesson could be improved.	teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action
Maintaining Accurate Records	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for non-instructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.
Communicating with Families	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and



		sensitive to those families.		successful.
Participating in the Professional Community	The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.
Growing and Developing Professionally	Teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.



<p>Demonstrating Professionalism</p>	<p>The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations</p>	<p>The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.</p>	<p>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.</p>	<p>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.</p>
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ACC Indicators, Aligned to the Danielson Domain Framework

Domain 1: Planning	Domain 2: Classroom Environment	Domain 3: Classroom Instructional Delivery	Domain 4: Professionalism
<p>Course scope and sequence</p> <p>Grading policy</p> <p>Evidence of alignment of student success criteria with content and ELA standards</p> <p>Student exemplars and rubrics showing criteria for what exemplary versus expected versus developing work looks like</p> <p>Evidence of daily planning</p> <p>Representation of strategic plan's values in daily lesson</p> <p>Evidence of planning for differentiation of Instruction</p> <p>Planned focus/motivation strategies</p> <p>Evidence of Data-driven decision making</p> <p>Evidence of GLAD instructional strategy implementation</p> <p>Evidence of biliteracy strategies implementation</p>	<p>Safe, neat, orderly classroom, conducive to student learning</p> <p>Evidence of established rituals and routines</p> <p>Mutual respect - starting with teacher to community, family, student, and colleagues</p> <p>Positive relationships</p> <p>Celebrate diversity</p> <p>Practice restitution</p>	<p>Effective use of class time, including transitions</p> <p>Teaching is bell to bell</p> <p>Evidence of differentiation of instruction</p> <p>Evidence of strategic plan's values to daily lesson</p> <p>Post daily instructional framework and clear objectives</p> <p>Utilize focus/motivation strategies</p> <p>Utilize exit tickets or other daily formative assessment</p> <p>Engage all students in active learning</p> <p>Challenge all students through rigor and higher order thinking skills</p> <p>Utilize GLAD strategies</p> <p>Assess each student as an individual for mastery of the standards</p> <p>Exemplars and rubrics to inform student work</p>	<p>ID Badge</p> <p>Honor contract start and end times</p> <p>Dress professionally</p> <p>Actively contribute to PLCs and staff meetings</p> <p>Update grades weekly and attendance daily</p> <p>Model collegial behavior</p> <p>Clear, consistent and frequent parent communication</p> <p>Exhibit enthusiasm and a positive attitude for the content, the school, students and colleagues</p>



Recommendation: Modify the ACC 1-5 likert scale by adding simple definitions and adjusting the labels.

The current rating scale for evaluation is 1-5, with 1 indicating an area that needs attention, and 5 indicating an area in which the teacher is highly effective. Definitions are:

- 1 Needs Attention: There is insufficient evidence that this indicator is present in teacher practice.
- 2 Ineffective: There is limited evidence that this indicator is present in teacher practice.
- 3 Developing: There is evidence that this indicator is present in teacher practice.
- 4 Effective: There is ample evidence that this indicator is an active part of teacher practice.
- 5 Highly Effective: Highly effective performance means that all indicators are evident in teacher practice.

This scale can be applied to individual indicators, and to the domains of instruction. If individual indicators are scored, the indicators can be averaged to create a domain score.

Comprehensive evaluation process

During SY 2023, all teachers will be evaluated to set performance baselines. An ideal outcome is for teachers, administrators, and the Board to consider this process helpful and collaborative rather than compulsory, and an iterative part of a cycle of continuous improvement, not a punitive process. Here is an example of a comprehensive evaluation schedule:

Academia Cesar Chavez Recommended Teacher Evaluation Cycle			
Qtr 1	Qtr 2	Qtr 3	Qtr 4
Goal Setting Conference (30-40 mins) between Teacher and Administrator Teacher sets personal goals for each domain.	GLAD Strategy Feedback (observation, coaching process) Teacher receives coaching feedback specific to GLAD strategy use, using the coaching framework (glows, grows, deltas).	Short Observation (20 mins) by administrator or peer with post conversation (30 mins) Teacher receives a summary of evidence from the observation.	GLAD Strategy Feedback (modeling, observation, coaching process) Teacher completes self-assessment

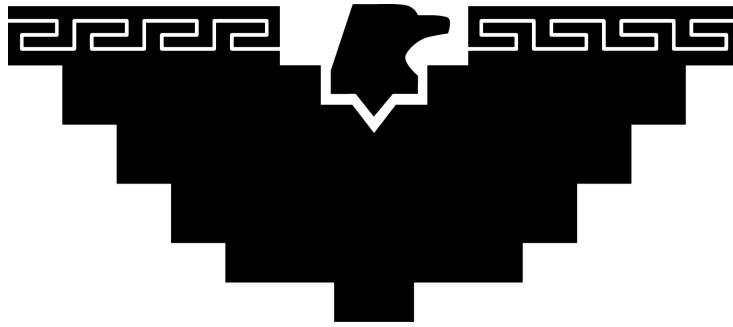


Once per year:

1. Full Observation (55 mins) by administrators with pre and post conference. Teacher will receive general feedback on all practice domains, but may request specific feedback in up to two domains.
2. Student Survey Teacher receives student feedback utilizing a standard survey tool that addresses relevant items from the teacher evaluation tool.

Example full evaluation scenario:

- In the pre-conference, the teacher and evaluator decided to focus this evaluation on planning (Domain 1) and classroom instruction (Domain 3) in order to get a picture of how the planning process is actualized in the classroom. They agree on which individual indicators will be scored during this evaluation, based on the initial teacher goal setting conference (Quarter 1).
- Based on the indicator scores, the teacher receives an overall domain score (total points awarded/divided by the number of indicators scored for this evaluation).
- Evaluator scores are compared with teacher self-evaluation scores during the post conference to arrive at a shared understanding of next steps and areas for additional development. If a teacher scores below a three (developing) on any indicators, a coaching plan is put in place.



— A C A D E M I A —

CESAR CHAVEZ

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Dual-Language Bilingual Education

Program Overview & Implementation

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Introduction

The mission of Academia Cesar Chavez is to provide a quality dual-language education that prepares critical thinking, socially competent, values driven, and culturally aware bilingual and biliterate learners by advocating Latino cultural values in an environment of *familia* and community. To this end, Academia strives to promote academic excellence through bilingual education, where bilingual speakers develop fluency and literacy skills in both Spanish and English.

On June 23, 2021, the Academia Cesar Chavez Board of Directors passed a resolution directing the future Executive Director to expand the Dual Language program, beginning with 2nd Grade in the Fall of 2022. This was the result of the board Dual Language Committee convening and discussing next steps for reviving and revitalizing the program.

Through this bilingual program, students affirm the values of their own cultures while acquiring and understanding, appreciation, and acceptance of other cultures and communities through the core values of Identity, Solidarity, Intellect, and Justice.

A caring, cooperative, and inclusive school climate is actively fostered to promote the socio-emotional and cognitive development of the whole child, in which parents and families are active partners in the education of their children.

At Academia, students learn in both Spanish and English simultaneously within the structure of the Dual Language Bilingual Education model, where language development is supported through standards-based thematic units that are intentionally integrated through not only language arts, but all content areas. With this interdisciplinary approach, students have more agency in engaging with relevant activities that foster meaning and connection to the world around them, while building a sense of their own identity as well.

Research & Best Practice

Transitional Bilingual Education programs (TBE), also known as early-exit programs, are the most common type of bilingual education programming in the US. This type of program typically posits a deficit-view of English Learners, and emphasizes a transition to English. In practice, TBE is a remedial program, where one's heritage language is a crutch to overcome before joining the mainstream. In this model, students designated as English Learners (EL) are segregated from their peers for a significant portion of their day. For comparison, modern Special Education programs require creating the Least Restrictive Environment for students receiving special education services, which is in stark contrast to the most common approach to serving English Learners. This approach to serving EL students prevails more so than others due to receiving a higher allocation of federal and state funding. (Wright, 2015)

Developmental bilingual education aims to develop a student's home language as well as English so that they become fully bilingual and biliterate. The home language is viewed as an asset to grow and build upon, instead of a crutch to overcome. Longitudinal research shows that EL students who graduate from

these programs ultimately achieve educational parity with their English monolingual peers (Thomas & Collier 2003). These programs also empower families who speak little-to-no English at home to take a more active role in their child's education, such as helping them with homework.

Dual Language Bilingual Education programs (DLBE) are designed to serve both students who are designated as EL and those who are not. DLBE programs focus on bilingualism and biliteracy, where for EL students the program aligns with the developmental model aforementioned, and for non-EL students the program functions as a heritage language immersion model. (Wright, 2015)

A heritage language is a language that is historically or ancestrally spoken in an individual's family, that may have in more recent generations fallen out of use, whether that be by choice or by force. The aim of a heritage language program is to rejuvenate the language's use so as to prevent the loss of an integral component of an individual's cultural identity.

A drawback to Dual Language Bilingual Education that cannot be overlooked is that formal assessment and accountability systems, in their current form at the state and federal level, fail to accommodate for academic programming which does not heavily prioritize English-only instruction. There are some national assessments attempting to address this, however this work is still emerging at this time.

With the adoption of this program, Academia Cesar Chavez is committed to implementing and maintaining a school-wide Dual Language Bilingual Education program that serves all students in accordance and full alignment with its mission, vision, and core values.

Program Overview

Academia Cesar Chavez believes that a person not only has a right to their home language, but that their language is also a powerful asset to build upon. Language is a strong component of one's individual identity and their connection to their community. Utilizing resources and best practices from Biliteracy Squared, the Center for Teaching for Biliteracy, and the Dual Language Education of New Mexico, Academia's Dual Language Bilingual Education program spans across all grade offerings, from PreK to 8th Grade. The early grades take part in the majority of instruction in Spanish, with English steadily increasing as the student progresses in their educational journey.

While the benefits of Dual Language Bilingual Education are well-documented in academic research, there remains a distinct lack of any preexisting, pre-packaged curricula for any program to formally adopt. Instead, individual schools and districts looking to implement such a program are left to create their own curriculum. In this, Academia Cesar Chavez is no exception. With the support of the aforementioned resources, Academia is committed to the development of a curriculum that is aligned to the latest Minnesota state standards in all core academic subjects. Teachers will receive tailored support from coaches, leadership, and key organizational partners in crafting lesson plans and activities which are both academically rigorous within a framework that promotes bilingualism and biliteracy.

Program Implementation

It is important to note that per the recommendations for best practice in creating a bilingual education program, the following implementation timeline is considered to be quite aggressive in nature.

Dual Language Allocation Chart

Grade	Spanish %	English %	Implemented in SY:
PreK	90	10	2021-2022
Kinder	80	20	2021-2022
1st	80	20	2021-2022
2nd	80	20	2021-2022
3rd	70	30	2022-2023
4th	60	40	2024-2025
5th	50	50	2023-2024
6th	50	50	2022-2023
7th	50	50	2022-2023
8th	50	50	2022-2023

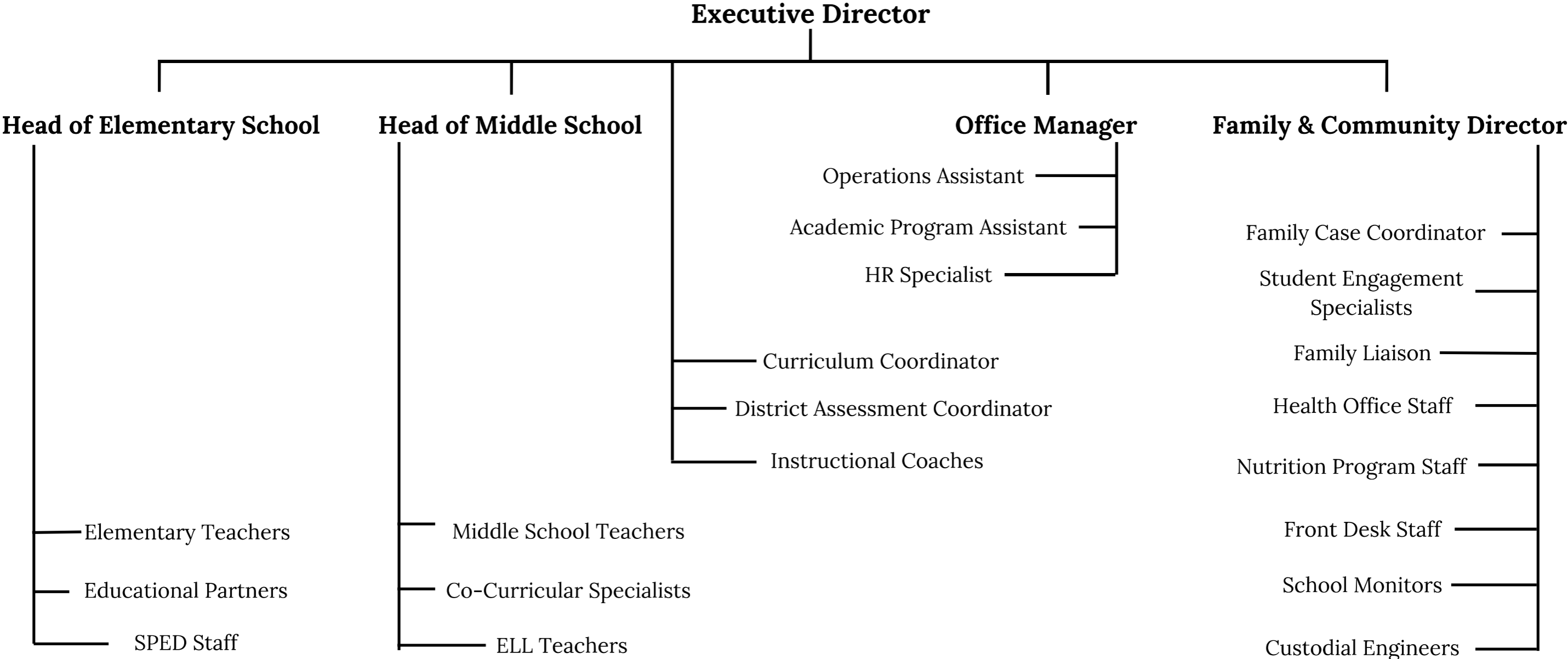
Typically, a bilingual program starts at one grade level and expands year-over-year until each grade has fully implemented both languages with its designated allocation. If Academia were to follow such guidance, full implementation would take ten school years. Per the above chart, Academia's will have full implementation of its Dual Language Bilingual Education program by the 2024-2025 school year.

Works Cited

- Thomas, W. P., & Collier, V. P. (2003). The multiple benefits of dual language. *Educational leadership*, 61(2), 61-61.
- Wright, W. E. (2015). *Foundations for teaching English language learners: Research, theory, policy, and Practice*. Caslon Publishing.



Organizational Chart 2022–2023



Academia Cesar Chavez Charter School
Enrollment Policies and Procedures



Academia Cesar Chavez's (ACC's) enrollment policy is intended to ensure families receive confirmation of enrollment after submitting a complete application and ensure that all families have an equal opportunity to enroll in ACC. Whenever possible, the school will strive to accommodate families with multiple siblings.

Policy 1: Enrollment into ACC

1a. ACC will limit enrollment to students within prekindergarten through 8th grade;

1b. ACC enrollment guidelines of the grade levels are as follows:

Prekindergarten	2 Classroom	40 Students	= 20 per class
Kindergarten:	2 Classrooms	60 Students	= 30 per class
1 st Grade:	2 Classrooms	50 Students	= 25 per class
2 nd Grade:	2 Classrooms	60 Students	= 30 per class
3 rd Grade:	3 Classrooms	78 Students	= 26 per class
4 th Grade:	3 Classrooms	78 Students	= 26 per class
5 th Grade:	3 Classrooms	78 Students	= 26 per class
6 th Grade:	2 Classrooms	60 Students	= 30 per class
7 th Grade:	2 Classrooms	60 Students	= 30 per class
8 th Grade:	2 Classrooms	60 Students	= 30 per class

1c. ACC will give enrollment preferences to siblings of enrolled students and foster children of enrolled students' parents.

1d. ACC will NOT limit enrollment based on intellectual ability, measures of achievement or aptitude, athletics or extracurricular ability, disabling conditions, or English proficiency.

The deadline for completed enrollment applications is February 15. On February 22, ACC's enrollment committee will determine if applications exceed capacity in any grade levels. If that is the case, ACC will give first priority to students already attending ACC, next siblings of students enrolled at ACC and foster children of enrolled students' parents, and then utilize a lottery drawing to determine remaining enrollments. When grade levels reach capacity (as defined in 1b) the remaining enrollment applications will be placed on a waiting list.

If space remains available in any grade level, future applications will be accepted first-come, first-serve.

Policy 2: Prekindergarten Enrollment

In order to enroll for the forthcoming year, children must be four years of age on or before September 1 of that same school year and have successfully completed early childhood screening. All children who have completed an enrollment application and have been admitted to ACC, by state law, must have a copy of their birth certificate, proof of having completed early childhood screening through an approved screening provider, and a completed immunization record on file with the school office before the first day of school. Entrance into ACC's prekindergarten program does not guarantee access into our school's kindergarten program. Students enrolled in ACC's prekindergarten program must submit an application for kindergarten as required of all other interested students.

Policy 3: Kindergarten Enrollment

In order to enroll for the forthcoming year, children must be five years of age on or before September 1 of that same school year and have successfully completed preschool screening. All children who have completed an enrollment application and have been admitted to ACC, by state law, must have a copy of their birth certificate, proof of having completed early childhood screening through an approved screening provider, and a completed immunization record on file with the school office before the first day of school.

3a. ACC will give enrollment preferences to incoming Kindergartener students who were enrolled in ACC's Prekindergarten Instructional Program.



Academia Cesar Chavez
 1801 Lacrosse Avenue
 St. Paul, MN 55119
 Phone: 651-778-2940 ~ Fax: 651-778-2942
 www.cesarchavezschool.com

For office Use Only:
 Accepted _____ Waiting List _____
 Start Date: _____
 Teacher: _____
 DOB: _____

Enrollment Application 2022-2023

(Please fill out a separate form for each child)

Scholar Information

2022-23

Last Name: _____ First Name: _____ **Grade:** _____

Home Address: _____
Street Apartment #

City: _____ State: _____ Zip Code: _____

Parent/Guardian Information

Parent 1: _____
Last Name First Name Relationship

Address: _____
(If different than above)

Home Phone: _____ Work Phone: _____ Cell Phone: _____

Email: _____

Parent 2: _____
Last Name First Name Relationship

Address: _____
(If different than above)

Home Phone: _____ Work Phone: _____ Cell Phone: _____

Email: _____

Siblings

Do you have other children attending ACC? Yes _____ No _____

Names: _____

*** ACC offers a Dual Language Program to Prekindergarten - 1st grades. Spanish Enrichment is offered to 2nd - 8th grade***

As stated in Academia Cesar Chavez enrollment policy, for Prekindergarten, your child MUST be 4 years of age before September 1, 2022 and for Kindergarten, your child MUST be 5 years of age before September 1, 2022.

Parent/Guardian Signature: _____ **Date:** _____

Please submit application:

Attn: Enrollment/Admissions Office
 Email: mdominguez@cesarchavezschool.com or
 lcostilla@cesarchavezschool.com
 Fax: 651-778-2942
 Mail: 1801 Lacrosse Ave, St. Paul, MN 55119

Authorizer:

University of St. Thomas
 Dana Peterson
 Director of Charter School Authorizing
 651-962-4372
 dana.peterson@stthomas.edu

"La Academia Cesar Chávez admite a estudiantes de cualquier raza, color, creencia, religión, nacionalidad u origen étnico a todos los derechos, privilegios, programas y actividades generalmente acordadas o disponibles a los estudiantes que ofrece la escuela. No discrimina en base a raza, color, creencia, religión, nacionalidad u origen étnico en la administración de políticas educativas, políticas de admisión, programas de préstamos y becas y cualquier otro programa atlético o administrado por la escuela."



Academia Cesar Chavez
 1801 Lacrosse Avenue
 St. Paul, MN 55119
 Phone: 651-778-2940 ~ Fax: 651-778-2942
 www.cesarchavezschool.com

For office Use Only:
 Accepted _____ Waiting List _____
 Start Date: _____
 Teacher: _____
 DOB: _____

Solicitud de Inscripción 2022-2023

(Por favor llene una solicitud separada para cada niño/a)

Información de Estudiante

Apellido: _____ Nombre: _____ **Grado**
2022-23: _____

Dirección: _____
Calle Apartamento #

Ciudad: _____ Estado: _____ Código Postal: _____

Información de los Padres/Guardianes

Padre 1: _____
Apellido Nombre Relación

Dirección: _____
 (Si Es Diferente)

Casa: _____ Trabajo: _____ Celular: _____

Email: _____

Padre 2: _____
Apellido Nombre Relación

Dirección: _____
 (Si Es Diferente)

Casa: _____ Trabajo: _____ Celular: _____

Email: _____

Hermanos/Hermanas

¿Tiene otros hijo/as en la escuela? Sí _____ No _____

Nombres: _____

****En la ACC ofrecemos el Programa de Lenguaje Dual para Pre kínder - 1er grado.
 Ofrecemos Enriquecimiento en Español para 2 ° - 8 ° grado****

Como se indica en la política de inscripción de la Academia Cesar Chavez, para pre kínder, su niño debe de tener 4 años antes del 1 de septiembre del 2022 y para el Kínder, su niño debe de tener 5 años antes del 1 de septiembre de 2022.

Firma de Padre/Guardián: _____ **Fecha:** _____

Por favor entrega su solicitud a:

Attn: Enrollment/Admissions Office
 Correo Electrónico: mdominguez@cesarchavezschool.com o
 lcostilla@cesarchavezschool.com
 Fax: 651-778-2942
 Correo: 1801 Lacrosse Ave, St. Paul, MN 55119

Authorizer:

University of St. Thomas
 Dana Peterson
 Director of Charter School Authorizing
 651-962-4372
 dana.peterson@stthomas.edu

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Appendix H: Board Member Information Template



Board Member Information Template

Please include information for current and prior year members.
 Due to the requirement for ongoing training in the three areas, please include training information for each member each year.

School: Academia Cesar Chavez Charter School

Name	Date Seated	Term End Date	Position	Type	Expertise	Email	Phone	Attendance Rate	Board Trainings: Date Completed, Topic and Trainer			
									Governance	Employment	Financial Management	Annual Ongoing Training
Susie Sample	10/2012	10/2016	Chair	Parent	Accountant, former bank board member	sample@yahoo.com	612-555-5555	90%	11/2/2012, through MACS	11/3/2012, through MACS	1/14/2013, through UST	3/15/2015 Lease Aid MACS 5/14/2015 Open Mtg Law UST
Jessica Lopez Lyman	5/19	5/25	Board Chair	Community	Community, Education	jlopezlyman@cesarchavezschool.com	(651) 260-9150	71%	03/11/17 MN School Boards Assoc. Governance 12/4/19 Legislation & Lobbying Presented by: Joe Nathan 9/29/21 MACS Presentation by: Eugene Piccolo	03/11/17 MN School Boards Assoc. Employment Matters	03/17/17 MN School Boards Assoc. Financial Matters	Other: 06/15/16: Dual Language Instruction 06/15/16: Reviewing School Assessment Data 06/21/17: Big ideas for better schools - 10 ways to improve education



UNIVERSITY
of St. THOMAS
MINNESOTA

11/29/17:



												<p>Governance Best Practices</p> <p>06/2018: Academic Success for Latino Scholars</p> <p>03/2019: Data Practices and Records Retention Training</p>
John Lozoya	05/20	05/23	Treasurer	Community	Community	jlozoya@cesarchavezschool.com	651-247-8012	100%	<p>02/2018 MN School Boards Assoc. Governance</p> <p>12/4/19 Legislation & Lobbying Presented by: Joe Nathan</p> <p>9/29/21 MACS Presentation by: Eugene Piccolo</p>	<p>02/2018 MN School Boards Assoc. Employment Matters</p>	<p>03/2018 MN School Boards Assoc. Financial Matters</p>	<p>03/2019: Data Practices and Records Retention Training</p>
Mark Ahrens	5/21	5/24	Member	Community	Organizational/Financial Management; Administration; Academic/Education; Technology	mahrens@cesarchavezschool.com	(952) 358-8767	85%	<p>6/19/10 Ratwik, Roszak & Maloney, PA, Board Governance</p> <p>12/4/19 Legislation & Lobbying Presented by: Joe Nathan</p> <p>9/29/21 MACS Presentation by: Eugene Piccolo</p>	<p>6/5/10 Ratwik, Roszak & Maloney, PA, Oversight of Employment Matters</p>	<p>12/12/10 Beltz, Kes, Darling, Oversight of Financial Matters;</p> <p>10/17/12 Piper Jaffray, Bond Financing for Charter Schools;</p> <p>11/28/12 CliftonLarson</p> <p>04/28/22: Charter Finance presented by David Greenberg</p>	<p><i>Other:</i> 06/15/16: Dual Language Instruction</p> <p>06/15/16: Reviewing School Assessment Data</p> <p>06/21/17:</p>





											<p>Allen, Audit Process in Charter Schools; 10/16/13 Borenstein & McVeigh Charter School Bond Financing; 10/23/13 CliftonLarsonAllen Audit Procedures and Results 11/19/14 CliftonLarsonAllen Audit Procedures and Results</p> <p>05/23/18: Charter School Financial Training</p>	<p>Big ideas for better schools - 10 ways to improve education</p> <p>11/29/17: Governance Best Practices</p> <p>06/2018: Academic Success for Latino Scholars</p>
Analita Silva	02/22	05/25	Member	Community	Community	asilva@cesarchavezschool.com	651-231-1715	100%	<p><u>In the Process of completing required board training.</u></p> <p>04/28/22: Charter Finance Presented by David Greenberg</p> <p>MACS Course 300: Employment in Charter Schools (expected October 5, 2022)</p>			
Diana Lopez	03/22	05/25	Member	Teacher	Education	dlopez@cesarchavezschool.com	612-940-2284		<p><u>In the Process of completing required board training.</u></p> <p>04/28/22: Charter Finance Presented by David Greenberg</p>			



Maria Vallejo	03/22	05/25	Member	Parent	Parent	mvallejo@cesarchavezschool.com	651-278-1908	100%	<u>In the Process of completing required board training.</u> <u>04/28/22:</u> Charter Finance Presented by David Greenberg <u>09/13/22:</u> MACS Course 100: Welcome to the World of Charter School Governance – Role and Responsibilities <u>09/26/22:</u> MACS Course 200: Charter School Finance			
Former Board members												
Osiris Gomez RESIGNED August 2022	5/21	5/24	Member	Community	Education	osirigomez@cesarchavezschool.com	612-626-4629	71%	<u>9/29/21</u> MACS Presentation by: Eugene Piccolo <u>In the Process of completing required board training.</u>	<u>In the Process of completing required board training.</u>	<u>04/25/22:</u> MACS Course 200: Charter School Finance <u>04/28/22:</u> Charter Finance presented by David Greenberg	
Vanessa San Jose	5/16	5/19 – Did not rerun	Member	Teacher	Community, Education	vsanjose@cesarchavezschool.com	(651) 210-0960	100%	<u>09/22/16</u> MN School Boards Assoc. Governance	<u>10/11/16</u> MN School Boards Assoc. Employment Matters	<u>09/16/16</u> MN School Boards Assoc. Financial Matters <u>05/23/18:</u> Charter School Financial Training	<u>Other:</u> <u>06/15/16:</u> Dual Language Instruction <u>06/15/16:</u> Reviewing School Assessment Data



												11/29/17: Governance Best Practices 06/2018: Academic Success for Latino Scholars 03/2019: Data Practices and Records Retention Training
Nicole Gustafson RESIGNED 06/2019	05/19	05/22	Member	Teacher	Education	ngustafson@cesarchavezschool.com		50%				
Dexter Yee Yick RESIGNED 06/2019	01/18	05/20	Member	Community	Community	yeevick@hotmail.com		60%	03/2018 MN School Boards Assoc. Governance	03/2018 MN School Boards Assoc. Employment Matters	03/2018 MN School Boards Assoc. Financial Matters 05/23/18: Charter School Financial Training	06/2018: Academic Success for Latino Scholars
Carolina Ziemann RESIGNED 05/2019	05/18	05/21	Member	Parent	Parent	ziemancarlina@gmail.com		70%	06/2018 MN School Boards Assoc. Governance	06/2018 MN School Boards Assoc. Employment Matters	06/2018 MN School Boards Assoc. Financial Matters 05/23/18: Charter School Financial Training	06/2018: Academic Success for Latino Scholars 03/2019: Data Practices and Records



												Retention Training
Christian Guerrero	5/17	5/20	Member	Parent		Christian.alyg@gmail.com	(651) 332-3461	40%	<p>03/11/17 MN School Boards Assoc. Governance</p> <p>12/4/19 Legislation & Lobbying Presented by: Joe Nathan</p>	<p>03/11/17 MN School Boards Assoc. Employment Matters</p>	<p>03/17/17 MN School Boards Assoc. Financial Matters</p>	<p>Other: 06/15/16: Dual Language Instruction</p> <p>06/15/16: Reviewing School Assessment Data</p> <p>06/21/17: Big ideas for better schools - 10 ways to improve education</p> <p>06/2018: Academic Success for Latino Scholars</p>
Elizabeth Rodriguez	5/17	5/20	Member	Teacher	Education	brodriguez@cesarchavezschool.com	(651) 778-2940	100%	<p>6/5/10 Amy Mace, Ratwik, Roszak & Maloney, PA, Board Governance</p> <p>12/4/19 Legislation & Lobbying Presented by: Joe Nathan</p>	<p>6/5/10 Ratwik, Roszak & Maloney, PA, Oversight of Employment Matters</p>	<p>6/12/10 Beltz, Kes, Darling, Oversight of Financial Matters</p> <p>11/19/14 CliftonLarsonAllen Audit Procedures and Results</p> <p>05/23/18: Charter School Financial Training</p>	<p>Other: 8/14 Benchmark Reading Curriculum</p> <p>06/15/16: Dual Language Instruction</p> <p>06/15/16: Reviewing School</p>



											<p>Assessment Data</p> <p>06/21/17: Big ideas for better schools - 10 ways to improve education</p> <p>11/29/17: Governance Best Practices</p> <p>06/2018: Academic Success for Latino Scholars</p> <p>03/2019: Spring Leadership Forum</p>	
Dr. Charles Keffer	5/19	5/22	Chair	Community	Organizational/Financial Management; Community Development, Faculty and Project Management; Administration; Academic/Education; Fund-Raising, Capital Campaign; Human Resources; Strategic/Long Range Planning	charlie@keffermail.com	(651) 644-4437	80%	<p>6/5/10 Ratwik, Roszak & Maloney, PA, Board Governance;</p> <p>2/13/13 National Charter School Resource Center, Strengthen Your Board by Fixing your Board Meetings;</p> <p>2014-2015 Attendance at weekly meetings from November 2014 through March 2015</p>	<p>12/8/09 MN Dept. of Educ., Employment Practices & Policies</p>	<p>12/9/09 MN Dept. of Educ., Financial Management;</p> <p>10/17/12 Piper Jaffray, Bond Financing for Charter Schools;</p> <p>11/28/12 CliftonLarson Allen, Audit Process in Charter Schools;</p> <p>10/16/13</p>	<p>Other:</p> <p>06/15/16: Dual Language Instruction</p> <p>06/15/16: Reviewing School Assessment Data</p> <p>03/15/17: Promoting Effective Instruction for Children</p>



								<p>to learn about and implement the bond financing process for the recent bond issue to support ACC and its building company. 2014-2015 Attendance at regular meetings (about twice a month) to plan and implement the construction and renovation of facilities for ACC.</p> <p>12/4/19 Legislation & Lobbying Presented by: Joe Nathan</p>	<p>Borenstein & McVeigh Charter School Bond Financing; 10/23/13 CliftonLarsonAllen Audit Procedures and Results 2/24/14 Cushman Wakefield, Buying a Facility through Tax Exempt Bonds 11/19/14 CliftonLarsonAllen Audit Procedures and Results 05/23/18: Charter School Financial Training 06/12/19: U.S. Charter Schools Fiscal 2018 Medians Webcast</p>	<p>Learning English 03/22/17: Top Ten Pitfalls of the Open Meeting Law 06/21/17: Big ideas for better schools - 10 ways to improve education 07/12/17: S&P Global Ratings Webinar 07/18/17: 5th Annual MN Charter School Conf. 11/29/17: Governance Best Practices 06/2018: Academic Success for Latino Scholars 03/2019: Data Practices and Records</p>
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													Retention Training 4/2020: Board Chat - Managing the Election Process During COVID-19
Rosalinda Chapa RESIGNED 08/2020	5/20	5/23	Member	Parent	Education	rchapa@cesarchavezschool.com	651-778-2940	100%	8/19/20 MN School Boards Assoc. Governance				
Juan Vazquez RESIGNED 05/2021	5/18	5/21	Member	Community	Community Resident;	Jvasquez @ cesarchavezschool.com	(651) 331-8461	77%	3/12/11 MN School Boards Assoc. Governance 12/4/19 Legislation & Lobbying Presented by: Joe Nathan	3/12/11 MN School Boards Assoc. Employment Matters	3/12/11 MN School Boards Assoc. Financial Matters 05/23/18: Charter School Financial Training	Other: 06/15/16: Dual Language Instruction 06/15/16: Reviewing School Assessment Data 11/29/17: Governance Best Practices	
Julia Brandes RESIGNED 05/2021	5/20	5/21	Member	Teacher	Education	jbrandes@cesarchavezschool.com	651-778-2940	100%	9/16/20 MN School Boards Assoc. Governance	10/21/20 MN Dept. of Educ., Employment in Charter Schools	10/27/20 Charter School Finances – A Public’s Trust		



Malicia Villegas RESIGNED 06/2021	08/19	05/23	Member	Parent	Parent	mvillegas@cesarchavezschool.com	651-808-4448	69%	12/4/19 Legislation & Lobbying Presented by: Joe Nathan 8/19/20 MN School Boards Assoc. Governance	9/23/20 MN Dept. of Educ., Employment in Charter Schools	9/22/20 Charter School Finances – A Public's Trust	
Aleida Enriquez RESIGNED 10/2021	5/21	5/24	Secretary	Parent	Parent	enriquez@cesarchavezschool.com	651-387-5815	71%	Resigned prior to completing required board training.			
Dusty Lee RESIGNED 12/2021	5/20	05/23	Member	Teacher	Education	dlee@cesarchavezschool.com	651-778-2940	92%	10/20/15 MN School Boards Assoc. Governance 12/4/19 Legislation & Lobbying Presented by: Joe Nathan	9/22/15 MN Dept. of Educ., Employment in Charter Schools	6/23/20 Charter School Finances – A Public's Trust	2/2020 (In Progress): K-12 Reading Licensure
Carlota Perez RESIGNED 02/2022	5/21	05/23	Secretary	Teacher	Education	cmendoza@cesarchavezschool.com	651-778-2940	100%	12/4/19 Legislation & Lobbying Presented by: Joe Nathan In the Process of completing required board training.	In the Process of completing required board training.	6/23/20 Charter School Finances – A Public's Trust	01/2020: LETRS (Language Essentials for Teachers of Reading & Spelling) Training 01/2020: ACCESS Training
Enrique Estrada RESIGNED 03/2022	5/21	5/24	Member	Community	Community	eestrada@cesarchavezschool.com	651-266-8690	33%	Resigned prior to completing required board training.			
David G. Stanton RESIGNED 03/2022	05/21	05/24	Member	Community	Education	dstanton@cesarchavezschool.com	424-291-0691	100%	01/2019 MN School Boards Assoc. Governance 12/4/19 Legislation & Lobbying Presented	01/2019 MN School Boards Assoc. Governance	01/2019 MN School Boards Assoc. Financial Matters	03/2019: Data Practices and Records Retention Training



									<i>by: Joe Nathan</i>			
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Note:

Appendix I: FY23 Budget

Academia Cesar Chavez #4073-07 Long-Range Budget Projection Model June 16, 2022

	600,468 35.97%	110,277 30.73%	50,968 34.09%	121,629 34.09%	81,062 34.17%	(108,182) 32.10%	(71,758) 30.48%	(25,486) 29.37%
	Actual	BOARD APPROVED 06.23.21	WORKING	Projections				
Enrollment	520	450	520	560	560	570	580	590
	<u>2020-2021</u>	<u>2021-2022</u>	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>	<u>2025-2026</u>	<u>2026-2027</u>
Enrollment Projections								
Preschool	17	40	36	40	40	40	40	40
Number Students Grade HK	3	0	0	0	0	0	0	0
Number Students Grade K	50	55	43	55	55	60	60	60
Number Students Grade 1	54	55	55	55	55	60	60	60
Number Students Grade 2	50	40	53	55	55	55	60	60
Number Students Grade 3	45	40	53	55	55	55	60	60
Number Students Grade 4	48	30	46	55	55	55	55	60
Number Students Grade 5	71	40	48	55	55	55	55	60
Number Students Grade 6	81	55	68	50	55	55	55	55
Number Students Grade 7	50	60	74	67	64	65	65	65
Number Students Grade 8	52	35	43	73	71	70	70	70

Enrollment totals by state pupil unit weighting category

Total Number of Students Grade Preschool	17	40	36	40	40	40	40	40
Total Number of Students Grade K	52	55	43	55	55	60	60	60
Total Number of Students Grade 1-3	149	135	162	165	165	170	180	180
Total Number of Students Grade 4-6	200	125	163	160	165	165	165	175
Total Number of Students Grade 7-12	102	95	117	140	135	135	135	135
Total Number of Students (not ADM's)	520	450	520	560	560	570	580	590
Total Number of Current Year Pupil Units (WADM's)	540.65	453.00	529.46	572.00	571.00	581.00	591.00	601.00

State Revenue Assumptions and Calculations

General Education Revenue

State Averages Per Pupil Unit	\$6,567.00	\$6,633	\$6,728	\$6,863	\$7,000	\$7,140	\$7,283	\$7,429
Inflation Rate Assumption-Basic only	2.0%	1.0%	2.45%	2.0%	2.0%	2.0%	2.0%	2.0%
Basic Excluding Transportation	\$6,260.98	\$6,323.59	\$6,414.48	\$6,543.18	\$6,674.05	\$6,807.53	\$6,943.68	\$7,082.55
Gifted and Talented	13.00	13.00	13.00	13.00	13.00	13.00	13.00	13.00
Sparsity	30.99	30.26	31.13	31.13	31.13	31.13	31.13	31.13
Operating Capital	226.48	226.51	226.69	226.69	226.69	226.69	226.69	226.69
Equity	116.29	116.23	116.46	116.46	116.46	116.46	116.46	116.46
Extended Time	0.00	0.00	13.81	0.00	0.00	0.00	0.00	0.00
Referendum	177.32	180.97	162.77	162.77	162.77	162.77	162.77	162.77
Transportation	306.02	309.08	313.52	319.82	326.21	332.74	339.39	346.18
Per Pupil Unit State Revenue	7,131.08	7,199.64	7,291.86	7,413.05	7,550.31	7,690.32	7,833.12	7,978.78
Total Per Pupil Unit State Revenue	\$7,131.08	\$7,199.64	\$7,291.86	\$7,413.05	\$7,550.31	\$7,690.32	\$7,833.12	\$7,978.78
Total General Education State Revenue	3,855,418	3,261,437	3,860,719	4,240,265	4,311,227	4,468,073	4,629,374	4,795,248

Academia Cesar Chavez #4073-07
Long-Range Budget Projection Model
June 16, 2022

	600,468 35.97%	110,277 30.73%	50,968 34.09%	121,629 34.09%	81,062 34.17%	(108,182) 32.10%	(71,758) 30.48%	(25,486) 29.37%
	<i>Actual</i>	<i>BOARD APPROVED 06.23.21</i>	<i>WORKING</i>	<i>Projections</i>				
				<i>560</i>	<i>560</i>	<i>570</i>	<i>580</i>	<i>590</i>
	<i>2020-2021</i>	<i>2021-2022</i>	<i>2021-2022</i>	<i>2022-2023</i>	<i>2023-2024</i>	<i>2024-2025</i>	<i>2025-2026</i>	<i>2026-2027</i>
Enrollment	520	450	520	560	560	570	580	590
Free & Reduced	75%	29%	29%	83%	83%	83%	83%	83%
Reduced	16%	6%	6%	12%	12%	12%	12%	12%
Free	59%	23%	23%	71%	71%	71%	71%	71%
Compensatory Revenue	<i>per 08/16/21</i>	<i>per 2/22/21</i>	<i>MDE 01/27/22</i>	<i>MDE 01/14/22</i>	<i>estimate</i>	<i>estimate</i>	<i>estimate</i>	<i>estimate</i>
A: Number of Students prior yr. (current year for 1st year)	568	545	545	547	560	560	570	580
B: Number of Free Lunch Students prior yr. (or current year for 1s	336	123	123	386	395	395	402	409
C: Number of Reduced Lunch Students prior yr. (current yr. for 1s	89	33	33	68	70	70	71	72
D: Adjusted Counts = 100% Free, 50% Reduced - (A)	380.50	139.50	139.50	420.00	429.98	429.98	437.66	445.34
E: Concentration Portion	0.67	0.26	0.26	0.77	0.77	0.77	0.77	0.77
F: Concentration Factor (lesser of 1 or Conc. Portion/ .8)	0.84	0.32	0.32	0.96	0.96	0.96	0.96	0.96
G: PU = .6 * D * F	191.17	26.78	26.78	241.87	247.61	247.61	252.03	256.46
H: Initial Revenue	1,095,028	155,155	157,708	1,457,053	1,525,607	1,560,274	1,624,128	1,689,978
Miscellaneous Adjustment (Rounding)	51	(1,760)	(1)	78	0	0	0	0
I: Short Year Factor	1	1	1	1	1	1	1	1
Calculated Compensatory State Revenue ((A) x (B))	1,095,079	153,396	157,707	1,457,131	1,525,607	1,560,274	1,624,128	1,689,978
Pension Adjustment Revenue								
Initial Pension Allowance	1.61	1.61	1.61	1.61	1.61	1.61	1.61	1.61
Initial Pension Revenue	870	729	852	921	919	935	952	968
PY Member Salaries	2,709,104	2,702,277	2,709,104	2,242,855	2,287,712	2,333,466	2,380,135	2,427,738
Pension Adjustment Rate	0.0063	0.0063	0.0084	0.0105	0.0105	0.0105	0.0105	0.0105
Current Year Pension Adjustment Revenue	17,067	17,024	22,756	23,550	24,021	24,501	24,991	25,491
Total Pension Adjustment Revenue	17,937	17,753	23,608	24,471	24,940	25,436	25,943	26,459
Building Lease Aid: Lesser of line a or b below:								
Lease Aid Expense	897,731	894,913	894,913	896,819	898,288	899,319	899,319	899,319
a) Lease Aid Rev at \$1,314 per pupil unit beginning 2014-2015	710,414	595,242	695,705	751,608	750,294	763,434	776,574	789,714
b) Lease Aid Rev at 90% of Lease Expense	807,958	805,421	805,421	807,137	808,459	809,387	809,387	809,387
Lesser of \$1,314/p.u. or 90% of lease payment	710,414	595,242	695,705	751,608	750,294	763,434	776,574	789,714
Estimated Proration of Lease Aid Revenue	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Prorated Building Lease Aid Revenue	710,414	595,242	695,705	751,608	750,294	763,434	776,574	789,714
Lease Aid Revenue per pupil unit (after proration)	1314	1314	1314	1314	1314	1314	1314	1314
Building Lease Aid Analyticals:								
Lease Aid Rev that would need to be generated to cover expense at 90%. Max per Statute is \$1,314	1,494	1,778	1,521	1,411	1,416	1,393	1,370	1,347
How many more WADM would we need to maximize lease aid?	74	160	83	42	44	35	25	15

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June 16, 2022**

	600,468 35.97%	110,277 30.73%	50,968 34.09%	121,629 34.09%	81,062 34.17%	(108,182) 32.10%	(71,758) 30.48%	(25,486) 29.37%
	<i>Actual</i>	<i>BOARD APPROVED 06.23.21</i>	<i>WORKING</i>	<i>Projections</i>				
<i>Enrollment</i>	520	450	520	560	560	570	580	590
	2020-2021	2021-2022	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027

Long-Term Facilities Maintenance Revenue

	132	132	132	132	132	132	132	132
Revenue per Adjusted Pupil Unit								
Total Long-Term Facilities Maintenance Revenue	71,365.80	59,796	69,888	75,504	75,372	76,692	78,012	79,332

Special Education Revenue

	estimate - 93%	estimate - 93%	estimate - 93%	estimate - 93%	estimate - 93%	estimate - 93%	estimate - 93%	estimate - 93%
State Special Education Aid and Tuition Billing	891,901	865,923	865,923	950,460	969,432	1,006,446	1,044,576	1,083,822
Uniform Billing to other Districts								

	49%	52%	52%	52%	52%	52%	52%	52%
EL Revenue (English Language Learner) State Aid	estimate	estimate	estimate	estimate	estimate	estimate	estimate	estimate
Prior Year EL Eligible ADM	274	274	256	274	303	290	295	301
Current Year EL Eligible ADM	256	233	274	303	290	295	301	306
ADM Served	516	450	520	550	560	570	580	590
Adjusted EL ADM	256	243	274	303	293	295	301	306
EL Marginal Cost Pupils	256	243	274	303	293	295	301	306
EL Revenue	180,499	171,072	192,896	213,312	206,272	207,680	211,904	215,424
Concentration Portion	0	0.5182	0.5265	0.5509	0.5182	0.5182	0.5182	0.5182
Concentration Factor	1	1	1	1	1	1	1	1
EL Pupil Units	256	233	274	303	290	295	301	306
EL Concentration Revenue	64,098	58,295	68,500	75,750	72,545	73,840	75,135	76,431
Rounding Adjustment	0	0	0	0	0	0	0	0
Total EL Aid	244,596	229,367	261,396	289,062	278,817	281,520	287,039	291,855

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	<i>Actual</i>	<i>BOARD APPROVED 06.23.21</i>	<i>WORKING</i>	Projections				
<i>Enrollment</i>	520	450	520	560	560	570	580	590
	<u>2020-2021</u>	<u>2021-2022</u>	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>	<u>2025-2026</u>	<u>2026-2027</u>

Revenue Summary and Projections

State Aids

General Education Revenue	3,855,418	3,261,437	3,860,719	4,240,265	4,311,227	4,468,073	4,629,374	4,795,248
Declining Enrollment Revenue	60,006	166,772	21,088	0	1,960	0	0	0
Pension Adjustment Revenue	17,937	17,753	23,608	24,471	24,940	25,436	25,943	26,459
EL Revenue	244,596	229,367	261,396	289,062	278,817	281,520	287,039	291,855
Compensatory Revenue	<u>1,095,079</u>	<u>153,396</u>	<u>157,707</u>	<u>1,457,131</u>	<u>1,525,607</u>	<u>1,560,274</u>	<u>1,624,128</u>	<u>1,689,978</u>
Subtotal	5,273,037	3,828,724	4,324,518	6,010,929	6,142,551	6,335,304	6,566,485	6,803,539
Building Lease Aid	710,414	595,242	695,705	751,608	750,294	763,434	776,574	789,714
PY Over/Under Accrual & Misc. State Aids	23,855	0	0	0	0	0	0	0
Long-term Facilities Maintenance Revenue	71,366	59,796	69,888	75,504	75,372	76,692	78,012	79,332
EL Cross-Subsidy Aid	0	0	8,910	8,910	8,910	8,910	0	0
Special Education Aid	891,901	865,923	865,923	950,460	969,432	1,006,446	1,044,576	1,083,822
School Trust Land Endowment	22,886	23,066	21,796	21,796	21,796	21,796	21,796	21,796
Literacy Aid	29,621	29,621	29,621	29,621	29,621	29,621	29,621	29,621
Q Comp	146,146	137,245	138,359	138,359	142,167	142,167	144,706	147,245
TRA PERA Special Funding	0	18,000	18,000	18,000	18,000	18,000	18,000	18,000
Total State Aids	7,169,226	5,557,618	6,172,720	8,005,187	8,158,143	8,402,370	8,679,770	8,973,069

Federal Revenues

Title Grants	256,486	299,700	152,193	155,200	158,300	161,500	164,700	168,000
CARES / ESSER Funding	225,572	2,108,074	1,708,074	200,000	200,000	0	0	0
Coronavirus Relief Funds (CRF) Funding	205,132	0	0	0	0	0	0	0
Federal Special Ed	76,198	106,900	67,721	69,100	70,500	71,900	73,300	74,800
21st Century Grant	140,050	45,000	150,000	0	0	0	0	0
Total Federal Revenues	903,438	2,559,674	2,077,988	424,300	428,800	233,400	238,000	242,800

Academia Cesar Chavez #4073-07
Long-Range Budget Projection Model
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	600,468 35.97%	110,277 30.73%	50,968 34.09%	121,629 34.09%	81,062 34.17%	(108,182) 32.10%	(71,758) 30.48%	(25,486) 29.37%
	<i>Actual</i>	<i>BOARD APPROVED 06.23.21</i>	<i>WORKING</i>	<i>Projections</i>				
<i>Enrollment</i>	520	450	520	560	560	570	580	590
	<u>2020-2021</u>	<u>2021-2022</u>	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>	<u>2025-2026</u>	<u>2026-2027</u>
Other Revenues								
050 Fees from Patrons and Other	287	500	500	500	500	500	500	500
215-060 Student Council	0	100	100	100	100	100	100	100
092 Interest Revenue	4,691	1,000	1,000	1,000	1,000	1,000	1,000	1,000
093 Rental Income	(508)	0	0	0	0	0	0	0
096 Contributions	21,110	0	10,150	0	0	0	0	0
E-Rate	1,300	23,389	31,050	15,000	15,000	15,000	15,000	15,000
099 Miscellaneous Income	10,089	150	5,000	5,000	5,000	5,000	5,000	5,000
3rd Party Billing - Medical Assistance	13,353	15,300	13,600	13,900	14,200	14,500	14,800	15,100
Adjustment to get to audited numbers								
Total Other Revenue	50,322	40,439	61,400	35,500	35,800	36,100	36,400	36,700
Total Revenue	8,122,986	8,157,731	8,312,108	8,464,987	8,622,743	8,671,870	8,954,170	9,252,569
formula check	8,122,986	8,157,731	8,312,108	8,464,987	8,622,743	8,671,870	8,954,170	9,252,569
per audit	8,122,987							

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Long-Range Budget Projection Model
June 16, 2022**

	600,468	110,277	50,968	121,629	81,062	(108,182)	(71,758)	(25,486)
	35.97%	30.73%	34.09%	34.09%	34.17%	32.10%	30.48%	29.37%
	<i>Actual</i>	<i>BOARD APPROVED 06.23.21</i>	<i>WORKING</i>	Projections				
<i>Enrollment</i>	520	450	520	560	560	570	580	590
	2020-2021	2021-2022	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027

Expenditure Calculations

New Staff Calculations								
Staff increases based on enrollment increases								
Actual/projected enrollment change from prior year	0	(82)	(38)	110	0	10	10	10
Added new teacher FTE's - calculated at 28:1 ratio - manual adjust	0.0		0.0	1.0	0.0	0.0	0.0	0.0
Other Teachers/Non-teachers Added								
Additional staff budget added	0	0	0	0	0	0	0	0
Total new teachers added/subtracted								
Projected new teacher (1FTE) Salary cost	44,370	45,257	46,163	46,163	47,086	48,028	48,988	49,968
Added salary cost - teachers (added FTE's times cost)	0	0	0	46,163	0	0	0	0
Added cost - others per above	0	0	0	0	0	0	0	0

Inflation Assumptions								
Salaries		2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%
Other costs		2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%

Budget Calculations								
	29.4%	32.0%	29.7%	30.2%	30.7%	31.2%	31.7%	32.2%
100 Salaries (Includes Preschool Salaries)	2,571,774	2,947,436	3,116,242	3,233,663	3,298,336	3,364,303	3,431,589	3,500,221
100 Q Comp Expenditures	97,302	170,683	131,399	138,359	142,167	142,167	144,706	147,245
200 Benefits	756,252	942,050	925,524	976,566	1,012,589	1,049,663	1,087,814	1,127,071
305 Contracted Services	212,736	271,800	212,617	233,400	238,100	247,200	256,600	266,200
315 Repairs and Maintenance for Computers	70,337	59,800	90,350	99,200	101,200	105,100	109,100	113,200
320 Communications Services	17,483	22,800	17,800	18,200	18,600	19,000	19,400	19,800
329 Postage	6,822	6,000	7,000	7,700	7,900	8,200	8,500	8,800
330 Utilities	98,421	86,700	150,000	153,000	156,100	159,200	162,400	165,600
340 Insurance	38,910	39,000	40,500	42,100	43,800	45,600	47,400	49,300
350 Repairs and Maintenance	104,370	102,700	85,000	93,300	95,200	98,800	102,500	106,400
360 Transportation	455,427	554,700	510,000	551,800	594,600	638,500	683,500	729,600
366 Travel and conferences	39,304	52,800	40,900	44,900	45,800	47,600	49,400	51,300
369 Field Trips (Admissions)	0	11,600	11,600	12,700	13,000	13,500	14,000	14,500
Building rent								
Debt Service on 2015 Bonds (FINAL 3-30-15 BOND RUN)	815,250	812,775	812,775	814,913	816,625	817,913	817,913	817,913
Repair and Replacement Reserve	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000
Other Fees	57,481	57,138	57,138	56,906	56,663	56,406	56,406	56,406
370 Total Building Rent	897,731	894,913	894,913	896,819	898,288	899,319	899,319	899,319
370/380 Other Rentals and Operating Leases	33,552	31,100	34,223	43,400	44,300	46,000	47,700	49,500
389 Tuition Reimbursement	750	2,250	3,100	2,250	500	500	500	500
401 Non-Instructional Supplies	45,119	74,600	70,000	88,900	90,700	94,200	97,800	101,500
401 Maintenance Supplies	18,154	25,900	40,000	50,800	51,800	53,800	55,800	57,900
405 Non-Instructional Computer Software & Licensing Fees	28,320	31,800	35,000	44,400	45,300	47,000	48,800	50,600
406/430 Instructional Supplies, Instructional Software	53,417	56,500	50,000	63,500	64,800	67,300	69,900	72,500
440 Fuels	0	100	100	100	100	100	100	100
455/456 Technology Supplies	914	4,700	5,000	5,500	5,600	5,800	6,000	6,200

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	<i>Actual</i>	<i>BOARD APPROVED 06.23.21</i>	<i>WORKING</i>	Projections				
<i>Enrollment</i>	<i>520</i>	<i>450</i>	<i>520</i>	<i>560</i>	<i>560</i>	<i>570</i>	<i>580</i>	<i>590</i>
	<u>2020-2021</u>	<u>2021-2022</u>	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>	<u>2025-2026</u>	<u>2026-2027</u>
460 Textbooks and workbooks	4,594	24,900	40,000	43,900	44,800	46,500	48,300	50,100
461 Standardized Tests	0	100	0	0	0	0	0	0
490 Food	5,405	9,500	5,500	6,000	6,100	6,300	6,500	6,700
520 Building Improvements	10,501	25,900	15,000	16,500	16,800	17,400	18,100	18,800
530 Furniture and Other Equipment	32,933	8,600	15,000	16,500	16,800	17,400	18,100	18,800
555 Technology Equipment	52,309	64,100	10,000	11,000	11,200	11,600	12,000	12,500
820 Dues and memberships	35,964	34,100	31,700	34,800	35,500	36,900	38,300	39,700
891 TRA PERA Special Funding	0	18,000	18,000	18,000	18,000	18,000	18,000	18,000
895 Indirect Cost (Sped & Title)	(10,418)	0	0	0	0	0	0	0
899 Uncollected Student Meals	0	30,100	0	0	0	0	0	0
Graduation Expenditures (176)	3,103	1,500	3,700	4,100	4,200	4,400	4,600	4,800
Student Council, Fundraising (215)	179	100	215	100	100	100	100	100
Student Culture & Music Program (320)	10,279	21,900	21,000	23,100	23,600	24,500	25,400	26,400
Parent Program (325)	150	3,500	100	100	100	100	100	100
Summer School Program (160)	0	14,322	0	0	0	0	0	0
21st Century Grant	132,210	45,000	150,000	0	0	0	0	0
Athletics Program (701-703)	0	12,900	1,000	1,100	1,100	1,100	1,100	1,100
State Special Ed Expenditures / ESY	837,151	931,100	931,100	1,022,000	1,042,400	1,082,200	1,123,200	1,165,400
Federal Special Ed Expenditures	76,198	106,900	67,721	69,100	70,500	71,900	73,300	74,800
CARES	219,367	0	300,000	0	0	0	0	0
CRF	205,132	0	0	0	0	0	0	0
Federal Title Expenditures	256,486	299,700	152,193	155,200	158,300	161,500	164,700	168,000
3rd Party Billing - Medical Assistance	13,353	15,300	13,600	13,900	14,200	14,500	14,800	15,100
Director's Discretionary Fund (180)	16,773	15,000	15,000	15,000	15,000	15,000	15,000	15,000
Transfer from General Fund to Food Service Fund	72,798	0	0	92,400	94,200	97,800	101,500	105,300
Total Expenditures	7,521,562	8,072,454	8,262,096	8,343,358	8,541,681	8,780,052	9,025,928	9,278,056
formula check	7,521,562	8,072,453	8,262,096	8,343,358	8,541,681	8,780,052	9,025,928	9,278,056
per audit	7,521,562							
(0)								

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	<i>Actual</i>	<i>BOARD APPROVED 06.23.21</i>	<i>WORKING</i>	Projections				
<i>Enrollment</i>	520	450	520	560	560	570	580	590
	<u>2020-2021</u>	<u>2021-2022</u>	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>	<u>2025-2026</u>	<u>2026-2027</u>
Annual Surplus (Deficit) - General Fund (01)	601,424	85,277	50,012	121,629	81,062	(108,182)	(71,758)	(25,486)
Beginning fund Balance - General Fund (01)	<u>2,357,164</u>	<u>2,406,186</u>	<u>2,958,588</u>	<u>3,008,600</u>	<u>3,130,230</u>	<u>3,211,292</u>	<u>3,103,110</u>	<u>3,031,352</u>
Ending Fund Balance - General Fund (01)	2,958,588	2,491,463	3,008,600	3,130,230	3,211,292	3,103,110	3,031,352	3,005,866
per audit								
Fund Balance Percentage	39.3%	30.9%	36.4%	37.5%	37.6%	35.3%	33.6%	32.4%

Food Service - Revenue & Expenditure Summary and Projections

Food Service Revenue	621,893	475,800	548,600	789,400	805,200	836,000	867,700	900,300
Transfer from General Fund	72,798	0	0	92,400	94,200	97,800	101,500	105,300
Food Service Expenditures	694,691	450,800	548,600	881,800	899,400	933,800	969,200	1,005,600
Food Service Annual Surplus (Deficit)	0	25,000	0	0	0	0	0	0
Beginning Food Service Fund Balance	<u>14,758</u>	103,158	14,758	14,758	14,758	14,758	14,758	14,758
Ending Food Service Fund Balance	14,758	128,158	14,758	14,758	14,758	14,758	14,758	14,758
per audit	16,785							

**Academia Cesar Chavez #4073-07
Long-Range Budget Projection Model
June 16, 2022**

	600,468 35.97%	110,277 30.73%	50,968 34.09%	121,629 34.09%	81,062 34.17%	(108,182) 32.10%	(71,758) 30.48%	(25,486) 29.37%
	<i>Actual</i>	<i>BOARD APPROVED 06.23.21</i>	<i>WORKING</i>	Projections				
<i>Enrollment</i>	520	450	520	560	560	570	580	590
	2020-2021	2021-2022	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027

Community Service - Revenue & Expenditure Summary and Projections

Fund 04 Preschool Funded by McKnight, Title, and Pathway	45,978	0	58,352	0	0	0	0	0
Total Community Service Revenue	45,978	0	58,352	0	0	0	0	0
formula check	45,978	0	58,352	0	0	0	0	0
per audit	45,978							
Fund 04 Preschool Funded by McKnight, Title, and Pathway	46,934	0	57,396	0	0	0	0	0
Total Community Service Expenditures	46,934	0	57,396	0	0	0	0	0
formula check	46,934	0	57,396	0	0	0	0	0
per audit	46,394							
Annual Surplus/(Deficit)	(956)	0	956	0	0	0	0	0
Beginning Community Service Fund Balance	0	0	(956)	0	0	0	0	0
Ending Community Service Fund Balance	(956)	0	0	0	0	0	0	0
per audit	(956)							

Schoolwide Activity

Total Revenues	8,863,655	8,633,531	8,919,060	9,346,787	9,522,143	9,605,670	9,923,370	10,258,169
Total Expenditures	8,263,187	8,523,254	8,868,092	9,225,158	9,441,081	9,713,852	9,995,128	10,283,656
Schoolwide Annual Surplus	600,468	110,277	50,968	121,629	81,062	(108,182)	(71,758)	(25,486)
Beginning Schoolwide Fund Balance	2,371,922	2,972,390	2,972,390	3,023,358	3,144,988	3,226,050	3,117,868	3,046,110
Ending Schoolwide Fund Balance	2,972,390	2,619,622	3,023,358	3,144,988	3,226,050	3,117,868	3,046,110	3,020,624
formula check	2,972,390	2,619,622	3,023,358	3,144,988	3,226,050	3,117,868	3,046,110	3,020,624
per audit	2,972,390	0	0	0	0	0	0	0
School-Wide Fund Balance %	35.97%	30.73%	34.09%	34.09%	34.17%	32.10%	30.48%	29.37%
General Fund Balance %	39.33%	30.86%	36.41%	37.52%	37.60%	35.34%	33.58%	32.40%
Fund Balance Target %	25.00%	25.00%	25.00%	25.00%	25.00%	25.00%	25.00%	25.00%