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Quarterly Report 1

2023-2024

July to September 2023 | Includes the Annual Report for 2022-2023

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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.

Table of Contents

Introduction **3**
Academics **4**
A1. Mission & Vision 4
Statement of Purpose 5
A2. Academic Performance 6
MCA Proficiency 6
NWEA Assessments 7
A3. After School & Summer Programming 9
A4. Parent Involvement 10
A5. Curriculum 12
Academic Program Pillars 13
A6. Scheduling 13
A7. Professional Development & Teacher Evaluation Systems 13
Teacher Evaluation 16
A8. Innovative Practices, Initiatives, & Future Plans 16
Teacher Recruitment & Retention 16
Curriculum Development 16
A9. Awards 17
Governance & Operations **17**
B1. Teacher License Verification 17
B2. Management & Administration 18
Leadership Team Roles & Responsibilities 18
Leadership Professional Development 19
B3. Organizational Strengths, Challenges, & Plans 20
Strengths 20
Challenges 21
Plans 21
B4. School Enrollment & Attrition Trends 22
B5. Community Partnerships 24
B6. Board Member Orientation & Training Plan 25
B7. Board Member Information 25
Finance **26**
C1. Fiscal Health 26
C2. Internal Controls & Board Oversight 26
C3. Awards 26
Appendices **27**

Introduction

Reflecting over my second year at Academia Cesar Chavez gave me a warm feeling, combined with an incredible sense of urgency. We have accomplished so much in one year, yet what should be our most important accomplishment has not yet been fully realized.

While as a community of students, parents, staff, and board members have made our school not only so much safer and back in fulfilling our mission, our academic program continues being our biggest priority.

Our parent engagement keeps rising, the monthly meetings with our parents are a big success to communicate and to stay engaged with the day to day life of their students.

Our dual language bilingual education program has been completely established from pre-kinder to 8th grade, which also makes a significant impact in our parent involvement.

Six Educational Partners attended the Servant Leader Intern training via the Ella Baker Child Policy Institute with the Children's Defense Fund Freedom School in Tennessee. This particular program has elevated the quality of our afterschool program as well for our Education Partners to also see the importance of the academic rigor and the impact of their contribution in the classrooms.

Academia Cesar Chavez has made the largest investment on teacher development in the last ten years. Investing in our teachers and leadership has become a priority in order for us to reach excellence in academic performance. Overall, 80% of our staff is BIPOC in the elementary school, and 60% in our middle school. Our teachers are licensed anywhere from Tier 1 to Tier 4 in the state of Minnesota. They also receive biweekly support through their learning teams (professional learning communities) and they received training from Dr. Amy Young, Education Specialist for Multilingual Learners at the Minnesota Department of Education.

We continue our partnership with our sister school, Mexicayotl Academy in Nogales, Arizona—Blue Ribbon School, which we

visited twice this past year. Following our visit, we explored the Eureka Math Curriculum, which we were able to see in action at our partner school. Our board approved the curriculum for use as of this fall. We continue learning from them and adopting what we see fit for the community that we serve.

Additionally, we have established new partnerships such as Teach for America; continuing with E3: Education, Excellence, & Equity, University of Minnesota Chicano Latino Studies Department, and the Children's Defense Fund. With all of these new partnerships and opportunities, I am looking forward to another promising year.

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 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 language acquisition 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 thematic multidisciplinary units of instruction, lesson plans, and assessments that place Spanish and English side by side. Educators also learn to teach to students' potential and to support emerging bilinguals' trajectories towards biliteracy.

Measure learning outcomes and create different and innovative forms of measuring outcomes
Academia Cesar Chavez utilizes translanguaging strategies to more effectively and accurately assess student progress in content areas. When students are introduced to a word they have not heard before, they are encouraged to "go through the files in their brain" and ask themselves "Do I know this word in another language?" Teachers teach the root origin of words to support this process (Ex. Emotion and *emoción*). 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.

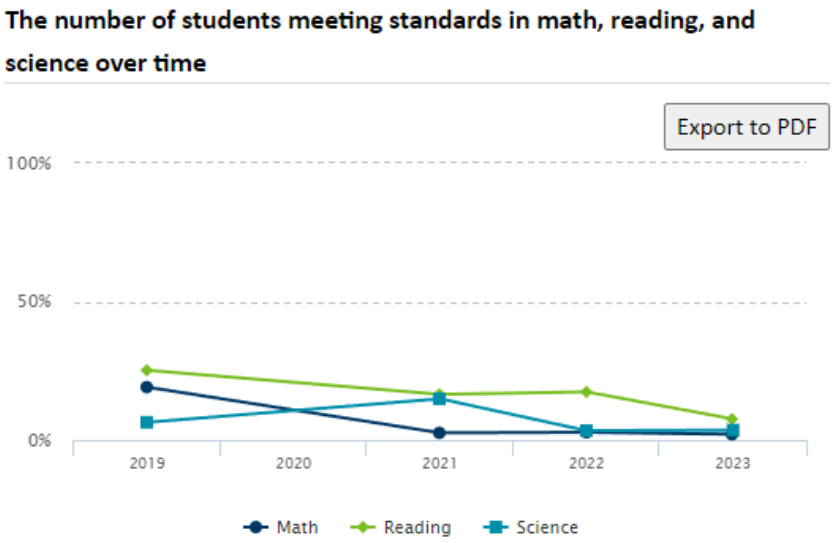
Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site

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

MCA Proficiency



Subject	2019	2020	2021	2022	2023
Math	**19.1%** (67)	**N/A** (N/A)	**2.6%** (6)	**2.8%** (9)	**2.1%** (7)
Reading	**25.2%** (88)	**N/A** (N/A)	**16.5%** (38)	**17.4%** (57)	**7.6%** (25)
Science	**6.4%** (7)	**N/A** (N/A)	**14.9%** (11)	**3.4%** (3)	**3.6%** (4)

Figure 1. MDE Report Card, 2023

Figure 1 demonstrates math and science proficiency remained flat between SY22 and SY23, while reading proficiency scores experienced a decline. Tables 1 and 2 below contain more detailed MCA data.

Percent Meeting or Exceeding MCA Reading, 2022-2023 School Year			
Grade	**# of Students Tested**	**Percent Meeting**	**Percent Exceeding**
3rd	56	5.4%	0%

4th	50	2%	0%
5th	50	6%	0%
6th	47	17%	0%
7th	63	6.3%	0%
8th	61	8.2%	0%
Overall	327	7.3%	0%

Table 1. MCA Proficiency Template, Reading

Percent Meeting or Exceeding MCA Math, 2022-2023 School Year			
Grade	**# of Students Tested**	**Percent Meeting**	**Percent Exceeding**
3rd	55	0%	1.9%
4th	50	0%	0%
5th	50	6%	0%
6th	47	2.1%	0%
7th	63	1.6%	0%
8th	60	0%	0%
Overall	325	1.5%	0.3%

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. 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.

NWEA Assessments

In the 2022-2023 school year, Academia Cesar Chavez returned to 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 which can be utilized to help inform and differentiate instruction.

% At or Above National Median - English Reading					% Meeting Growth Goals - English Reading			
Grade	**# Students Tested, Spring**	**% at or above national median**	**# at or above national median**		**Grade**	**# Students Tested, Spring**	**% at or above growth goals**	**# at or above growth goals**
3rd	55	16%	9		3rd	55	16%	9
4th	52	10%	5		4th	52	10%	5
5th	50	18%	9		5th	50	18%	9
6th	47	26%	12		6th	47	26%	12
7th	61	13%	8		7th	61	13%	8
8th	59	25%	15		8th	59	25%	15
Overall	324	17%	58		Overall	324	17%	58

Table 3. School Selected Assessment Reporting Template: English Reading, NWEA 2022-2023

% At or Above National Median - Spanish Reading					% Meeting Growth Goals - Spanish Reading			
Grade	**# Students Tested, Spring**	**% at or above national median**	**# at or above national median**		**Grade**	**# Students Tested, Spring**	**% at or above growth goals**	**# at or above growth goals**
K	49	43%	21		K	49	43%	21
1st	50	44%	22		1st	50	44%	22
2nd	45	13%	6		2nd	45	13%	6
3rd	55	6%	3		3rd	55	6%	3
4th	50	8%	8		4th	50	8%	8
5th	50	18%	9		5th	50	18%	9
6th	47	32%	14		6th	47	32%	14
7th	62	13%	8		7th	62	13%	8
8th	58	29%	17		8th	58	29%	17
Overall	466	23%	108		Overall	466	23%	108

Table 4. School Selected Assessment Reporting Template: Spanish Reading, NWEA 2022-2023

% At or Above National Median - Math					% Meeting Growth Goals - Math			
Grade	**# Students Tested, Spring**	**% at or above national median**	**# at or above national median**		**Grade**	**# Students Tested, Spring**	**% at or above growth goals**	**# at or above growth goals**
K	51	34%	17		K	51	34%	17
1st	47	17%	8		1st	47	17%	8
2nd	45	9%	4		2nd	45	9%	4
3rd	55	7%	4		3rd	55	7%	4
4th	52	4%	2		4th	52	4%	2
5th	49	14%	7		5th	49	14%	7
6th	47	21%	10		6th	47	21%	10
7th	60	18%	11		7th	60	18%	11
8th	53	19%	10		8th	53	19%	10
Overall	459	16%	73		Overall	459	16%	73

Table 5. School Selected Assessment Reporting Template: Math, NWEA 2022-2023

Data from these assessments are used to determine which students should be considered for interventions, both during school as well as out-of-school-time programming. Progress and growth is shared with students, their families, and their teachers.

Please refer to Appendix A to view the assessment calendar for the 2022-2023 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/s/Academia-Cesar-Chavez-Testing-Calendar-2022docx.pdf

A3. After School & Summer Programming

Academia Cesar Chavez offers several choices for out-of-school-time programming:

ACC Afterschool Program

Academic Enrichment	*Intramural Sports*	*Art Program*
Freedom School	Soccer	Mariachi
Academia del Pueblo	Volleyball	Baile Folklorico
	Basketball	Danza

Similarly, our summer school offerings include:

ACC Summer School Program

Academic Enrichment	*Intramural Sports*	*Art Program*
Freedom School	Soccer	Mariachi
Academia del Pueblo	Basketball	Baile Folklorico
Los Peques	Flag Football	Danza

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.

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
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.

Parent/Teacher Conferences
ACC returned to in-person parent/teacher conferences in the 2022-2023 school year. The attendance rate differed amongst Elementary and Middle School grades:

	Elementary	**Middle School**
Fall '22	65%	77%
Winter '22	67%	62%
Spring '23	73%	53%

Table 6. Parent Teacher Conference Attendance 2022-2023

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 information will be shared in the subsequent Quarter 2 report.

Monthly Meetings With La Directora
Continuing in the 2022-2023 school year, 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
ACC offers semi-monthly sessions during the spring and weekly in the summer. Much of the sessions focus on mental health and socioemotional wellbeing. Topics include:

- 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

School Events
ACC hosts several schoolwide parent engagement events throughout the year as opportunities for families and staff to come together to promote the growth and wellbeing of their students. Some of the events that took place in 2022-2023 include:

- Back to School Night(s)
- High School Fair
- Loteria Nights
- Winter Festival & Spring Festival
- Annual Meeting & Celebration

A5. Curriculum

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 Cesar Chavez continues to review curricula that could possibly be utilized in various capacities, we are continuing the development of our 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.

During the Curriculum Development Retreat (further discussed in Section A8 of this report), the cohort of teachers and academic leadership reviewed several curricula choices referenced by our sister school, Mexicayotl Academy. The following curricula were considered:

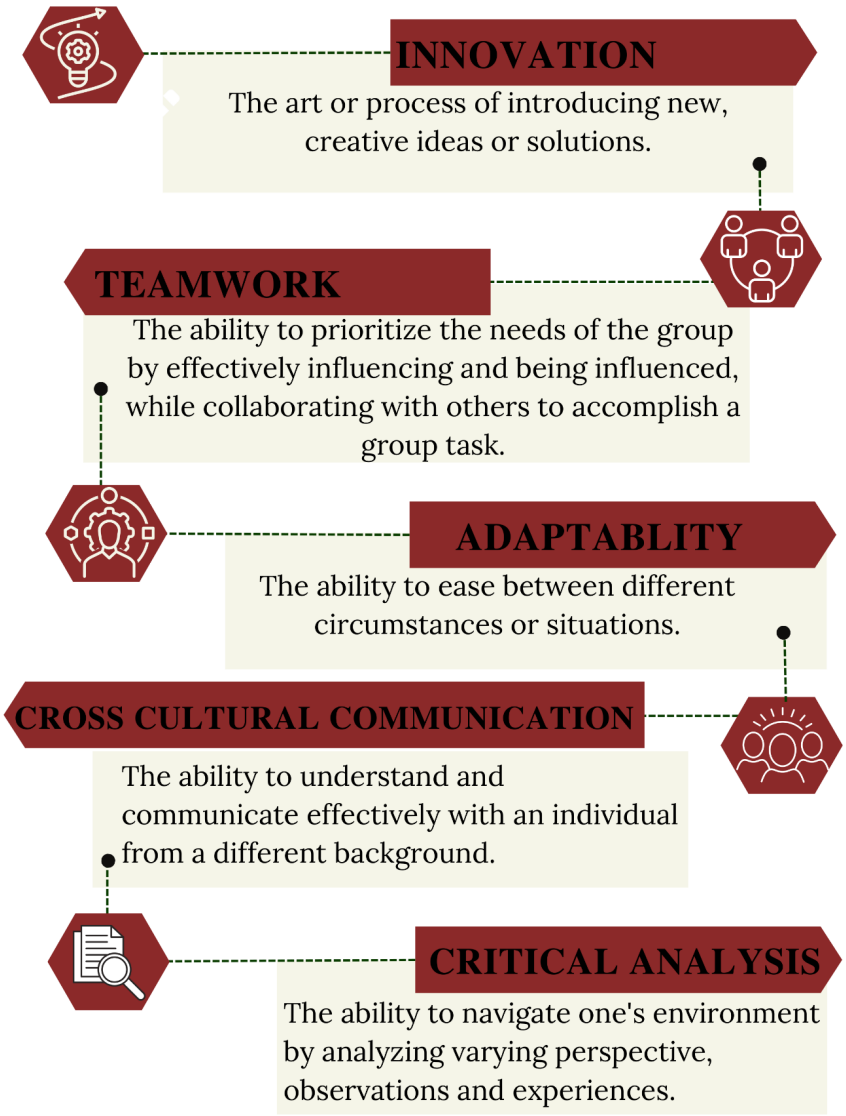
- Language Arts: Reading and Writing
  - Journeys/Senderos
  - Renaissance
  - Study Island
  - Freckle
  - Reading Eggs & IXL
- Mathematics
  - K-5 Eureka Math
  - 5-8 Maneuvering the Middle
- Science
  - K-5 Core Knowledge
  - 6-8 Generation Genius

The curricula were cross-referenced with our current units plans and curriculum map to check for alignment with both Minnesota's state standards and ACC's own academic pillars.

Ultimately, Eureka Math was recommended by the cohort. Academic leadership had been able to witness the curriculum in action firsthand during the visit to Mexicayotl Academy. ACC received some sample lessons to try out in our own classrooms, after which teachers shared that the materials were well-designed and easy to use. As the bilingual math curriculum recently expanded to include grades 6-8, the Board of Directors approved Eureka Math as ACC's K-8 math curriculum beginning Fall 2023.

All students have a grade-level math class in the morning, where they utilize the new math curriculum. All students then have a second math class every other day in the afternoon where it's grouped based on NWEA data. The afternoon class is designed to start from where students are and where students are

working at their own pace to master all math concepts that they have yet to master. The teachers are creating individualized plans for each student based on the NWEA data, and the teachers are using those individualized plans to teach small group lessons. The data is also being used to create a personalized, online plan through IXL online platform, new to Academia Cesar Chavez this year. Both the small group instruction and IXL platform are designed to meet each student where they are and fill in gaps in key foundational math concepts to accelerate student's progress. In the morning grade-level math classes, teachers are also using the NWEA data to personalize instruction for students, and there is a whole group lesson each day.



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

Students at Academia Cesar Chavez 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.

A7. Professional Development & Teacher Evaluation Systems

** = Indicates an opportunity specifically for development in Bilingual Education*

Title	Provider	Audience	Expected Date	Required?
Educator Academy	Understand Native Minnesota	Teachers, Leadership	August 2023	No
Restitution & Restorative Justice	Norma C. Garcés, Graciela Hammeken, Landon Nelson	Teachers, Educational Partners, Student Engagement, Leadership	August 2023	Yes
Introduction to Special Education	Christina Dominguez	Teachers, Educational Partners, New Hires	August 2023	Yes
SPED Implementation	Christina Dominguez, Rudy Aviña	Teachers, Educational Partners, Student Engagement, Leadership	August 2023	Yes
NWEA MAP Assessment	Leah Jadoonath	Teachers, Educational Partners, Leadership	August 2023	Yes
The E3 Model: Education, Excellence, & Equity	Dr JuanCarlos Arauz (E3)	Teachers, Educational Partners, Student Engagement, Leadership	August 2023	Yes
Guided Language Acquisition Strategies*	Graciela Hammeken	Teachers, Educational Partners	August 2023	Yes
Dual Language Bilingual Education (One-Way)*	Dr Amy Young (MDE)	Teachers, Educational Partners	August 2023	Yes
Infinite Campus	Lucinda Costilla de Morales	New Hires	August 2023	Yes
Trauma-Informed Practices	Puentes LLC	Teachers, Educational Partners, Student Engagement, Leadership	August 2023	Yes
PK-12 Standard Response Protocol	Norma C. Garcés	Teachers, Educational Partners, Student Engagement, Leadership, New Hires	August 2023	Yes
Narcan Administration Training	MN Department of Health	Teachers, Educational Partners, Student Engagement, Leadership, New Hires	September 2023	Yes
Mandated Reporter Training	MN Child Welfare Training Academy	Teachers, Educational Partners, Student Engagement, Leadership, New Hires	October 2023	Yes
La Cosecha Dual Language Conference*	Dual Language Education of New Mexico	Academic Leadership	November 2023	Yes

Foundations of Title IX Compliance for K12 Coordinators	Association of Title IX Administrators	Executive Assistant	November 2023	Yes
Humanizing Pedagogies*	Acosta Educational Partnership	Teachers, Educational Partners, Student Engagement, Leadership	March 2024	Yes
Council of Exceptional Children Conference	Council of Exceptional Children	Special Education Teachers and Educational Partners	March 2024	Yes
Crisis Prevention (CPI) Training	Crisis Prevention Institute, Indigo Education	Special Education Teachers, SPED Educational Partners, Health Office, Student Engagement	March 2024	Yes
Art of Master Educator Institute	E3: Education, Excellence, & Equity	Middle School Teachers, Educational Partners	June 2024	Yes
Affinity Groups	University of Minnesota	Teachers, Educational Partners, Student Engagement, Leadership	Ongoing	Yes
Cross Language Connections: Planning for Paired Literacy and the Así se dice Strategy**	Literacy Squared	Teachers, Educational Partners	April 2024	No
Teaching for Biliteracy Spring Institute**	Center for Teaching for Biliteracy	Teachers, Educational Partners, Leadership	May 2024	No
Summer Biliteracy Institute**	Center for Teaching for Biliteracy	Teachers, Educational Partners	June 2024	No
Teaching Language Through the Lens of Social Justice	Center for Advanced Research on Language Acquisition	Teachers, Educational Partners	July 2024	No
Secondary Dual Language and Immersion: Achieving the Promise of Continuation Programs*	Center for Advanced Research on Language Acquisition	Teachers, Educational Partners	July 2024	No
Critical Approaches to Heritage Language Education*	Center for Advanced Research on Language Acquisition	Teachers, Educational Partners	July 2024	No

Table 7. Professional Development Plan SY24
***The facilitators for these trainings have limited spots available*

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.

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

A8. Innovative Practices, Initiatives, & Future Plans

Teacher Recruitment & Retention

This year, not only has Academia been able to recruit a diverse pool of teachers, we also have continued to grow our existing faculty in their capacity as high-quality teachers. Many of our Tier 1 teachers are preparing to become Tier 2 this year, and some have already made the transition to Tier 2! Several of our Tier 2 teachers have moved to Tier 3, as well as some Tier 3 teachers moving to Tier 4.

Academia continues to take part in the MDE Visiting Teacher Program. Three teachers from Spain have joined the team this year, with robust experience in the classroom in their home country. As a component of the program, ACC supports these teachers in the logistics of moving to Minnesota, providing them with the information and resources they need to make the transition, and overall ensuring they feel welcomed to the United States.

ACC has three teachers from Teach for America this year. These corps members are Tier 2 teachers currently pursuing their master's degrees at the University of Saint Thomas. TFA corps members make a commitment to serve at least two years in identified schools. In addition to participating in professional development sessions and Professional Learning Communities at ACC, our TFA teachers receive training and support from the corps during their service.

Curriculum Development

During the weeks immediately following the last day of the school year, a group of teachers formed a cohort with our instructional coaches to review the prior year's lesson plans, review elements of the curriculum, and develop more thematic units aligned to state standards. In the process of creating

student-centered curriculum maps, the cohort focused on the needs of students, stipulated clearly-desired outcomes for learners, identified potential areas of integration, and edited overall units for coherence. The standards of each core subject are taught by being interwoven with the themes via interdisciplinary units that highlight these core values as well as the academic pillars.

Each academic quarter has one of ACC's core values interwoven into every unit:

Quarter 1: *Identidad* | Identity
Thematic focus on the philosophy of Academia Cesar Chavez, civic responsibilities, the history of social structures, and exploring one's own identity.

Quarter 2: *Intelecto* | Intellect
Thematic focus on human rights, cultural celebrations across the globe, and people of diverse backgrounds past, present, and future.

Quarter 3: *Solidaridad* | Solidarity
Thematic focus on civil rights movements and their historical contexts, the United Nations, and working together with people of different backgrounds and identities.

Quarter 4: *Justicia* | Justice
Thematic focus on learning about different types of advocacy and justice, such as social justice and environmental justice. 5th Grade and 8th Grade students prepare their final projects for presentation at the end of the school year.

Teachers in the cohort received a stipend for their exemplary work.

As we look to the future this year, ACC plans to strengthen our partnership with Teach for America, as an opportunity to continue building our Grow Your Own program.

A9. Awards

Academia Cesar Chavez did not receive any awards for the 2022-2023 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 C.

B2. Management & Administration

MN Department of Education		
University of Saint Thomas		
Academia Cesar Chavez		
Executive Director Norma C. Garcés		
Head of Elementary School *Vanessa San Jose*	*Family & Community Director* *Martha Dominguez*	*Head of Middle School* *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 2. Management Structure SY23

The full organizational chart can be viewed under Appendix E.

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, 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.

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

The foundation of the Executive Director's development plan are activities and opportunities that will further strengthen her capacity to achieve the three goals stipulated in her contract. This includes ongoing mentorship with the school's founder, learning the newest research in bilingual education, and strengthening connections with community members and stakeholders.

Table 5 lists the professional development opportunities pursued by the Executive Director during SY23.

Title	**Provider**	**ED Goal**	**Date(s)**	**Attendee(s)**
Charter School Admin Support Call	Eugene Piccolo, Minnesota Association of Charter Schools	1	Weekly from August to June	Ms Norma
Mentorship Sessions	Ramona Arreguin de Rosales, founder of Academia Cesar Chavez	1	Biweekly from August to June	Ms Norma
2022 UnidosUS Annual Conference	UnidosUS	1	July 9-11, 2022	Ms Norma
Secondary Dual Language and Immersion: Achieving the Promise of Continuation Programs	Center for Advanced Research on Language Acquisition	2	July 25-29, 2022	Ms Norma
Leading in Equity, Action, and Diversity (LEAD) Conference 2022	UMN College of Education & Human Development	3	Aug 2-3, 2022	Ms Norma Mr Carl Ms Vanessa
Stress and Healing Consultation Group	Melissa McLaurin, LPCC	3	September 12, 2022	Ms Norma
Decriminalizing Education Summit	Midwest Center for School	3	October 15,	Ms Norma

	Transformation		2022	
La Cosecha Dual Language Conference	Dual Language Education of New Mexico	2	Nov 2-5, 2022	Ms Norma Mr Carl
Standard Response Protocol Train the Trainer Workshop	I Love U Guys Foundation	3	November 29, 2022	Ms Norma
Program Design for Indigenous Language Revitalization - Listening Session	Profesor Luis Enrique Lopez, University of Minnesota Heritage Languages Workshop Series	2, 3	December 9, 2022	Ms Norma
Ella Baker Child Policy Training Institute	Children's Defense Fund	1	December 14, 2022	Ms Norma
CEHD Policy Breakfast	University of Minnesota College of Education and Human Development	1	January 10, 2023	Ms Norma
Changemakers Summit 2023 on Capitol Hill, DC	UnidosUS	1	Feb 13-15, 2023	Ms Norma
8th Annual Charter School Leader of Color Convening	National Alliance for Public Charter Schools	1	Feb 27-28, 2023	Ms Norma
Visiting & Touring ACC's Sister School, a Blue Ribbon Charter School	Mexicayotl Academy	2	April 11-13, 2023	Ms Norma Ms Vanessa Mr Carl
Xito's 10th Annual Summer Institute	The Xicanx Institute for Teaching and Organizing	3	June 30-July 2, 2023	Ms Norma Ms Vanessa Mr Carl

Table 8. Executive Director Professional Development SY23

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.

Beginning in Fall 2023, Carlos Mariani Rosa took up the mantle as the Board Chair of ACC's Board of Directors. Mr Mariani served as a state representative for twenty years before retiring from office, and currently serves as the Executive Director of the Minnesota Education Equity Partnership. Mr Mariani has an extensive background in advocating for educational equity in Minnesota, and was officially elected as a board member at the 2023 Academia Cesar Chavez Annual Meeting this past May.

Challenges

A significant challenge this past year has been navigating the teacher licensure process with PELSB for candidates who received their education at an institution outside of the United States. There seems to be conflicting guidance on the specificities within the documentation necessary, causing significant delays in processing. Transcripts also require credential evaluation from a third party agency in addition to translation, which adds another fee that either the candidate or the school must incur. This creates a huge barrier of entry for otherwise highly qualified faculty.

The biggest challenge for us has been finding quality teachers. Currently, Academia's salaries are competitive to Saint Paul Public Schools'. Even so, the availability of quality teachers who are also bilingual is quite difficult. Prior years of being off-mission has left a certain stain on the image

Plans

The Academia Cesar Chavez Board of Directors has established a joint committee with the El Colegio Board of Directors to build a stronger partnership and explore opportunities for the future. This Partnership Committee meets bi-monthly, and will have more exciting updates to share in the coming months.

ACC will continue to build, purchase, create, and/or adapt curricula that establish strong foundational guidelines for teachers, especially those new to the profession, in order to support the flow and cadence of learning, and so that new teachers have a stronger idea of how much time to spend on a particular lesson or topic, for example.

B4. School Enrollment & Attrition Trends

Grade	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021-2022	2022-2023	2023-2024
PreK	39	40	39	25	40	57	38*
K	49	52	57	51	49	51	63
1st	50	44	52	53	53	50	54
2nd	63	56	49	50	55	54	51
3rd	83	69	53	44	54	59	53
4th	58	83	73	45	47	55	52
5th	60	56	86	70	47	50	57
6th	38	56	56	79	66	46	45
7th	55	35	50	45	72	71	48
8th	0	55	34	49	43	69	55
Total	**495**	**546**	**549**	**511**	**526**	**562**	**516**
Growth	7%	9%	0.6%	-7%	2.9%	6.8%	-4.8%

Table 9. Student Enrollment Trends, SY18-SY24

**Due to state budget allocation restrictions, MDE was unable to approve VPK funding for a third PreK classroom.*

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	48	57	3	40	0
K	56	51	6	43	30
1st	48	50	8	38	39
2nd	52	47	10	41	38
3rd	58	55	6	51	46
4th	54	52	5	44	41
5th	50	50	3	45	41
6th	46	47	1	43	39
7th	70	62	10	58	59
8th	67	61	8	57	61
Total	**549**	**532**	**60**	**460**	**394**

Table 10. Student Attrition Template, 2022-2023

A trend that is worth noting is that we have identified a number of families that tend to leave ACC—for a few weeks, or even months—and return to re-enroll their children. About 3% of our families have a sort of "revolving-door" relationship with the school, leaving

Another trend with enrollment is our 7-8th students have been transferring to a 7-12 school program or K-12 school program so that they can more easily enroll in their high school of choice. Similarly, many 5th grade students transferred to a 6-12 school program.

Enrollment by Race/Ethnicity for SY24

Race/Ethnicity	**Count**	**Percent**
Hispanic or Latino	442	80.8%
American Indian or Alaska Native (Federal Definition)	92	16.8%
Asian	0	0.0%
Black or African American	6	1.1%
Native Hawaiian or Other Pacific Islander	0	0.0%
Other Indigenous Peoples	0	0.0%
White	2	0.4%
Two or More Races	5	0.9%
All Students	547	100.0%

Table 11. Enrollment by Race & Ethnicity SY24, October 2023

In our newest enrollments, we welcomed seventeen new-to-country families, many of whom come from indigenous communities in Central and South America.

Enrollment by Special Population for SY24

Special Population	**Count**	**Percent**
English Learner	292	53.4%
Special Education	69	12.6%
Free/Reduced Priced Lunch	470	85.9%
Homeless	23	4.2%

Table 12. Enrollment by Special Population SY24, October 2023

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 F) 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
- Hennepin Healthcare
- Puentes, LLC
- Saint Paul Public Library & Bookmobile
- Saint Paul Parks & Recreation
- Bridges
- MORE Community Services
- E3: Education, Excellence, & Equity

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
- Bethel University
- Saint Paul Music Conservatory

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
- Teach for America (TFA)

B6. Board Member Orientation & Training Plan

In 2022-2023, 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.

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.

At the board retreat, all board members review the Board Binder together and discuss its contents. 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 or the Minnesota School Board Academy. 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 G.

Finance

C1. Fiscal Health

Academia Cesar Chavez had a successful 2022-2023 fiscal year. The school year ended with a total of $78,812 added to the General Fund. Preliminary figures show the fund balance at 47.4%, compared to 58.3% from the fiscal year prior. There was a budgeted 560 ADM at year-end for Fiscal Year 2023, and ended the year with 533 ADM. Days of cash-on-hand is a healthy 142, which is substantially above the 45 days required by the bond covenants.

In June of 2023, the board adopted the FY24 budget projecting a surplus of $273,322. The budget is based on 40 preschool students and 494 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 FY23 is expected to be completed in December of 2023, and shall be included in a subsequent report. A copy of the FY23 budget can be found under Appendix H.

C2. Internal Controls & Board Oversight

During FY23, 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.

As of July 1, 2023, Academia Cesar Chavez transitioned to a new financial service provider, Charter School Business Management (CSBM). The Board of Directors, in consultation with David Greenberg, decided to end the relationship with BerganKDV and begin services with CSBM.

C3. Awards

Academia Cesar Chavez did not receive any awards for the 2022-2023 school year.

Appendices

Appendix A: Assessment Calendar SY23
Appendix B: Elementary & Middle School Daily Schedules SY24
Appendix C: Teacher Licensure Template & Professional Development SY24
Appendix D: Teacher Evaluation Cycle & Rubric
Appendix E: Organizational Chart
Appendix F: Enrollment Policy
Appendix G: Board Member Information Template
Appendix H: FY24 Budget

Academia Cesar Chavez Testing Calendar 2022-2023 (PreK-8)

Research, Evaluation & Assessment

Assessment	Test Dates		Grade Level (X = Designated test grades)								
		PreK	K	1	2	3	4	5	6	7	8
Fall (August – November 2022)											
NWEA Reading	October/November		X	X	X	X	X	X	X	X	X
NWEA Math	October/November		X	X	X	X	X	X	X	X	X
Winter (December – February 2023)											
NWEA Spanish -Reading	December						X	X	X	X	X
NWEA English - Reading	December		X	X	X	X					
NWEA Reading & Math	January		X	X	X	X	X	X	X	X	X
ACCESS	February/March		X	X	X	X	X	X	X	X	X
Spring (March – May 2023)											
MCA Reading	March					X	X	X	X	X	X
MCA Math	April					X	X	X	X	X	X
MCA Science	May							X			X
NWEA Reading & Math	May		X	X	X	X	X	X	X	X	X
NWEA Spanish - Reading	May						X	X	X	X	X
NWEA English - Reading	May		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 B - Master Schedule Elem SY24.xlsx

	PreK	Kinder	1st	2nd	3rd	4th	5th
7:15	Prep	Prep	Prep	Prep	Prep	Prep	Prep
7:30	Breakfast	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Breakfast
7:45					Breakfast	Breakfast	Morning Meeting
8:00	Morning Meeting	Breakfast	Breakfast	Breakfast	Specials		Language Arts / Social Studies
8:15						Morning Meeting	
8:30	Calendar	AHOD / Todos juntos ya	AHOD / Todos juntos ya	AHOD / Todos juntos ya	AHOD / Todos juntos ya	AHOD / Todos juntos ya	AHOD / Todos juntos ya
8:45	Math						
9:00	Oracy Development	Literacy	Calendar	Social Studies	Literacy	Writing - Dictado	Writing - Dictado
9:15	Skills & Practice		Specials				
9:30	Recess				Whole Group		
9:45			Literacy	Specials		Math	Math
10:00	Group Read Aloud	Recess			Science	Whole Group	Whole Group
10:15	Wash Hands / Bathroom		Whole Group	Read Aloud - English	Science inquiry	Specials	Social Studies
10:30	Lunch	Lunch	Lunch	Recess	Read Aloud		
10:45					Art	Science	Specials
11:00	Literacy	Calendar	Recess	Lunch	Lunch	Science writing	
11:15		Specials				Science inquiry	Read Aloud
11:30			Math	Literacy - Spanish	Recess	Lunch	Lunch
11:45	Specials	Math - whole group	Oracy Development				
12:00			Skills & Practice	Whole Group	Math	Literacy - English	Science
12:15	Rest Time				Oracy Development	Whole Group	Science inquiry
12:30		Science		Math	Skills & Practice	word study, mini lessons	
12:45			Science	Oracy Development			Recess
1:00			Social Studies / Science	Skills & Practice	Language Arts / Social Studies	Recess	
1:15	Centers / Playtime	Independent Reading / activities	Science inquiry	Science			Read Aloud / Literacy - English
1:30				Science inquiry		Literacy - Spanish	
1:45		Writing - Dictado	Writing - Dictado	Writing - Dictado	Writing - Dictado	Whole Group	
2:00							
2:15	Clean Up / Read Aloud / Dimissal	Read Aloud / Literacy Skills	Read Aloud / Literacy Skills	Review & Clean Up	Review & Clean Up	Review & Clean Up	Review & Clean Up
2:30	**Dismissal**	**Dismissal**	**Dismissal**	**Dismissal**	**Dismissal**	**Dismissal**	**Dismissal**
2:45							
3:00	Prep	Prep	Prep	Prep	Prep	Prep	Prep
3:15							

Appendix B - Master Schedule MS SY24

	Arrival / Breakfast	P1	P2	P3	P4	P5	Lunch1/Recess	Lunch2/Recess	P6	P7	Advisory / Dismissal
ELA/ESL		English 8	Prep	ESL 1	English 8	ESL 2	Lunch 1	Recess	Prep	Prep	
ELA		Prep	English 7	English 7	English 6	English 6	Lunch 1	Recess	Prep	Prep	
Social Studies ENG		Social Studies 7	Social Studies 6	Social Studies 8	Prep	Social Studies 8	Recess	Lunch 2	Intro to Spoken Word Poetry	Intro to Spoken Word Poetry	
Social Studies ENG		Social Studies 7	Social Studies 8	Social Studies 6	Prep	Social Studies 6	Lunch 1	Recess	Prep	Prep	
Math ENG		Prep	Math 6	Math 8	Math 7	Math 8	Recess	Lunch 2	Math Acceleration	Math Acceleration	
Math ESP		Math 6	Prep	Math 6	Math 8	Math 7	Recess	Lunch 2	Math Acceleration	Math Acceleration	
Science ENG		Science 6	Prep	Science 7	Science 6	Science 8	Recess	Lunch 2	Prep	Prep	
Science ESP		Science 8	Science 8	Prep	Science 6	Science 7	Lunch 1	Recess	Prep	Prep	
Spanish LA1		Spanish Lang. Arts	Spanish Lang. Arts	Spanish 3	Spanish Lang. Arts	Prep	Lunch 1	Recess	Debate & Public Speaking	Debate & Public Speaking	
Spanish LA2		Spanish 1	Spanish 2/3	Spanish 2	Prep	Spanish 1	Recess	Lunch 2	Building Leaders	Building Leaders	
Art		Elem Specials	Elem Specials	Elem Specials	Elem Specials	Elem Specials	Recess	Lunch 2	Intro to Art	Intro to Art	
Phy Ed		Elem Specials	Elem Specials	Elem Specials	Elem Specials	Elem Specials			Personal Wellness	Personal Wellness	
Music 1		Elem Specials	Elem Specials	Elem Specials	Elem Specials	Elem Specials			Beginning Band	Concert Band	
Music 2			Elem Specials	Elem Specials	Elem Specials	Elem Specials			Choir		
SPED 1		Due Process	Math Strategies	Math Strategies	Math Strategies	Prep			Prep	Prep	
SPED 2		Due Process	Prep	Reading Strategies		Reading Strategies			Life Skills	Life Skills	
SPED 3		Due Process	Math Strategies	Prep	Reading Strategies	Reading Strategies			Life Skills	Life Skills	

Licensure Template

School Name: *Academia Cesar Chavez*
Year Reported On: SY2023

Teacher Name	At School in SY23? Y or N	Returning in SY2024? Y, N or	Subject Taught	Grade(s) Taught	File #	Function Code	Student Level	Function Description	Expiration Date	Notes
Adela Costilla	Y	Y	Elementary	4th	516524	180100	04	Elementary Education	06/30/2024	
Allison Malikowski	Y	Y	ESL	6-8	1009807	060206	28	English as a Second Lang.	06/30/2024	
Angelina Aliendres de Chaudary	N	New	Elementary	K-6	1028399			Elementary Education	06/30/2024	
Bernardo Garcia Lozano	N	New	Math	6-8	1028400			Mathematics	06/30/2024	
Christina Dominguez	Y	Y	SPED	PreK-8	429191	199810	37	Academic Behavior Strategist	06/30/2023	
Daniel Delgado	Y	Y	Social Studies	6-8	1020811	150000	28	Social Studies	06/30/2024	
Daniela Pacheco Aguilar	Y	Y	Elementary	Kinder	1021032	180100	17	Elementary Education	06/30/2026	
Diana Lopez	Y	Y	Elementary	Kinder	480815	180100	17	Elementary Education	06/30/2027	
Eleange Aliendres Valdez	N	New	Elementary	K-6	1028723			Elementary Education	06/30/2026	
Erick Juarez	N	New	Instrumental & Classroom Music	K-12	1008609			Music	06/30/2024	
Fernando Sanchez-Chavarria	N	New	Social Studies	6-8	1028401			Social Studies	06/30/2024	
Gina Ballina	Y	Y	Math	6-8	1008559	110000	28	Mathematics	06/30/2025	
Graciela Hammeken	Y	Y	Curriculum Coordinator		514614	990410	99	Curriculum Director	06/30/2024	
Harold Garcia	N	New	SPED	6-8	1027496			Learning Disabilities	06/30/2025	
Hilda Gutierrez	Y	Y	Spanish	6-8	1009004	060219	27	Spanish	06/30/2025	
Ian Olson	N	New	Communication Arts & Literature	6/8	1028641			English Language Arts	06/30/2025	
Ivelisse Cotto-Algarin	N	New	Elementary	K-6	1028721			Elementary Education		Being reviewed by PELSB for Tier 1
Jennifer Medina	N	New	Elementary	K-6	1021406			Elementary Education	06/30/2024	
Jocelyn Pollack	N	New	Elementary	K-6	1029398			Elementary Education		Being reviewed by PELSB for Tier 2
Jose Carlos Garcia	N	New	Elementary	K-6	1028402			Elementary Education	06/30/2024	
Karina Orozco Salcedo	N	New	Spanish	6-8	1028986			Spanish	06/30/2024	
Leah Jadoonath	Y	Y	Elementary	5th	490159	180100	05	Elementary Education	06/30/2027	
Marianny Bravo Ferrer	Y	Y	SPED	PreK-8	1021037			Academic Behavior Strategist	06/30/2023	Being reviewed by PELSB for renewal
Marina Castillo	N	New	Elementary	K-6	348818	199810	37	Art	06/30/2026	
Michael Miller	Y	Y	Phy Ed	K-8	1008431			Physical Education	06/30/2024	
Molly Bauchle	Y	Y	Elementary	2nd	518105	080300	37	Elementary Education	06/30/2024	
Oscar Mata	Y	Y	Spanish	6-8	504882	180100	02	Spanish	06/30/2028	
Raquel Domingo Perez	N	New	SPED	PreK-8	1028722	050100	28	Academic Behavior Strategist		Being reviewed by PELSB for Tier 2
Raul Hooker Pardo	N	New	Music	K-12				Music		In process of applying; new hire as of
Rudy Aviña	Y	Y	SPED	PreK-8	443857			Academic Behavior Strategist	06/30/2023	Being reviewed by PELSB for renewal
Sandra Huge	Y	Y	Science	K-5	1021219	199810	37	Elementary Education	06/30/2024	
Sarah Hart	Y	Y	Science	6-8	428860	130600	18	Science 5-8	06/30/2027	
Sirely Gutierrez	Y	Y	Elementary	3rd	1015587			Early Childhood Education	06/30/2026	
Susan Nodler	Y	Y	SPED	PreK-8	465405	130600	28	Academic Behavior Strategist	06/30/2025	
Vanessa San Jose	Y	Y	Head of Elementary		471109	180150	03		06/30/2025	
Yazmin Munoz-Vallez	N	New	Science	6-8	1026098	199810	37	Science 5-8	06/30/2028	
Zaire Estrada	N	New	SPED	PreK-8	1022080	990500	99	Academic Behavior Strategist	06/30/2024	

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	GLAD	Lynn Harper & Diana Hernandez	Teachers	8/16/2022, 8/17/2022, 8/18/2022	Y
2	Deescalation Training	Christina Dominguez & Rebecca Pineda	Teachers	08/25/2022	Y
3	Restitution Training	Norma C. Garces	Teachers	08/25/2022	Y
4	Sensory Processing	SPED Team	Teachers	08/26/2022	Y
5	Intercultural Development Inventory	Heidi Fransen, Graciela Hammeken, & Paula O'Loughlin	Teachers	08/29/2022	Y
6	Crisis Prevention Intervesion	NPI	Teachers	09/06/2022	Y
7	Safety & Security Training	Rudy Avina	Teachers	09/06/2022	Y
8	Restitution Training - Part 2	Norma C. Garces	Teachers	09/08/2022	Y
9	NWEA	NWEA	Teachers	09/29/2022	Y
10	Trauma Informed Training	Adalinda Estrada	Teachers	11/02/2022	Y
11	E3: Education, Excellence, & Equity	JuanCarlos Arauz	Teachers	11/04/2022	Y

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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.

Setting Instructional Outcomes	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.	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.	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.	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.
Knowledge of Resources	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.	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.	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.	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.
Designing Instruction	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.	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.	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.	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.

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.
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.
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

	students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	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.”	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.	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.
Using Assessment in Instruction	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.	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.	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.	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

				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.

Demonstrating Professionalism	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	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.	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.	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.

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

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:

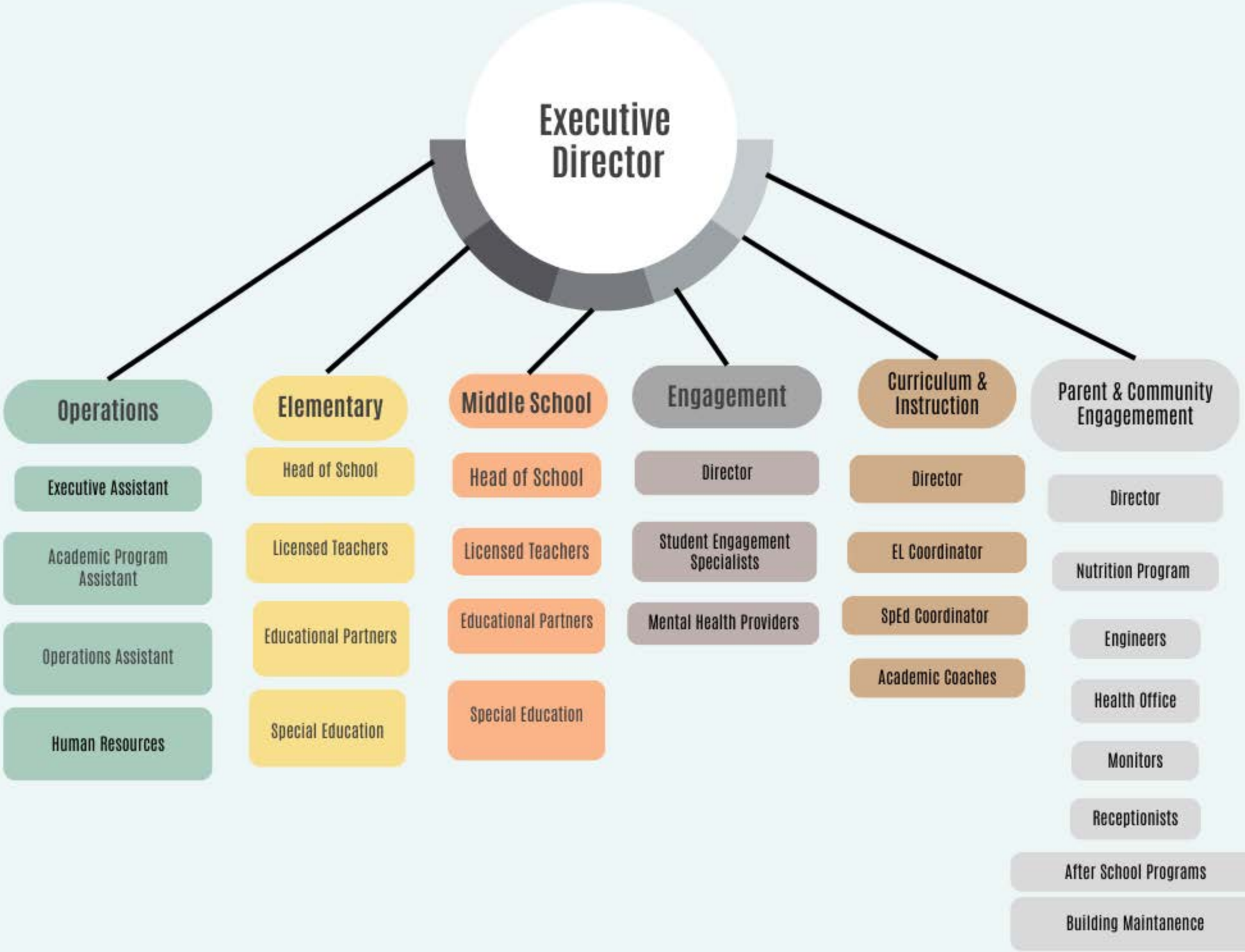
Academia Cesar Chavez Recommended Teacher Evaluation Cycle			
Qtr 1	Qtr 2	Qtr 3	Qtr 4
Goal Setting Conference (30-40 mins) between Teacher and Administrator Teacher sets personal goals for each domain.	GLAD Strategy Feedback (observation, coaching process) Teacher receives coaching feedback specific 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.


Executive Director
Operations
Executive Assistant
Academic Program Assistant
Operations Assistant
Human Resources
Elementary
Head of School
Licensed Teachers
Educational Partners
Special Education
Middle School
Head of School
Licensed Teachers
Educational Partners
Special Education
Engagement
Director
Student Engagement Specialists
Mental Health Providers
Curriculum & Instruction
Director
EL Coordinator
SpEd Coordinator
Academic Coaches
Parent & Community Engagemement
Director
Nutrition Program
Engineers
Health Office
Monitors
Receptionists
After School Programs
Building Maintanence

Adopted: 08/2014
Revised: 06/2023

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 Classrooms	40 Students	= 20 per class
Kindergarten:	2 Classrooms	52 Students	= 26 per class
1st Grade:	2 Classrooms	52 Students	= 26 per class
2nd Grade:	2 Classrooms	52 Students	= 26 per class
3rd Grade:	2 Classrooms	52 Students	= 26 per class
4th Grade:	2 Classrooms	52 Students	= 26 per class
5th Grade:	2 Classrooms	52 Students	= 26 per class
6th Grade:	3 Classrooms	65 Students	= 22 per class
7th Grade:	3 Classrooms	65 Students	= 22 per class
8th Grade:	3 Classrooms	65 Students	= 22 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 January 15. On January 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.

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	Member	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*

												11/29/17:
												Governance Best Practices ***06/2018:*** *Academic Success for Latino Scholars* ***03/2019:*** *Data Practices and Records Retention Training* ***11/2022:*** *UMN Indigenous Languages Lecture*
John Lozoya	05/20	05/23	Treasurer	Community	Community	jlozoya@ce sarchavezschool.com	651-247-8012	100%	***02/2018*** *MN School Boards Assoc. Governance* ***12/4/19*** *Legislation & Lobbying Presented by: Joe Nathan* ***9/29/21*** *MACS Presentation by: Eugene Piccolo*	***02/2018*** *MN School Boards Assoc. Employment Matters*	***03/2018*** *MN School Boards Assoc. Financial Matters*	***03/2019:*** *Data Practices and Records Retention Training*

Mark Ahrens	5/21	5/24	Member	Community	Organizational/Financial Management; Administration; Academic/Education; Technology	mahrens@cesarchavezschool.com	(952) 358-8767	85%	***6/19/10*** *Ratwik, Roszak & Maloney, PA, Board Governance* ***12/4/19*** *Legislation & Lobbying Presented by: Joe Nathan* ***9/29/21*** *MACS Presentation by: Eugene Piccolo*	***6/5/10*** *Ratwik, Roszak & Maloney, PA, Oversight of Employment Matters*	***12/12/10*** *Beltz, Kes, Darling, Oversight of Financial Matters;* ***10/17/12*** *Piper Jaffray, Bond Financing for Charter Schools;* ***11/28/12*** *CliftonLarson* ***0428/22:*** Charter Finance presented by David Greenberg	*Other:* ***06/15/16:*** *Dual Language Instruction* ***06/15/16:*** *Reviewing School Assessment Data* ***06/21/17:***
											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* ***05/23/18:*** *Charter School Financial Training*	*Big ideas for better schools - 10 ways to improve education* ***11/29/17:*** *Governance Best Practices* ***06/2018:*** *Academic Success for Latino Scholars*
Analita Silva	05/22	05/25	Member	Community	Community	asilva@cesarchavezschool.com	651-231-1715	100%	***04/28/22:*** Charter Finance Presented by David Greenberg ***06/09/22:*** MACS Course 100: *Welcome to the World of Charter School Governance – Role and Responsibilities* ***04/26/22:*** MACS Course 200: Charter School Finance ***10/05/22:*** MACS Course 300: Employment in Charter Schools			

									August 8, 2023: MSBA Charter School Board Training (Governance, Employment, Finance)	
Diana Lopez	05/22	05/25	Member	Teacher	Education	dlopez@cesarchavezschool.com	612-940-2284		***04/28/22:*** Charter Finance Presented by David Greenberg ***10/27/22***: MACS Course 100: *Welcome to the World of Charter School Governance – Role and Responsibilities* ***05/23/22:*** MACS Course 200: Charter School Finance ***August 8, 2023:*** MSBA Charter School Board Training (Governance, Employment, Finance)	***11/2022:*** *UMN Indigenous Languages Lecture*

Maria Vallejo	05/22	05/25	Member	Parent	Parent	mvallejo@cesarchavezschool.com	651-278-1908	100%	***04/28/22:*** Charter Finance Presented by David Greenberg ***09/13/22:*** *MACS Course 100: Welcome to the World of Charter School Governance – Role and Responsibilities* ***09/26/22:*** MACS Course 200: Charter School Finance ***August 8, 2023:*** MSBA Charter School Board Training (Governance, Employment, Finance)	***11/2022:*** *UMN Indigenous Languages Lecture*
Carlos Mariani Rosa	05/23	05/26	Board Chair	Community	Community	cmariani@cesarchahvezschool.com		100%	***August 8, 2023:*** MSBA Charter School Board Training (Governance, Employment, Finance)	
Ramon Vasquez	05/23	05/26	Member	Community	Education	rvasquez@cesarchavezschool.com		100%	***August 8, 2023:*** MSBA Charter School Board Training (Governance, Employment, Finance)	
Former Board members										

Osiris Gomez RESIGNED August 2022	5/21	5/24	Member	Community	Education	osirisgomez@cesarchavezschool.com	612-626-4629	71%	***9/29/21*** *MACS Presentation by: Eugene Piccolo* ***In the Process of completing required board training.***	***In the Process of completing required board training.***	***04/25/22:*** MACS Course 200: Charter School Finance ***04/28/22:*** 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%	***09/22/16*** *MN School Boards Assoc. Governance*	***10/11/16*** *MN School Boards Assoc. Employment Matters*	***09/16/16*** *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* ***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	yeeyick@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 Zieman **RESIGNED 05/2019**	05/18	05/21	Member	Parent	Parent	ziemancarolina@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.arely.g@gmail.com	(651) 332-3461	40%	***03/11/17*** *MN School Boards Assoc. Governance* ***12/4/19*** *Legislation & Lobbying Presented by: Joe Nathan*	***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* ***06/2018:*** *Academic Success for Latino Scholars*
Elizabeth Rodriguez	5/17	5/20	Member	Teacher	Education	brodriguez@cesarchavezschool.com	(651) 778-2940	100%	***6/5/10*** *Amy Mace, Ratwik, Roszak & Maloney, PA, Board Governance* ***12/4/19*** *Legislation & Lobbying Presented by: Joe Nathan*	***6/5/10*** *Ratwik, Roszak & Maloney, PA, Oversight of Employment Matters*	***6/12/10*** *Beltz, Kes, Darling, Oversight of Financial Matters* ***11/19/14*** *CliftonLarsonAllen Audit Procedures and Results* ***05/23/18:*** *Charter School Financial Training*	***Other:*** ***8/14*** *Benchmark Reading Curriculum* ***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* ***11/29/17:*** *Governance Best Practices* ***06/2018:*** *Academic Success for Latino Scholars* ***03/2019:*** *Spring Leadership Forum*
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%	***6/5/10*** *Ratwik, Roszak & Maloney, PA, Board Governance;* ***2/13/13*** *National Charter School Resource Center, Strengthen Your Board by Fixing your Board Meetings;* ***2014-2015*** *Attendance at weekly meetings from November 2014 through March 2015*	***12/8/09*** *MN Dept. of Educ., Employment Practices & Policies*	***12/9/09*** *MN Dept. of Educ., Financial Management;* ***10/17/12*** *Piper Jaffray, Bond Financing for Charter Schools;* ***11/28/12*** *CliftonLarson Allen, Audit Process in Charter Schools;* ***10/16/13***	*Other:* ***06/15/16:*** *Dual Language Instruction* ***06/15/16:*** *Reviewing School Assessment Data* ***03/15/17:*** *Promoting Effective Instruction for Children*

									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.* ***12/4/19*** *Legislation & Lobbying Presented by: Joe Nathan*		*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*	*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*

												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	aenriquez@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*

									by: Joe Nathan			

Note:

Academia Cesar Chavez #4073-07
Budget Projection Model - For FY24 Approval
June 20, 2023

		1,473,090	121,629	78,812	273,322
		55.63%	49.51%	47.46%	49.71%
		Actual - 06.30.22	*Board Approved 06.23.22*	*Working Budget 05.23.23*	*Board Approved TBD*
	Enrollment	*518*	*560*	*560*	*534*
		2021-2022	2022-2023	2022-2023	2023-2024
Enrollment Projections					
Preschool		26	40	40	40
Number Students Grade HK		0	0	0	0
Number Students Grade K		48	55	55	52
Number Students Grade 1		56	55	55	52
Number Students Grade 2		54	55	55	52
Number Students Grade 3		53	55	55	52
Number Students Grade 4		46	55	55	52
Number Students Grade 5		48	55	55	52
Number Students Grade 6		68	50	50	52
Number Students Grade 7		75	67	67	65
Number Students Grade 8		44	73	73	65
Enrollment totals by state pupil unit weighting category					
Total Number of Students Grade Preschool		26	40	40	40
Total Number of Students Grade K		48	55	55	52
Total Number of Students Grade 1-3		163	165	165	156
Total Number of Students Grade 4-6		162	160	160	156
Total Number of Students Grade 7-12		118	140	140	130
Total Number of Students (not ADM's)		**518**	**560**	**560**	**534**
Total Number of Current Year Pupil Units (WADM's)		541.52	572.00	572.00	544.00

State Revenue Assumptions and Calculations

General Education Revenue				
State Averages Per Pupil Unit	$6,728	$6,863	$6,863	$7,138
Inflation Rate Assumption-Basic only	2.45%	2.0%	2.0%	4.0%
Basic Excluding Transportation	$6,414.48	$6,543.18	$6,543.18	$6,804.91
Gifted and Talented	13.00	13.00	13.00	13.00
Sparsity	31.74	31.13	32.53	32.53
Operating Capital	226.70	226.69	226.63	226.63
Equity	116.72	116.46	115.27	115.27
Extended Time	0.00	0.00	0.00	0.00
Referendum	132.86	162.77	95.31	95.31
Transportation	313.52	319.82	319.82	332.61
Per Pupil Unit State Revenue	7,249.02	7,413.05	7,345.74	7,620.26
Total Per Pupil Unit State Revenue	**$7,249.02**	**$7,413.05**	**$7,345.74**	**$7,620.26**
Total General Education State Revenue	**3,925,460**	**4,240,265**	**4,201,763**	**4,145,421**

Academia Cesar Chavez #4073-07
Budget Projection Model - For FY24 Approval
June 20, 2023

	1,473,090	**121,629**	**78,812**	**273,322**
	55.63%	**49.51%**	**47.46%**	**49.71%**
	Actual - 06.30.22	***Board Approved 06.23.22***	***Working Budget 05.23.23***	***Board Approved TBD***
Enrollment	***518***	***560***	***560***	***534***
	2021-2022	**2022-2023**	**2022-2023**	**2023-2024**
Free & Reduced	**86%**	**83%**	**83%**	**86%**
Reduced	14%	12%	12%	16%
Free	73%	71%	71%	70%
Compensatory Revenue	MDE 01/27/22	MDE 01/14/22	MDE 01/14/22	MDE 01/11/23
A: Number of Students prior yr. (current year for 1st year)	545	547	547	537
B: Number of Free Lunch Students prior yr. (or current year for 1s	397	386	386	377
C: Number of Reduced Lunch Students prior yr. (current yr. for 1s	74	68	68	87
D: Adjusted Counts = 100% Free, 50% Reduced - (A)	434.00	420.00	420.00	420.50
E: Concentration Portion	0.80	0.77	0.77	0.78
F: Concentration Factor (lesser of 1 or Conc. Portion/ .8)	1.00	0.96	0.96	0.98
G: PU = .6 * D * F	259.21	241.87	241.87	246.96
H: Initial Revenue	1,526,461	1,457,053	1,457,053	1,555,455
Miscellaneous Adjustment (Rounding)	(32)	78	(28)	0
I: Short Year Factor	1	1	1	1
Calculated Compensatory State Revenue ((A) x (B))	**1,526,429**	**1,457,131**	**1,457,025**	**1,555,455**
Pension Adjustment Revenue				
Initial Pension Allowance	1.61	1.61	1.61	1.61
Initial Pension Revenue	**872**	**921**	**921**	**876**
PY Member Salaries	2,366,468	2,242,855	2,309,891	2,356,088
Pension Adjustment Rate	0.0084	0.0105	0.0105	0.0105
Current Year Pension Adjustment Revenue	**19,878**	**23,550**	**24,254**	**24,739**
Total Pension Adjustment Revenue	**20,750**	**24,471**	**25,175**	**25,615**
Building Lease Aid: Lesser of line a or b below:				
Lease Aid Expense	894,855	896,819	896,759	898,288
a) Lease Aid Rev at $1,314 per pupil unit beginning 2014-2015	711,552	751,608	751,608	714,816
b) Lease Aid Rev at 90% of Lease Expense	805,369	807,137	807,083	808,459
Lesser of $1,314/p.u. or 90% of lease payment	**711,552**	**751,608**	**751,608**	**714,816**
Estimated Proration of Lease Aid Revenue	100.00%	100.00%	100.00%	100.00%
Total Prorated Building Lease Aid Revenue	**711,552**	**751,608**	**751,608**	**714,816**
Lease Aid Revenue per pupil unit (after proration)	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	1,487	1,411	1,411	1,486
How many more WADM would we need to maximize lease aid?	71	42	42	71
Long-Term Facilities Maintenance Revenue				
Revenue per Adjusted Pupil Unit	132	132	132	132
Total Long-Term Facilities Maintenance Revenue	**71,480**	**75,504**	**75,504**	**71,808**
Special Education Revenue		estimate - 93%	estimate - 93%	estimate - 93%
State Special Education Aid and Tuition Billing	**797,979**	**950,460**	**691,488**	**829,786**
Uniform Billing to other Districts				
	52%	52%	52%	52%
EL Revenue (English Language Learner) State Aid		estimate	estimate	estimate
Prior Year EL Eligible ADM	233	274	303	303
Current Year EL Eligible ADM	288	303	303	369
ADM Served	518	550	550	534
Adjusted EL ADM	288	303	303	369
EL Marginal Cost Pupils	288	303	303	369
EL Revenue	**202,752**	**213,312**	**213,312**	**453,132**
Concentration Portion	0.5556	0.5509	0.5509	0.6910
Concentration Factor	1	1	1	1
EL Pupil Units	288	303	303	369
EL Concentration Revenue	**71,928**	**75,750**	**75,750**	**92,250**
Rounding Adjustment	0	0	0	0
Total EL Aid	**274,680**	**289,062**	**289,062**	**545,382**

Academia Cesar Chavez #4073-07
Budget Projection Model - For FY24 Approval
June 20, 2023

		1,473,090	121,629	78,812	273,322
		55.63%	49.51%	47.46%	49.71%
		Actual - 06.30.22	*Board Approved 06.23.22*	*Working Budget 05.23.23*	*Board Approved TBD*
	Enrollment	*518*	*560*	*560*	*534*
		2021-2022	2022-2023	2022-2023	2023-2024
Revenue Summary and Projections					
State Aids					
General Education Revenue		3,925,460	4,240,265	4,201,763	4,145,421
Declining Enrollment Revenue		0	0	0	55,958
Pension Adjustment Revenue		20,750	24,471	25,175	25,615
EL Revenue		274,680	289,062	289,062	545,382
Compensatory Revenue		1,526,429	1,457,131	1,457,025	1,555,455
Subtotal		**5,747,319**	**6,010,929**	**5,973,026**	**6,327,832**
Building Lease Aid		711,552	751,608	751,608	714,816
PY Over/Under Accrual & Misc. State Aids		(18,857)	0	0	0
Long-term Facilities Maintenance Revenue		71,480	75,504	75,504	71,808
EL Cross-Subsidy Aid		8,910	8,910	9,591	9,591
Special Education Aid		814,864	950,460	691,488	829,786
School Trust Land Endowment		21,615	21,796	21,434	21,434
Literacy Aid		23,944	29,621	23,693	23,693
Q Comp		138,359	138,359	140,043	135,567
TRA PERA Special Funding		0	18,000	0	0
Total State Aids		7,519,186	8,005,187	7,686,387	8,134,526
Federal Revenues					
Title Grants		188,844	155,200	334,699	301,229
CARES / ESSER Funding		798,858	200,000	629,050	806,610
Federal Special Ed		138,875	69,100	70,370	71,900
21st Century Grant		129,655	0	252,000	0
Total Federal Revenues		1,256,232	424,300	1,286,119	1,179,739
Other Revenues					
050 Fees from Patrons and Other		3	500	3,900	500
215-060 Student Council		0	100	100	100
092 Interest Revenue		559	1,000	17,000	10,000
096 Contributions		10,182	0	11,000	5,000
E-Rate		44,617	15,000	15,000	15,000
099 Miscellaneous Income		4,660	5,000	5,000	5,000
3rd Party Billing - Medical Assistance		15,860	13,900	16,000	10,000
Total Other Revenue		75,881	35,500	68,000	45,600
Total Revenue		**8,851,299**	**8,464,987**	**9,040,506**	**9,359,866**
	formula check	8,851,299	8,464,987	9,040,506	9,359,866
	per audit				

Academia Cesar Chavez #4073-07
Budget Projection Model - For FY24 Approval
June 20, 2023

	1,473,090	**121,629**	**78,812**	**273,322**
	55.63%	**49.51%**	**47.46%**	**49.71%**
	Actual - 06.30.22	***Board Approved 06.23.22***	***Working Budget 05.23.23***	***Board Approved TBD***
Enrollment	***518***	***560***	***560***	***534***
	2021-2022	**2022-2023**	**2022-2023**	**2023-2024**

Expenditure Calculations

New Staff Calculations				
Staff increases based on enrollment increases				
Actual/projected enrollment change from prior year	(2)	110	40	NA
Added new teacher FTE's - calculated at 28:1 ratio - manual adjus	0.0	1.0	1.0	NA
Other Teachers/Non-teachers Added				
Additional staff budget added	0	0	0	0
Total new teachers added/subtracted				
Projected new teacher (1FTE) Salary cost	47,086	46,163	47,086	47,086
Added salary cost - teachers (added FTE's times cost)	0	46,163	47,086	NA
Added cost - others per above	0	0	0	0
Inflation Assumptions				
Salaries	2.0%	2.0%	2.0%	2.0%
Other costs	2.0%	2.0%	2.0%	4.0%
Budget Calculations	***27.2%***	***30.2%***	***27.2%***	***28.0%***
100 Salaries (Includes Preschool Salaries)	2,245,761	3,233,663	3,060,663	3,160,865
100 Q Comp Expenditures	3,842	138,359	140,043	135,567
200 Benefits (see % above Salaries for reference)	609,874	976,566	832,500	885,042
305 Contracted Services	234,994	233,400	273,400	271,100
315 Repairs and Maintenance for Computers	52,034	99,200	130,000	128,900
320 Communications Services	6,538	18,200	35,000	35,700
329 Postage	3,185	7,700	3,700	7,600
330 Utilities	154,957	153,000	195,000	198,900
340 Insurance	16,584	42,100	46,000	48,800
350 Repairs and Maintenance	114,319	93,300	103,300	102,400
360 Transportation	539,813	551,800	585,000	628,600
366 Travel and conferences	36,133	44,900	125,000	44,500
369 Field Trips (Admissions)	300	12,700	9,000	12,600
Building rent				
Debt Service on 2015 Bonds (FINAL 3-30-15 BOND RUN)	812,775	814,913	814,853	816,625
Repair and Replacement Reserve	25,000	25,000	25,000	25,000
Other Fees	57,080	56,906	56,906	56,663
370 Total Building Rent	**894,855**	**896,819**	**896,759**	**898,288**
370/380 Other Rentals and Operating Leases	41,370	43,400	43,400	46,000
389 Tuition Reimbursement	2,307	2,250	2,250	2,500
401 Non-Instructional Supplies	31,796	88,900	45,000	20,000
401 Maintenance Supplies	20,078	50,800	30,800	35,000
405 Non-Instructional Computer Software & Licensing Fees	30,987	44,400	45,000	44,000
406/430 Instructional Supplies, Instructional Software	53,428	63,500	45,000	55,000
440 Fuels	0	100	100	100
455/456 Technology Supplies	4,994	5,500	7,500	5,500

Academia Cesar Chavez #4073-07
Budget Projection Model - For FY24 Approval
June 20, 2023

		1,473,090	121,629	78,812	273,322
		55.63%	49.51%	47.46%	49.71%
		Actual - 06.30.22	*Board Approved 06.23.22*	*Working Budget 05.23.23*	*Board Approved TBD*
	Enrollment	*518*	*560*	*560*	*534*
		2021-2022	2022-2023	2022-2023	2023-2024
460 Textbooks and workbooks		36,690	43,900	10,000	28,000
490 Food		12,355	6,000	15,000	5,000
520 Building Improvements		910	16,500	13,000	16,400
530 Furniture and Other Equipment		15,694	16,500	30,000	20,000
555 Technology Equipment		93,897	11,000	2,500	15,000
820 Dues and memberships		38,968	34,800	34,800	34,500
891 TRA PERA Special Funding		0	18,000	0	0
895 Indiret Cost (Sped & Title)		(4,246)	0	0	0
Graduation Expenditures (176)		167	4,100	4,100	4,100
Student Council, Fundraising (215)		212	100	100	100
Student Culture & Music Program (320)		26,027	23,100	15,000	15,000
Parent Program (325)		0	100	100	100
Summer School Program (160)		198	0	28,024	0
21st Century Grant		129,453	0	252,000	0
Athletics Program (701-703)		0	1,100	1,100	1,100
State Special Ed Expenditures / ESY		858,042	1,022,000	743,536	892,243
Federal Special Ed Expenditures		138,875	69,100	70,370	71,900
CARES		795,861	0	629,050	806,610
CRF		0	0	0	0
Federal Title Expenditures		188,844	155,200	334,699	301,229
3rd Party Billing - Medical Assistance		3,987	13,900	13,900	10,000
Director's Discretionary Fund (180)		25,062	15,000	26,000	15,000
Transfer from General Fund to Food Service Fund		0	92,400	0	83,300
Total Expenditures		**7,459,145**	**8,343,358**	**8,877,694**	**9,086,544**
	formula check	7,459,145	8,343,358	8,877,694	9,086,544
	per audit				
Annual Surplus (Deficit) - General Fund (01)		**1,392,154**	**121,629**	**162,812**	**273,322**
Beginning fund Balance - General Fund (01)		2,957,632	4,349,786	4,349,786	4,512,598
Ending Fund Balance - General Fund (01)		**4,349,786**	**4,471,415**	**4,512,598**	**4,785,920**
	per audit				
	Fund Balance Percentage	**58.3%**	**53.6%**	**50.8%**	**52.7%**

Academia Cesar Chavez #4073-07
Budget Projection Model - For FY24 Approval
June 20, 2023

	1,473,090	**121,629**	**78,812**	**273,322**
	55.63%	**49.51%**	**47.46%**	**49.71%**
	Actual - 06.30.22	***Board Approved 06.23.22***	***Working Budget 05.23.23***	***Board Approved TBD***
Enrollment	***518***	***560***	***560***	***534***
	2021-2022	**2022-2023**	**2022-2023**	**2023-2024**

Food Service - Revenue & Expenditure Summary and Projections

Food Service Revenue	534,702	789,400	516,000	511,700
Transfer from General Fund	0	92,400	0	83,300
Food Service Expenditures	453,766	881,800	600,000	595,000
Food Service Annual Surplus (Deficit)	80,936	0	(84,000)	0
Beginning Food Service Fund Balance	14,758	95,694	95,694	11,694
Ending Food Service Fund Balance	95,694	95,694	11,694	11,694
per audit				

Community Service - Revenue & Expenditure Summary and Projections

Fund 04 Preschool Funded by McKnight, Title, and Pathway	77,929	0	55,000	55,000
Total Community Service Revenue	**77,929**	**0**	**55,000**	**55,000**
formula check	77,929	0	55,000	55,000
per audit				
Fund 04 Preschool Funded by McKnight, Title, and Pathway	77,929	0	55,000	55,000
Total Community Service Expenditures	**77,929**	**0**	**55,000**	**55,000**
formula check	77,929	0	55,000	55,000
per audit				
Annual Surplus/(Deficit)	0	0	0	0
Beginning Community Service Fund Balance	0	0	0	0
Ending Community Service Fund Balance	0	0	0	0
per audit				

Schoolwide Activity

Total Revenues	9,463,930	9,346,787	9,611,506	10,009,866
Total Expenditures	7,990,840	9,225,158	9,532,694	9,736,544
Schoolwide Annual Surplus	**1,473,090**	**121,629**	**78,812**	**273,322**
Beginning Schoolwide Fund Balance	2,972,390	4,445,480	4,445,480	4,567,110
Ending Schoolwide Fund Balance	**4,445,480**	**4,567,110**	**4,524,292**	**4,840,431**
formula check	4,445,480	4,567,110	4,524,292	4,797,614
per audit	0	0	0	0
School-Wide Fund Balance %	55.63%	49.51%	47.46%	49.71%
General Fund Balance %	58.31%	53.59%	50.83%	52.67%
Fund Balance Target %	**25.00%**	**25.00%**	**25.00%**	**25.00%**