



**Academia Antonia Alonso
Annual Report
2014-2015 School Year**

Contact Information:

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**Academia Antonia Alonso
1200 N. French Street
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I. Charter School Program

Narrative:

The purpose of Academia Antonia Alonso is to serve as an elementary charter school for a diverse population of students, including English Language Learners, that will support a two-way bilingual maintenance program, maximize learning in a rigorous student-centered environment, and engage students in high-quality academic products through project-based learning expeditions. This unique model is designed to accelerate student performance, and prepare students to be strong, contributing members in the communities they live in. To meet these academic goals, Academia Antonia Alonso has selected to partner with Expeditionary Learning and utilized a Two-Way language immersion model.

The Expeditionary Learning model was replicated for use by the Latin American Community Center, this non-traditional academic approach will provide the students attending Academia Antonia Alonso with a dramatically different teaching and learning environment. Over its 17-year history, Expeditionary Learning has grown to operate 165 schools in 29 states and in Washington, D.C. Students attending Expeditionary Learning schools have shown significant gains in reading and math and consistently outperform students in neighboring schools. In the schools implementing the EL model with the most fidelity, black and Hispanic students and students eligible for Free or Reduced Price Lunch (FRL) outperform their district peers in reading by up to 15 percentage points and in math by up to 9 percentage points.

As with other schools implementing the Expeditionary Learning model, Academia Antonia Alonso will provide students with an innovative and proven academic program that challenges them through non-traditional, project-based teaching and learning methods. Consistent with the intent of Delaware's charter school law, Academia Antonia Alonso will not only expand quality public school options for elementary school students, but will also employ an innovative school design that has demonstrated particular effectiveness for high-need subgroups, specifically Hispanic and ELL (English Language Learner) students.

The vision for Academia Antonia Alonso is that children cultivate a passion for life-long learning, becoming multicultural stewards and leaders in the communities they touch.

The school's mission is to inspire children to become joyful, confident, creative, bilingual learners, helping

them develop a strong biliterate academic and cultural foundation.

The goals and objectives of Academia Antonia Alonso are aligned to the core principles of Expeditionary Learning. Guided by these principles and the addition of the value of parent engagement, Academia Antonia Alonso will meet the needs of their students and families in meeting the mission of the school:

The Primacy of Self-Discovery – Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. The primary task of the teacher is to help students overcome their fears and discover they can do more than they thought they could.

The Having of Wonderful Ideas – Fostering curiosity about the world is emphasized by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

The Responsibility for Learning – Learning is both a personal process of discovery and a social activity. Therefore, every aspect of an Expeditionary Learning school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.

Empathy and Caring – Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Older students often mentor younger ones, and students feel physically and emotionally safe.

Success and Failure – All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. It is also important for students to learn from their failures, to persevere when things become difficult, and to learn to turn disabilities into opportunities.

Collaboration and Competition – Expeditionary learning schools integrate individual development and group development, so that the value of friendship, trust, and group action is clear. Students are encouraged to compete, not against each other, but with their own personal best and with rigorous standards of excellence.

Diversity and Inclusion – Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. Schools and learning groups are heterogeneous.

The Natural World – Creating a direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to

become stewards of the earth and of future generations.

Solitude and Reflection – Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need time to exchange their reflections with other students and with adults.

Service and Compassion – Emphasis is placed on strengthening students and teachers through acts of consequential service to others. One of an Expeditionary Learning school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.

Parents in Partnership – Engaged parents are a cornerstone of the daily life and culture of Academia Antonia Alonso. Academia Antonia Alonso integrates parents into all aspects of their students' educational experiences and supports them as primary educators and advocates for their children. Parents and staff will actively collaborate to successfully carry out the mission and vision of Academia Antonia Alonso.

Mission, Goals and Educational Objectives are Consistent with the Legislative Intent

The mission, goals, and educational objectives of Academia Antonia Alonso are consistent with the intent of Delaware's charter school law because it will add a much-needed quality public school option for a diverse group of students and will employ an innovative school design that has proven successful across demographics, including Hispanic students and English Language Learners.

Academia Antonia Alonso's core philosophy is create a school where students investigate who they are and what role they play in a diverse society, so as to be able to become strong local and community leaders and advocates on the local, national, and global stages. To address the needs of the Hispanic English Language Learner population that the Founding Board anticipates will continue to enroll in the school, and to create an academic program that provides all students attending the school with community and global awareness and 21st century skills, the academic program will be a replication of the nationally recognized Expeditionary Learning model combined with the Two-Way Immersion model. Expeditionary Learning's integrated instructional emphasis of learning by doing will support students' instructional and language acquisition needs.

The school partnered with Expeditionary Learning (EL) during the first year of operations. At the mid-year mark EL was concerned about the school's progress and found the school to be below level on our implementation. The school worked closely with EL during the second half of the year to improve our implementation. By the end of the school year our rating was above average for a first year school. All students received a dual language immersion experience with one day of Spanish and one day of English instruction throughout the year. Exhibitions by the students were completed in both languages and students integrated the Hispanic culture into their exhibitions as well.

The school went through a major modification to adjust the size of the school for the 2015-2016 school year. The school will only bring in 100 new students for the school year, which will better allow the school culture to continue to grow. The school will remain on one floor of the CEB in 2015-16 where the new students can learn from the older students about school norms and expectations. This will also allow for the school leader to be a strong presence for all the teachers and staff.

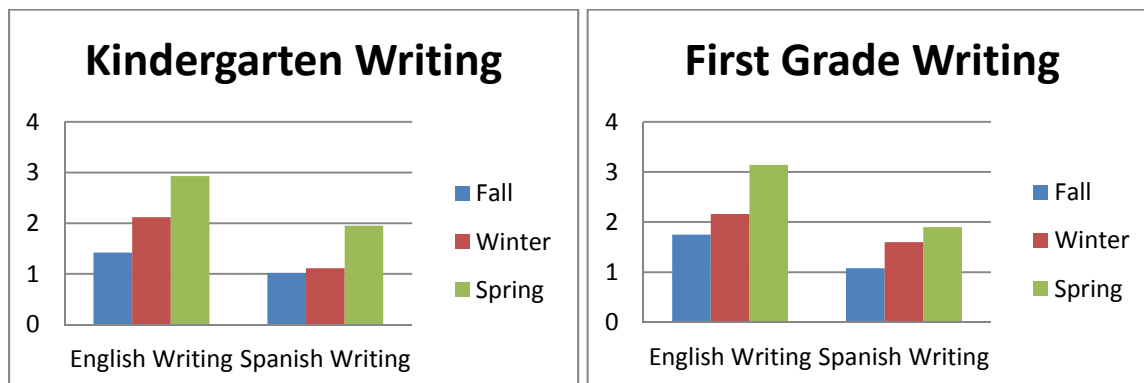
Tier 3

What are the school's academic performance outcomes that will demonstrate student growth, proficiency, and college and career readiness levels as measured by the Performance Framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

For the 2014-2015 school year the school had clear performance outcomes for their students during the first year of operation. Progress on these is noted in the chart below. The school was also measuring

Student Performance Goal	Metric	Comment
Students will become effective readers, writers, speakers, and listeners in English and Spanish.	Growth on internal English writing measure given 3 times per year	93% of students showed growth on internal English writing measure, these were scored using the Narrative Text-Based Writing Rubrics for grade K and 1
	Growth on internal Spanish writing measure given 3 times per year	83% of students showed growth on the internal Spanish writing measures, the teachers adapted the DE narrative writing rubrics for Spanish
	Bi-Lingual presentations twice a year	96% of students participated in at least two bi-lingual presentations, Dec. 19th and May 29th
Students will develop their knowledge of the natural sciences.	One activity per year outside of the school that connects them to the natural world	71% of students attended a field study at Bellevue State Park in the Spring and an apple orchard in the fall both linked to their expeditions
Students will grow in their understanding of the world around them and both American and Hispanic cultures.	One activity per year that demonstrates an integration of American and Hispanic language and cultures	97% of students participated in the Dec. 19th event where students integrated the Hispanic and American languages and culture around the celebration of the Christmas Holiday and traditions
	Each student completes a service learning project each year	33% of students completed a service project around recycling
Students will grow in their personal qualities as contributing members of the school.	One activity or project that builds their leadership capacity each year	29% of the students completed an activity that built leadership, the first graders work on their interviewing skills as part of the Solar System expedition
	Adventure based activity each year	95% of students participated in an adventure based activity on June 5th, this field day event occurred on the track and field at Howard High School
	Attendance higher than state average or above 90% whichever is higher for K-5 cluster	Student attendance was at 91.5%, this is above 90% but the goal should have been 95%

When the writing assessments were broken down by assessment it was clear that there was growth overall.



The average Kindergarten score was still below the benchmark 3 in both English and Spanish by the end of the year. In First grade, the average writing score was at the benchmark level in English but below in Spanish. To improve this for the current school year, the school is not doing these as isolated assessments but instead incorporating these writings and the use of the rubric into our expeditions. By consistently measuring students writing using the state's Common Core-aligned writing rubrics, it allows the teachers and the students to be more familiar with the grade level expectations. The data made clear that additional writing skill development needs to be focused on during Spanish instruction. To ensure this during this second year the school has made sure that all students are writing in their Spanish classrooms daily as noted in the lessons plans. The school also purchased curricular materials from Santillana and Estrellita for use in the Spanish rooms that support the development of reading and writing skills.

All expeditions at the school this year will include at least one field study where students interact with their natural environment. Service learning and leadership will be incorporated into at least one expedition for each grade level this year. The teachers are working with the Instructional coach as well as the Expeditionary Learning school designer to ensure that this integration is working seamlessly. All kindergarten and first grade classes will have participated in field work by December 14th, 2015 [Milburn Orchards and the Franklin Institute, respectively]. All second grade classes have had experts present to them on their topic. On November 5, 2015, the Delaware Museum of Natural History worked with our students at the school on reptiles, allowing for hands-on work with artifacts and related information.

The school had only Kindergarten and first grade during the 2014-2015 school year so they had no state assessment requirements. The school used AIMS web TEL and TEN assessments as benchmarks as well as for progress monitoring of students' progress towards the literacy and mathematics grade level goals.

Early Literacy Assessments (TEL)

LNF – Letter Naming Fluency

- Fall of K through fall of 1st grade.
- Probe of upper and lower case letters arranged in a random order.
- Students considered “At Risk” if they perform in lowest 20%

LSF – Letter Sound Fluency

- Probe of lower case letters in random order.
- Requires student to identify as many lower case sounds as they can in 1 minute. (VOWELS are counted as correct ONLY in the short vowel sound)

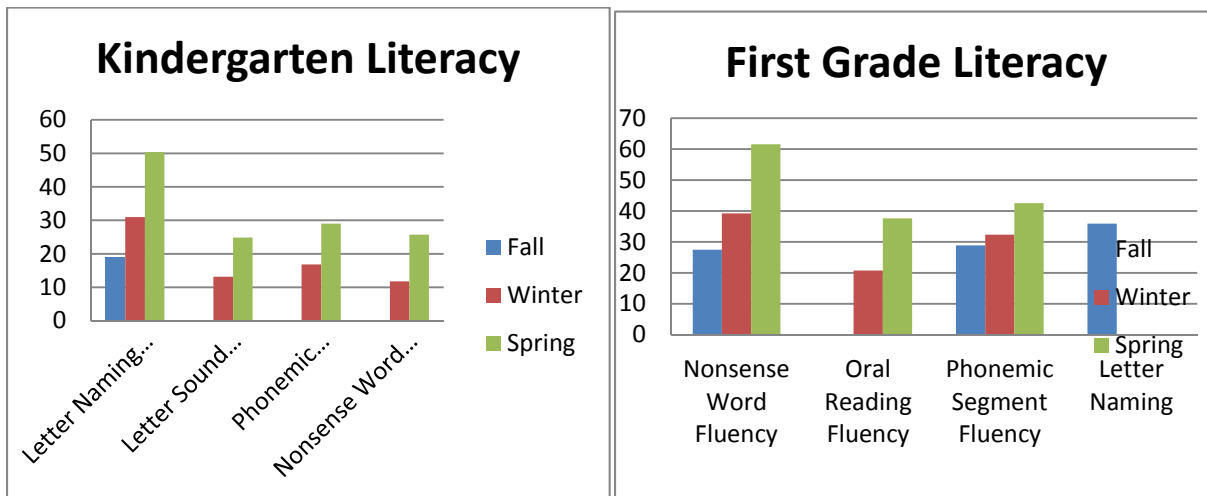
PSF – Phoneme Segmentation Fluency

- Assesses students’ ability to segment 3-4 phoneme words into their individual phonemes fluently. This is the best predictor of later reading achievement.
- There is NO PROBE. This is given orally by the examiner. It requires students to VERBALLY produce the individual phonemes.

NWF – Nonsense Words Fluency

- Standardized test of the alphabetic principle – including letter-sound correspondence and the ability to blend letters into words in which letters represent their **most common** sounds.
- Probe is a page of CVC or VC nonsense words which student can read the individual letter sounds in each word or produce the nonsense word as a whole.

Progress for students was measured over time and students received interventions services in TIER II and III as need in a pull out model. Benchmarking occurred three times during the year.



In almost all of these categories of literacy assessments our average in the fall [or the first testing window] was below the benchmark for Tier I according to AIMS web. For Kindergarten, in all areas but Letter Naming, the average student started in Tier II benchmark area, which means that when students started the school year, they were below the 45% percentile for the national average. Over the 2014-15 school year our students made growth that brought them closer to the Tier I benchmark. In no category did students move into Tier I but the gap decreased. In Letter Naming, students remained in Tier I and were higher than the

benchmark. For first grade, all of our averages started in the Tier II level but Nonsense Word Fluency was at Tier I by the end of the year.

AIMS web Benchmarks																
Two default cut scores are provided at each grade and season. The higher cut score separates Tiers 1 and 2, and can be considered the target. This cut score is at the 35 th percentile for the Early Literacy measures and at 45 th percentile for the Oral Reading measure. The lower cut score divides Tiers 2 and 3, and is at the 15 th percentile for all measures.																
	Literacy Grade k								Literacy Grade 1							
	LNF		LSF		PSF		NWF		LNF		OR		PSF		NWF	
	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1
Fall	3	13	0	2	0	2			30	40			21	35	17	27
Winter	24	38	9	20	6	18	8	19	35	49	14	30	35	45	34	45
Spring	34	46	23	33	25	41	22	33	41	56	54	53	40	49	43	57

We also looked at each individual student to see if and where they were showing growth. This was tracked by the individual teachers who created data cards for their students. The number of students in RTI increased over the year as they continued to be assessed and be compared to the grade level benchmarks. Students could be placed in RTI either through their test results or upon recommendation of their teachers.

	Letter Naming Fluency	Letter Sound Fluency	Nonsense Word Fluency	Phonemic Segment Fluency
Kindergarten	85% of students showed growth on scale score	84% of students showed growth on scale score	80% of students showed growth on scale score	83% of students showed growth on scale score
	Oral Reading Fluency		Nonsense Word Fluency	Phonemic Segment Fluency
First Grade	91% of students showed growth on scale score		87% of students showed growth on scale score	85% of students showed growth on scale score

Early Numeracy Assessments (TEN)

OCM – Oral Counting Measure

- Start with 1 and count as far as they can in 1 minute.

NIM – Number Identification Measure

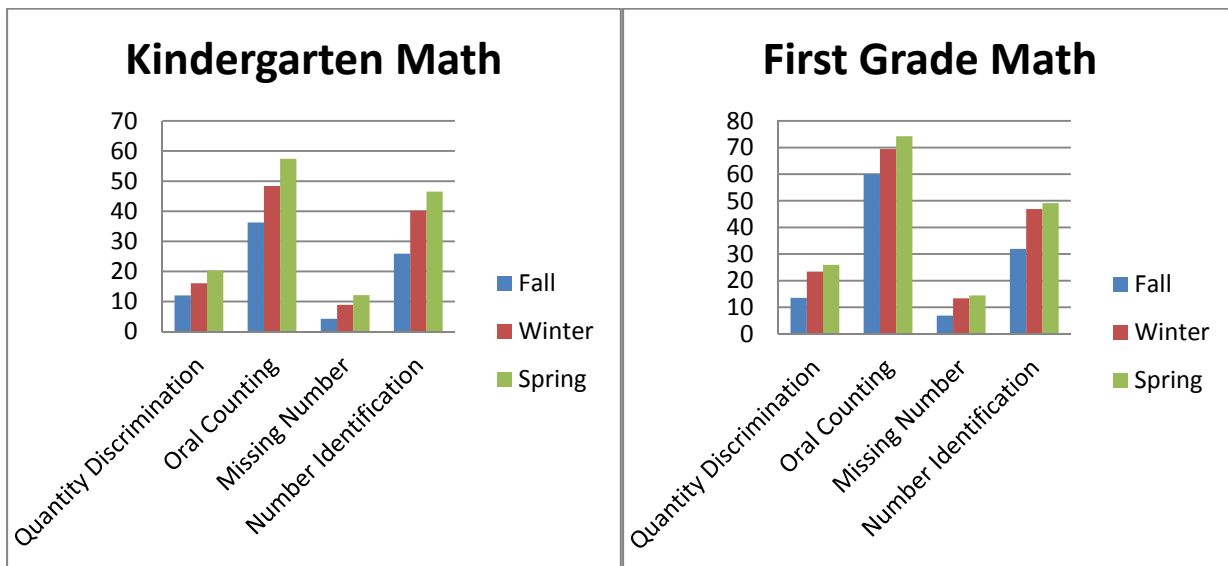
- Requires students to orally identify numbers. K students identify numbers 0-10 and first grade students identify numbers 0-20.

QDM – Quantity Discrimination Measure

- Students will orally identify the larger number from a pair of numbers. K students identify numbers 0-10 and first grade students 0-20.

MNM – Missing Number Measure

- Students will orally identify the missing number from a string of three
- The school looked at students for individual growth over the year as well. The percentage of students in each grade level that showed growth is noted below.



In all of these categories, in Kindergarten, our averages in the fall were in the Tier I level. In the spring, all of these had fallen backwards into the Tier II level. So even though there was growth in each area, the growth did not keep up with the growth expected for the respective grade levels. In first grade, all of the assessments showed our students’ average score range to be in the Tier II level. This remained true throughout the year, but when looking at the rate at which their grade-level peers were growing, students did not evidence sufficient positive increase in math skills. Last year, a primary focus of the school’s efforts was literacy/reading, leaving less emphasis on math skill development. This year that has changed significantly. All teachers have been given and are using the Envision Common Core aligned math program in both English and Spanish. The data from Math is being reviewed and students are being flexibly grouped in classrooms to address their weaker skill areas. Teachers are also tracking

mastery of grade level math skills utilizing the NWEA MAP assessment system. The switch over to the MAP assessment was to ensure the assessments being used are aligned to rigorous Common Core grade level standards.

AIMS web Benchmarks Two default cut scores are provided at each grade and season. The higher cut score separates Tiers 1 and 2, and can be considered the target. This cut score is at the 35 th percentile for the Early Numeracy measures. The lower cut score divides Tiers 2 and 3, and is at the 15 th percentile for all measures.																
	Numeracy Grade K								Numeracy Grade 1							
	OC		NI		QD		MN		OC		NI		QD		MN	
	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1	Tier 2	Tier 1
Fall	17	30	8	22	2	7	0	2	50	65	22	36	9	18	5	9
Winter	39	57	30	45	8	16	4	9	66	79	44	55	21	28	12	16
Spring	56	70	44	55	15	25	8	13	75	87	49	60	26	32	13	18

We also looked at each individual student to see if and where they were having growth. This was tracked by the individual teachers who created data cards for their students.

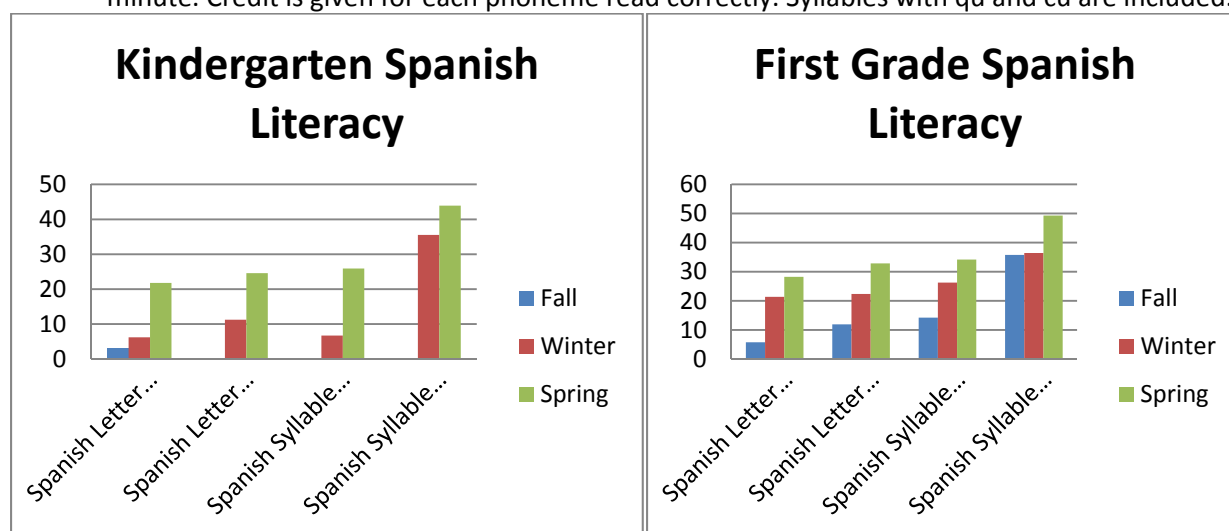
Test for Early Numeracy

	Missing Number	Number Identification	Oral Counting	Quantity Discrimination
Kindergarten	89% of students showed growth on scale score	88% of students showed growth on scale score	84% of students showed growth on scale score	83% of students showed growth on scale score
First Grade	92% of students showed growth on scale score	93% of students showed growth on scale score	86% of students showed growth on scale score	95% of students showed growth on scale score

As our school's mission is to have students not only become bilingual in English and Spanish, but also to become biliterate in both languages, the final assessment that was given to measure our students' growth was in Spanish Literacy. Research has shown that in the case of children learning to read in Spanish, it is at least as crucial (if not more so) to develop skills in Phonemic Awareness and Phonics. Since the Spanish language (both oral and written) builds from the syllable unit, early ability to hear syllable divisions, to analyze and synthesize the syllables within words and to rapidly and fluently read syllables are essential skills for beginning readers. For that reason, the measures designed for Spanish speakers focus on the syllable rather than the individual phoneme. The assessment tools and the reading skill areas identified by the National Reading Panel are used in the *AIMS web MIDE* measures.

The **aims** web MIDE assessment of early literacy for Spanish speakers measures:

- Letter Naming Fluency – requires students to name as many upper and lower case letters as they can in one minute. The measures include letters which are unique to the Spanish alphabet (chi, all, ñ and err) and excludes letters not indigenous to Spanish (k, w).
- Letter Sound Fluency – requires students to provide as many of the sounds associated with lower case letters as they can in one minute. Once again, letters which are unique to the Spanish language are included and those which are not indigenous to Spanish are excluded.
- Syllable Segmentation Fluency – requires students to re-pronounce words presented orally for one minute, with a clear separation between syllables. Familiar words with two, three and four syllables are included.
- Syllable Reading Fluency – requires students to read as many CV syllables as possible in one minute. Credit is given for each phoneme read correctly. Syllables with qu and cu are included.



Our students showed growth in these measures throughout the year. All areas were in the Tier III level when they began but the moved up into Tier II throughout the year. No measure shows the students in the Tier I level for Spanish Literacy and no student tested high enough for us to look at moving them onto the Oral reading assessments in Spanish that were an option.

We also looked at each individual student to see if and where they were showing growth. This was tracked by the individual teachers who created data cards for their students.

Test for Early Numeracy

	Letter Naming Fluency	Letter Sound Fluency	Syllable Segmentation Fluency	Syllable Reading Fluency
Kindergarten	92% of students showed growth on scale score	95% of students showed growth on scale score	77% of students showed growth on scale score	86% of students showed growth on scale score
	Oral Reading	Spelling	Syllable	Syllable Reading

	Fluency		Segmentation Fluency	Fluency
First Grade	79% of students showed growth on scale score	81% of students showed growth on scale score	82% of students showed growth on scale score	84% of students showed growth on scale score

The demographics of the school showed some achievement gaps when you looked at the Spanish Literacy, the other areas did not evidence significant gaps. The *n* values of Caucasian and Other categories are so few that the data was easily skewed by even one score being atypical.

Kindergarten	Percent of Class	Math Growth	Reading Growth	Spanish Growth
African American	49%	84%	82%	80%
Hispanic	46.5%	83%	83%	87%
White (5)	3.5%	100%	80%	100%
Other (1)	1%	100%	100%	100%

First Grade	Percent of Class	Math Growth	Reading Growth	Spanish Growth
African American	55%	89%	85%	75%
Hispanic	44%	93%	88%	86%
White (1)	1%	100%	100%	100%

The school also reviewed each student for achievement of state content standards in math and ELA to determine progress onto the next level. Each team of teachers met during PLC meetings to review students who were meeting less than 50% of the grade level standards and action plans were developed for each of those students. At the end of the instructional year, 11 students were retained in their grade level. Teachers develop Learning Plans for these students with the intent to utilize the Performance Plus platform to ensure support continued at the start of the new school year. For the 2015-2016 school year the school is moving over to the NWEA Map assessment as it is aligned with the Common Core Standards and to the testing format of the SMARTER BALANCED assessment. This program works

seamlessly with the DOE approved IMS application Performance Plus so the school can continue to look at individual students' learning plans. Students will take benchmark assessments three times during the year and those in Tier II and Tier III will be progress monitored using the same system and their skill based assessments. The school continues to work closely with their Expeditionary Learning and Center for Applied Linguistics coaches to ensure the education program is being implemented with fidelity.

List Any Academic Performance Conditions That Were Placed Upon the Charter School during the 2014-15 School Year and Discuss the Changes that the Charter School Made In Response

The school was not given any academic performance conditions during the 2014-2015 school year.

Discuss the Charter School's Organizational Compliance and Soundness During the 2014-15 School Year

The school met 8 of 12 Organizational performance metrics during the 2014-2015 school year. The areas that the school failed to meet were directly impacted by the lack of consistent school leadership within the building for the full year. Once a more stable organizational structure was put into place mid-January the school was more in compliance and more sound. Improvements were made but it still had a significant impact in some areas.

Discuss the Charter School's Actions to Continue Improving Organizational Soundness and Compliance Each Year

The school took corrective action in the areas that were not in compliance during the 2014-2015 year and did not wait for the performance review to come in. The school is holding our Charter Management Company accountable for ensure all Human Resource materials are entered correctly so that teachers' HQT status is correctly reflected. The Board will receive a monthly update on the HQT percentage and any teacher who is not hitting that status will be reviewed to determine if this is a clerical error or truly a HQT issue. Attendance policies and tracking were reworked last year, and the school worked with the Data Service Center to utilize their application within IMS to ensure compliance. This started last year and the process was updated again this year. The Board will be receiving regular attendance reports,

and the school has created a school attendance review team designed to address truancy. The school's web site was reconstructed last year to make it easy to find and post documents for compliance.

What are the school's performance expectations in meeting its organizational responsibilities including, but not limited to, administrative operations, reporting, and legal responsibilities as measured by the Performance Framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

During the 2014-2015 school year the school did comply with and implement the educational program as described in the Charter and met the state and federal requirements. The school year calendar reflected enough instructional minutes and even with the numerous snow days the school was above required hours. The school also ensured that the needs of all their IEP students and ELL students were met. The school employed a full time Director of Student support who was responsible for the oversight of these two areas. During the enrollment process all families completed a home language survey, these were used to determine testing and eligibility for ELL. These areas were in compliance. The school did not meet expectations in the following areas during the 2014-2015 school year, posting of required documents on the school web site, educator evaluations and HQT status as well as school level attendance.

Due to the large amount of leadership turn over at the school level there were issues with payroll reporting. The policy was developed but not followed by the leaders. This lack of implementation was noted by the Board of Directors and the leader was held accountable. The process for the 2015-2016 school year is being followed with authorizations occurring as required. The Board of Directors worked to get a new web site constructed during the 2014-2015 school year that would be more reflective of an operating school. Once the site was fully operational the Board sent required documents to the web site. The CBOC meetings were held monthly as were Board meetings. Minutes, as well as agendas for both, were kept and approved at the meetings. This year the school will get a monthly status report, starting in December from their Program Manager, which lets them know if there are any compliance

issues. This way the Board will be better aware of missing items so they can make corrections to ensure compliance.

The School did complete evaluations for all staff members last year, and these were entered on the Bloom Board system. With the changes in leadership the process was not smooth, and it is possible that data was entered incorrectly; the process is being reworked for the 2015-2016 school year. This year the school is taking part in Cohort II of the Teacher Excellence Framework, this cohort allows for more accountability since the schools data is reviewed monthly by the cohort directors at Hendey Avenue cooperation. There are also monthly meetings with the cohort where the data is reviewed. All teachers have been trained on the framework and have begun receiving their 8 -10 observations and coaching visits that will occur throughout the school year. HQT is being closely monitored by program manager and reported out to the Board in the monthly report to ensure the numbers are reflective of the actual licenses of the teachers and the classes they are teaching. Proper notification to any families whose student is not receiving instruction from a HQT staff member will be completed. The school was aware last spring that attendance was below the required performance metric. In the spring the school worked with Data Service Center to implement their Truancy Tracking application. This application automatically produced letters to be sent out to parents which helped increase attendance. This process will be used for the 2015-16 school year including home visits when students are at the 10-day level of unexcused absences.

List Any Organizational Health Conditions That Were Placed Upon the Charter School During the 2014-15 School Year and Discuss the Changes that the Charter School Made In Response

By June 30, 2014 La Academia shall provide the Department with a plan that describes the oversight effort the Board of Directors will employ over the CMO. The plan shall include measurable goals that will be reported to the CSO monthly for the first year along with a report of issues discovered and corrective action taken. If after six months the CSO determines the intervention efforts to be sufficient, the CSO may suspend future reporting on this condition.

The Board of Directors worked with the CMO to determine the roles and responsibilities the CMO had, and determined metrics for measuring their work. The plan is included as an attachment.

What are the school's financial performance expectations that will demonstrate viability and sustainability as measured by the Performance Framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

Due to management of expenses and inflow of funds, it was calculated that the school could pay its expenses for at least 48 days without an additional inflow. In order to continue to manage its assets, the school administration has taken advantage of the financial resources provided to it by the Department of Education and Innovative Schools. A finance meeting with DOE's representative, Innovative Schools and school administration occurs monthly as well as holding additional financial strategy sessions as needed. The school has implemented a monthly cash flow analysis as well as a budget variance and cash analysis to manage and monitor the budget and cash position of the school. The finance team will continue to strategize and analyze the cash and financial position of the school to best utilize the available resources.

As a first year school, the school did not receive marks in all the performance measures. These measures are being monitored during the 2015-2016 school year to ensure the school is on track for these that make comparisons year to year and look at long time sustainability.

The school was close to meeting the expectation of measure 1a Current Ratio. Because the school has increased enrollment significantly; thus, has increased revenue without accruing additional costs in rent or furniture, it is expected that the school will improve the Current Ratio measure. One reason for the anticipated improvement of the Current Ratio is that the fit out of the building and the purchasing of furniture and equipment was all completed during year one. In year two, no additional monies will be used to purchase equipment and furniture. In addition to increased revenue, the school will continue to manage the budget and explore fund raising and grant opportunities.

Because it did not meet its authorized enrollment as detailed in the charter agreement, the school failed to meet the target measure for Enrollment Variance. Prior to the start of the 2014-2015 school year there were over 300 students in eSchool for the school. At the end of Unit Count the school was at only 222. It was clear that there were a disproportion number of no shows, over 60. The school was unable to reach many of the families, and knew the process for registration needed to be different for this school year. The school also recognized the difficulties surrounding bringing in close to 200 five and six year olds into a school so they completed a major modification to decrease their enrollment moving forward. This allowed the school to have a manageable amount of new families to establish the school culture and did not require the use of an additional floor of the CEB, saving over \$500,000 in the budget. The state approved this major modification and the school recruited for 325 instead of 400 students. The school utilized the school staff as well as other means to attract families to the school for the 2015-2016 school year. Parents and families were encouraged to come and visit the school and see the students at work to fully understand the school. This targeted outreach and tight registration process allowed for the school to have a successful enrollment for the 2015-2016 school year. The school had 324 students enrolled of their target 325, or 99% on Sept. 30th, 2015.

List Any Financial Health Conditions That Were Placed Upon the Charter School during the 2014-15 School Year and Discuss the Changes that the Charter School Made In Response

By October 30, 2014 La Academia shall provide the Department with final budget as of the September 30th unit count, which shall include proper documentation of funding sources. Upon submission of the budget, any adjustments to funding categories must be communicated to the CSO with the proper documentation to support the need to adjust the budget.

This budget was submitted to the CSO based on the enrollment for Sept 30th which was below the 95% level with only 74% or 222 students. The budget that was submitted was followed for the school year, and the school worked closely with Innovative Schools and Dorcell Spence to ensure the budget was followed. The school held a monthly meeting with Dorcell Spence and Karen Thorpe from Innovative

Schools to analyze spending and to make sure all items were in line with the schools approved amended budget. The school did well with their spending and was able to finish the year with a surplus and repay their landlord for deferred rent.

By the 1st of each month, La Academia shall provide the Department with a summary of its Monthly enrollment changes and the response to any drops in enrollment until the September 30, 2014 unit count.

This was completed as required. The biggest issue that the school faced was the large number of no show students in August of 2014. Although the school was showing an enrollment of 300 prior to the first day of school, the actual number of students who showed up was far below that number. The school did its due diligence to reach the families of the 'no show' students, but was not able to do so. This directly impacted how the school did their registrations for the 2015-2016 school year. The school made sure every family came into the school and completed all of their paperwork with the school clerk. No documents were accepted that did not have an adult come in and present to the school. This was an effective tactic and the number of no show students was down significantly this year.