

Is the Learning Program a Success?

Academias La Paz

Evaluation Rubric

1.1 5th Grade MCA Reading Proficiency Are students proficient in reading in English?	
<i>2023-2024</i>	
1 = Does not meet standard	Less than 35% of students are proficient in reading in English.
2 = Approaching standard	35.1-40% of students are proficient in reading in English.
3 = Meets standard	40.1-45% of students are proficient in reading in English.
4 = Exceeds standard	More than 45% of students are proficient in reading in English.
<i>2024-2025</i>	
1 = Does not meet standard	Less than 40% of students are proficient in reading in English.
2 = Approaching standard	40.1-45% of students are proficient in reading in English.
3 = Meets standard	45.1-50% of students are proficient in reading in English.
4 = Exceeds standard	More than 50% of students are proficient in reading in English.
<i>2025-2026</i>	
1 = Does not meet standard	Less than 45% of students are proficient in reading in English.
2 = Approaching standard	45.1-50% of students are proficient in reading in English.
3 = Meets standard	50.1-55% of students are proficient in reading in English.
4 = Exceeds standard	More than 55% of students are proficient in reading in English.
Rating: ___ 1 ___	
Comments/Evidence: 17.9% of 5 th grade students tested as proficient in English. While this is well below the state average of 57.5%, it is an increase from the 6% proficiency in SY23.	
Data Source: Minnesota Department of Education <i>School Report Card</i> , Test Data spreadsheets	

1.2 MCA Proficiency

Are students performing as well as or better than the state, the resident district, and demographically comparable schools on MCA math and reading exams?

1.2a Reading (English)

1.2b Mathematics

2023-2024

1 = Does not meet standard	More than 10 percentage points below comparison groups
2 = Approaching standard	6-10 percentage points below comparison groups
3 = Meets standard	Within 5 percentage points of comparison groups
4 = Exceeds standard	Exceeds comparison group by more than 5 percentage points

2024-2025

1 = Does not meet standard	More than 10 percentage points below comparison groups
2 = Approaching standard	6-10 percentage points below comparison groups
3 = Meets standard	Within 5 percentage points of comparison groups
4 = Exceeds standard	Exceeds comparison group by more than 5 percentage points

2025-2026

1 = Does not meet standard	More than 10 percentage points below comparison groups
2 = Approaching standard	6-10 percentage points below comparison groups
3 = Meets standard	Within 5 percentage points of comparison groups
4 = Exceeds standard	Exceeds comparison group by more than 5 percentage points

<i>Reading</i>	<i>Proficiency %</i>	<i>Score</i>	<i>Weight</i>	<i>Points</i>
Charter School	15.0%			
Average of Demographic match schools	23.2%	1	65%	.65
Resident District	40.3%	1	20%	.20
State	50.9%	1	15%	.15
Reading Total				1

<i>Math</i>	<i>Proficiency</i>	<i>Score</i>	<i>Weight</i>	<i>Points</i>
Charter School	4.8%			
Average of Demographic match schools	10.1%	3	65%	1.95
Resident District	25.9%	1	20%	.20
State	46.9%	1	15%	.15
Math Total				2.3

1.2a Rating: 1

1.2b Rating: 2.3

Overall Rating: 1.65

Comments/Evidence: Both math and reading proficiency scores exceeded the prior year. In math, the high school scores were too few to report but in reading, they were 5% proficient. Reading proficiency scores increased from 7.6% in SY23 to 15% in SY24.

Data Source: MCA data available on MDE Report Card, school self-report, Test Data spreadsheets

1.3 MCA Proficiency: State Demographic Comparison by Race/Ethnicity and FRL

Are student demographic groups (with tested cell sizes greater than 10) performing as well as or better than the statewide average for that student group?

- Note that for schools with greater than 70% of students qualifying for FRL, demographic categories will also be filtered by FRL status.
- All relevant demographic groups will be individually scored per the rubric targets below and averaged to produce a score for each subject area (math/reading).
- The overall score for the metric is then produced by averaging the subject area scores.

1.3a Reading

1.3b Mathematics

1 = Does not meet standard	Demographic group falls more than 10 percentage points below the state average for that group.
2 = Approaching standard	Demographic group falls 6-10 percentage points below the state average for that group.
3 = Meets standard	Demographic group falls within 5 percentage points of the state average for that group.
4 = Exceeds standard	Demographic group is exceeding statewide performance for that group by more than 5 percentage points.

<i>Math Proficiency</i>	<i>Charter % Proficient</i>	<i>State % Proficient</i>	<i>% of Charter Student Population</i>	<i>Score</i>
All	4.8%	Informational only	Informational only	N/A
Hispanic	4.1%	22.4%	Informational only	1
			Informational only	

Average of math scores for each demographic group: 1

<i>Reading Proficiency</i>	<i>Charter % Proficient</i>	<i>State % Proficient</i>	<i>% of Charter Student Population</i>	<i>Score</i>
All	15.0%	Informational only	Informational only	N/A
Hispanic	15.3%	28.7%	Informational only	1
			Informational only	

Average of reading scores for each demographic group: 1

1.3a Reading: 1
1.3b Mathematics: 1
Overall Rating: 1

Comments/Evidence: The only subgroup large enough to count was Hispanic students. In both reading and math, the proficiency was below the state average but both were increased from the previous year. In math,

the scores increased by 2.3% and in reading, the scores increased by 7.1%.

Source: MCA data available on MDE Report Card

1.4 MCA Progress: Are students maintaining or moving toward proficiency?

- Note: Maintaining proficiency is defined as students who were proficient (meeting or exceeding) remaining in either the meeting or exceeding category.
- Moving toward proficiency is defined as a student moving up one or more ‘levels’ (does not meet to partially meets; partially meets to proficient, etc.).

1.4a Reading

1.4b Mathematics

2023-2024

1 = Does not meet standard	Less than 35% of students are maintaining or moving toward proficiency.
2 = Approaching standard	35.1-40% of students are maintaining or moving toward proficiency.
3 = Meets standard	40.1-45% of students are maintaining or moving toward proficiency.
4 = Exceeds standard	More than 45% of students are maintaining or moving toward proficiency.

2024-2025

1 = Does not meet standard	Less than 40% of students are maintaining or moving toward proficiency.
2 = Approaching standard	40.1-45% of students are maintaining or moving toward proficiency.
3 = Meets standard	45.1-50% of students are maintaining or moving toward proficiency.
4 = Exceeds standard	More than 50% of students are maintaining or moving toward proficiency.

2025-2026

1 = Does not meet standard	Less than 45% of students are maintaining or moving toward proficiency.
2 = Approaching standard	45.1-50% of students are maintaining or moving toward proficiency.
3 = Meets standard	50.1-55% of students are maintaining or moving toward proficiency.
4 = Exceeds standard	More than 55% of students are maintaining or moving toward proficiency.

1.4a Reading: 1

1.4b Mathematics: 1

Overall Rating: 1

Comments/Evidence: In math, 4.8% of students are maintaining or moving toward proficiency and in reading, 15.2% are maintaining and moving toward proficiency.

Source: MCA data available on MDE Report Card, school self-report, Test Data spreadsheets

1.5 MCA Growth (Comparison Group)

- Are students making progress at the same or better rate as the state, resident district, and their demographically comparable schools?
- Note that this measure uses the Minnesota Department of Education’s definition of growth as a student maintaining at a level above “Does Not Meet” or increasing their proficiency level on the MCAs from the most recent prior year of testing data to the current year of testing data.

1.5a Reading

1.5b Mathematics

2023-2024

1 = Does not meet standard	More than 15 percentage points below comparison groups
2 = Approaching standard	11-15 percentage points below comparison groups
3 = Meets standard	Within 10 percentage points of comparison groups
4 = Exceeds standard	Exceeds comparison group by more than 10 percentage points

2024-2025

1 = Does not meet standard	More than 10 percentage points below comparison groups
2 = Approaching standard	6-10 percentage points below comparison groups
3 = Meets standard	Within 5 percentage points of comparison groups
4 = Exceeds standard	Exceeds comparison group by more than 5 percentage points

2025-2026

1 = Does not meet standard	More than 10 percentage points below comparison groups
2 = Approaching standard	6-10 percentage points below comparison groups
3 = Meets standard	Within 5 percentage points of comparison groups
4 = Exceeds standard	Exceeds comparison group by more than 5 percentage points

Reading	Proficiency %	Score	Points
Charter School	29.3%		
Resident District	47.5%	1	1
State	61.0%	1	1
		Total	1

Math	Proficiency	Score	Points
Charter School	12.5%		
Resident District	36.4%	1	1
State	56.4%	1	1
		Total	1

Rating: 1

Comments/Evidence: Although the growth percentages were below the resident district and state in both reading and math, the scores increased from SY23. In math, the growth scores increased by 5.3% and in reading, the growth scores increased by 12.1%.

Data Source: Minnesota Department of Education *School Report Card*, Test Data spreadsheets

1.6 School Selected Assessment: Reading & Math Performance

Are students performing at or above target levels, as measured using the school’s selected standardized assessments?

School selected assessment: NWEA spring administration

1.6a Reading in English

1.6b Mathematics

2023-2024	
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1 = Does not meet standard	Assessments indicate that a minimal proportion of tested students performed at or above target levels (less than 20%)
2 = Approaching standard	Assessments indicate that an inadequate proportion of tested students performed at or above target levels (20.1-30%)
3 = Meets standard	Assessments indicate that an adequate proportion of tested students performed at or above target levels (30.1-40%).
4 = Exceeds standard	Assessments indicate that a high proportion of tested students performed at or above target levels (more than 40%).

2024-2025	
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1 = Does not meet standard	Assessments indicate that a minimal proportion of tested students performed at or above target levels (less than 30%)
2 = Approaching standard	Assessments indicate that an inadequate proportion of tested students performed at or above target levels (30.1-40%)
3 = Meets standard	Assessments indicate that an adequate proportion of tested students performed at or above target levels (40.1-50%).
4 = Exceeds standard	Assessments indicate that a high proportion of tested students performed at or above target levels (more than 50%).

2025-2026	
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1 = Does not meet standard	Assessments indicate that a minimal proportion of tested students performed at or above target levels (less than 40%)
2 = Approaching standard	Assessments indicate that an inadequate proportion of tested students performed at or above target levels (40.1-50%)
3 = Meets standard	Assessments indicate that an adequate proportion of tested students performed at or above target levels (50.1-60%).
4 = Exceeds standard	Assessments indicate that a high proportion of tested students performed at or above target levels (more than 60%).

1.6a Reading in English: __ 1 __

1.6b Math: __ 2 __

Overall Rating: __ 1.5 __

Comments/Evidence: In reading, 20% of students performed at or above target levels and in math, 22% performed at or above target levels.

Data Source: Annual Report, End of year report, Test data spreadsheets

1.65 School Selected Assessment: Reading & Math Performance

Are students performing at or above target levels, as measured using the school's selected standardized assessments for reading in Spanish?

School selected assessment: NWEA spring administration.

2023-2024

1 = Does not meet standard	Assessments indicate that a minimal proportion of tested students performed at or above target levels (less than 30%)
2 = Approaching standard	Assessments indicate that an inadequate proportion of tested students performed at or above target levels (30.1-40%)
3 = Meets standard	Assessments indicate that an adequate proportion of tested students performed at or above target levels (40.1-50%).
4 = Exceeds standard	Assessments indicate that a high proportion of tested students performed at or above target levels (more than 50%).

2024-2025

1 = Does not meet standard	Assessments indicate that a minimal proportion of tested students performed at or above target levels (less than 40%)
2 = Approaching standard	Assessments indicate that an inadequate proportion of tested students performed at or above target levels (40.1-50%)
3 = Meets standard	Assessments indicate that an adequate proportion of tested students performed at or above target levels (50.1-60%).
4 = Exceeds standard	Assessments indicate that a high proportion of tested students performed at or above target levels (more than 60%).

2025-2026

1 = Does not meet standard	Assessments indicate that a minimal proportion of tested students performed at or above target levels (less than 50%)
2 = Approaching standard	Assessments indicate that an inadequate proportion of tested students performed at or above target levels (50.1-60%)
3 = Meets standard	Assessments indicate that an adequate proportion of tested students performed at or above target levels (60.1-70%).
4 = Exceeds standard	Assessments indicate that a high proportion of tested students performed at or above target levels (more than 70%).

Rating: 2

Comments: 31% of students performed at or above target levels in Spanish Reading.

Source: Annual Report, End of year report, Test data spreadsheets

1.7 School Selected Assessment: Reading & Math Growth

Are students making substantial and adequate gains over time, as measured using the school's selected standardized assessments?

School selected assessment: NWEA fall-to-spring administration

1.7a Reading in English

1.7b Mathematics

2023-2024

1 = Does not meet standard	Analysis indicates that a minimal proportion of tested students made expected gains (less than 20%).
2 = Approaching standard	Analysis indicates that an inadequate proportion of tested students made expected gains (20.1%-30%).
3 = Meets standard	Analysis indicates that an adequate proportion of tested students made expected gains (30.1%-40%).
4 = Exceeds standard	Analysis indicates that an adequate proportion of tested students made expected gains (more than 40%).

2024-2025

1 = Does not meet standard	Analysis indicates that a minimal proportion of tested students made expected gains (less than 30%).
2 = Approaching standard	Analysis indicates that an inadequate proportion of tested students made expected gains (30.1%-40%).
3 = Meets standard	Analysis indicates that an adequate proportion of tested students made expected gains (40.1%-50%).
4 = Exceeds standard	Analysis indicates that an adequate proportion of tested students made expected gains (more than 50%).

2025-2026

1 = Does not meet standard	Analysis indicates that a minimal proportion of tested students made expected gains (less than 40%).
2 = Approaching standard	Analysis indicates that an inadequate proportion of tested students made expected gains (40.1%-50%).
3 = Meets standard	Analysis indicates that an adequate proportion of tested students made expected gains (50.1%-60%).
4 = Exceeds standard	Analysis indicates that an adequate proportion of tested students made expected gains (more than 60%).

1.7a Reading in English: 4

1.7b Math: 3

Overall Rating: 3.5

Comments: In reading, 41% of the students tested made expected gains and in math, 38% made expected gains.

Source: Annual Report, End of year report, Test data spreadsheets

1.75 School Selected Assessment: Spanish Growth

Are students making substantial and adequate gains over time, as measured using the school's selected standardized assessments?

School selected assessment: NWEA fall-to-spring administration

2023-2024

1 = Does not meet standard	Analysis indicates that a minimal proportion of tested students made expected gains (less than 30%).
2 = Approaching standard	Analysis indicates that an inadequate proportion of tested students made expected gains (30.1%-40%).
3 = Meets standard	Analysis indicates that an adequate proportion of tested students made expected gains (40.1%-50%).
4 = Exceeds standard	Analysis indicates that an adequate proportion of tested students made expected gains (more than 50%).

2024-2025

1 = Does not meet standard	Analysis indicates that a minimal proportion of tested students made expected gains (less than 40%).
2 = Approaching standard	Analysis indicates that an inadequate proportion of tested students made expected gains (40.1%-50%).
3 = Meets standard	Analysis indicates that an adequate proportion of tested students made expected gains (50.1%-60%).
4 = Exceeds standard	Analysis indicates that an adequate proportion of tested students made expected gains (more than 60%).

2025-2026

1 = Does not meet standard	Analysis indicates that a minimal proportion of tested students made expected gains (less than 50%).
2 = Approaching standard	Analysis indicates that an inadequate proportion of tested students made expected gains (50.1%-60%).
3 = Meets standard	Analysis indicates that an adequate proportion of tested students made expected gains (60.1%-70%).
4 = Exceeds standard	Analysis indicates that an adequate proportion of tested students made expected gains (more than 70%).

Rating: 2

Comments: 33% of students made expected gains in reading in Spanish.

Source: Annual Report, End of year report, Test data spreadsheets

1.8 High School Graduation

Is the school meeting state and authorizer-established targets for graduation rate?

1 = Does not meet standard	The school's 4-year graduation rate was below 52% and did not meet state requirements
2 = Approaching standard	The school's graduation rate was between 52.1% and 59.9%
3 = Meets standard	The school's graduation rate was between 60% and 69.9%
4 = Exceeds standard	The school's graduation rate was above 70%

Rating: 1

Comments: The four-year graduation rate was 22.2%. The five-year graduation rate was 25.6%.

Source: Annual Report, End of year report

1.9 Postsecondary Readiness Assessments

Does student performance on post-secondary readiness assessments (i.e. ACT, SAT, Accuplacer) reflect college and career readiness?

1= Does not meet standard	a. Less than 60% of 12th grade students completed their FAFSA and scholarship applications
2 = Approaching standard	a. 60-89% of 12th grade students completed their FAFSA and scholarship applications
3 = Meets standard	a. 90-94% of 12th grade students completed their FAFSA and scholarship applications
4 = Exceeds standard	a. More than 95% of 12th grade students completed their FAFSA and 3 scholarship applications

Rating: 4

Comments: 100% of students completed their FAFSA and scholarship applications.

Source: Annual report, quarterly reports

1.10 School-Specific Goal

Is the school meeting its school-specific academic goal(s)?

- Each school has at least one measurable school-specific goal based on its mission statement.
- If the school has more than one goal, scores will be averaged.

1.10a Goal: 5th Grade students will complete a capstone research project, rooted in the four core values of ACC, presented to the community in both English and Spanish.

1.10b Goal: 8th Grade students will complete a capstone research project, rooted in the four core values of ACC, presented to the community in both English and Spanish.

2023-2024

1 = Does not meet standard	<p><i>1.10a</i></p> <ul style="list-style-type: none"> - Less than 75% of 5th Grade students presented their project to the community - Less than 60% of the presenters showcased their project in both English and Spanish <p><i>1.10b</i></p> <ul style="list-style-type: none"> - Less than 75% of 8th Grade students presented their project to the community - Less than 50% of the presenters showcased their project in both English and Spanish
2 = Approaching standard	<p><i>1.10a</i></p> <ul style="list-style-type: none"> - 75-80% of 5th Grade students presented their project to the community - 60-65% of the presenters showcased their project in both English and Spanish <p><i>1.10b</i></p> <ul style="list-style-type: none"> - 75-80% of 8th Grade students presented their project to the community - 50-55% of the presenters showcased their project in both English and Spanish
3 = Meets standard	<p><i>1.10a</i></p> <ul style="list-style-type: none"> - 80.1-85% of 5th Grade students presented their project to the community - 65.1-70% of the presenters showcased their project in both English and Spanish <p><i>1.10b</i></p> <ul style="list-style-type: none"> - 80.1-85% of 8th Grade students presented their project to the community - 55.1-60% of the presenters showcased their project in both English and Spanish
4 = Exceeds standard	<p><i>1.10a</i></p> <ul style="list-style-type: none"> - More than 85% of 5th Grade students presented their project to the community - More than 70% of the presenters showcased their project in both English and Spanish <p><i>1.10b</i></p> <ul style="list-style-type: none"> - More than 85% of 8th Grade students presented their project to the community - More than 60% of the presenters showcased their project in both English and Spanish

2024-2025

1 = Does not meet standard	<i>1.10a</i> - Less than 75% of 5th Grade students presented their project to the community - Less than 70% of the presenters showcased their project in both English and Spanish <i>1.10b</i> - Less than 75% of 8th Grade students presented their project to the community - Less than 60% of the presenters showcased their project in both English and Spanish
2 = Approaching standard	<i>1.10a</i> - 75-80% of 5th Grade students presented their project to the community - 70-75% of the presenters showcased their project in both English and Spanish <i>1.10b</i> - 75-80% of 8th Grade students presented their project to the community - 60-70% of the presenters showcased their project in both English and Spanish
3 = Meets standard	<i>1.10a</i> - 80.1-85% of 5th Grade students presented their project to the community - 75.1-80% of the presenters showcased their project in both English and Spanish <i>1.10b</i> - 80.1-85% of 8th Grade students presented their project to the community - 70.1-75% of the presenters showcased their project in both English and Spanish
4 = Exceeds standard	<i>1.10a</i> - More than 85% of 5th Grade students presented their project to the community - More than 80% of the presenters showcased their project in both English and Spanish <i>1.10b</i> - More than 85% of 8th Grade students presented their project to the community - More than 75% of the presenters showcased their project in both English and Spanish
2025-2026	
1 = Does not meet standard	<i>1.10a</i> - Less than 80% of 5th Grade students presented their project to the community - Less than 80% of the presenters showcased their project in both English and Spanish <i>1.10b</i> - Less than 80% of 8th Grade students presented their project to the community - Less than 75% of the presenters showcased their project in both English and Spanish
2 = Approaching standard	<i>1.10a</i> - 80-85% of 5th Grade students presented their project to the community - 80-85% of the presenters showcased their project in both English and Spanish <i>1.10b</i> - 80-85% of 8th Grade students presented their project to the community - 75-80% of the presenters showcased their project in both English and Spanish
3 = Meets standard	<i>1.10a</i> - 85.1-90% of 5th Grade students presented their project to the community - 85.1-90% of the presenters showcased their project in both English and Spanish <i>1.10b</i> - 85.1-90% of 8th Grade students presented their project to the community - 80.1-85% of the presenters showcased their project in both English and Spanish

4 = Exceeds standard	<i>1.10a</i> - More than 90% of 5th Grade students presented their project to the community - More than 90% of the presenters showcased their project in both English and Spanish <i>1.10b</i> - More than 90% of 8th Grade students presented their project to the community - More than 85% of the presenters showcased their project in both English and Spanish
1.10a Rating: <u> 4 </u> 1.10b Rating: <u> 4 </u> Overall Rating: <u> 4 </u>	
Comments: More than 85% of 5 th and 8 th grade students presented a Capstone project to the community and more than 70% presented in both English and Spanish.	
Source: Annual report	

1.11 English Learner Performance <i>Option A:</i> Are English Learners (ELs) performing at or above the state average for ELs as measured by the percentage of the school’s identified ELs who reached or went past their target on the ACCESS/Alternate ACCESS assessment? <i>Option B:</i> Are students learning English (English Learners/EL students) performing at or above the state average for English Learners as measured by MCA proficiency? <i>Option Selected:</i> Option A	
1 = Does not meet standard	More than 10 percentage points below state EL performance.
2 = Approaching standard	6-10 percentage points below state EL performance.
3 = Meets standard	Within 5 percentage points of state EL performance.
4 = Exceeds standard	Exceeds state EL performance by more than 5 percentage points.
Rating: <u> 3 </u>	
Comments: 44.2% of English Learners at ALP reached their target rate which was slightly lower than the state average of 46.4%.	
Source: MDE website	

1.12 Students Receiving SPED Services Are students receiving special education services making adequate growth as measured by NWEA MAP? <i>1.12a: Reading</i> <i>1.12b: Math</i>	
1 = Does not meet standard	Less that 10% of students receiving special education services made their target growth.
2 = Approaching standard	Between 10 – 20% of students receiving special education services made their target growth.

3 = Meets standard	Between 21 – 35% pf students receiving special education services made their target growth.
4 = Exceeds standard	Over 35% of students receiving special education services made their target growth.
1.12a: Reading: <u> 2 </u> 1.12b: Math: <u> 1 </u> Overall Rating: <u> 1.5 </u>	
Comments: In reading, 12.9% of students receiving special education services made adequate growth and in math 3.2% of students receiving special education services made adequate growth.	
Data Source: Annual Report, End of year report, Test data spreadsheets	

1.13 Early Learning

Are preschool and/or prekindergarten students performing at or above target levels on their final assessment, as measured using the school’s selected PreK and/or Kindergarten readiness assessments?

The school’s selected readiness assessment for prekindergarten students: Cor Advantage

1 = Does not meet standard	Assessments indicate that a minimal proportion of tested students performed at or above target levels (less than 40%).
2 = Approaching standard	Assessments indicate that an inadequate proportion of tested students performed at or above target levels (40%-50%).
3 = Meets standard	Assessments indicate that an adequate proportion of tested students performed at or above target levels (50.1%-65%).
4 = Exceeds standard	Assessments indicate that a high proportion of tested students performed at or above target levels (more than 65%).

Rating: 1

Comments: The school uses the COR Advantage assessment and administers the assessment twice per year. The results of the assessment were not available.

Source: Annual Report, School Selected Assessment Data Spreadsheet

1.14 Exemplary Learning Program

Does the school’s learning program exemplify the mission and vision of the school?

1 = Does not meet standard	The learning program does not exemplify the mission and vision of the school in policy or practice, and school leadership and/or the Board do not recognize the need to synchronize the two.
2 = Approaching standard	The learning program does not exemplify the mission and vision of the school. School leadership and the Board recognize the need to synchronize the two.
3 = Meets standard	The learning program exemplifies the mission and vision of the school. Staff are able to articulate this through daily teaching.

4 = Exceeds standard	The learning program exemplifies the mission and vision of the school. Staff are able to articulate this through daily teaching. Board, academic, and operational decisions are made with the school's mission in mind.
Rating: <u> 3 </u>	
Comments: Based on discussions during site visits, it is clear that teachers, parents and students are fully behind the mission and vision of the school. There was an excitement for learning that was present in the classrooms and with the teachers when discussing the direction the school was heading. Parents felt that their children were being served well at the school and felt that they were an important part of the school community.	
Source: Site visits, ongoing correspondence, strategic plan or other documentation	

1.15 Post-Secondary Acceptance	
Are students accepted to and enrolling in post-secondary programs at a high rate? Note: Post-secondary programs can include training in the trades, vocational programs, and 2 and 4 year college programs.	
1 = Does not meet standard	<ul style="list-style-type: none"> a. Less than 55% of students in the graduating class have been accepted into a post-secondary program b. Less than 10% of students enrolled in a secondary program.
2 = Approaching standard	<ul style="list-style-type: none"> a. Between 55-65% of students in the graduating class have been accepted into a post-secondary program b. 11 – 20% of students enrolled in a secondary program.
3 = Meets standard	<ul style="list-style-type: none"> a. Between 66-85% of students in the graduating class have been accepted into a post-secondary program b. 21 – 30% of students enrolled in a secondary program.
4 = Exceeds standard	<ul style="list-style-type: none"> a. Over 85% of students in the graduating class have been accepted into a post-secondary program b. Over 30% of students enrolled in a secondary program.
Rating a. 4 b. 2 Average score: 3 Comments: 100% of students who applied were accepted into post-secondary programs. Per the MDE report card, 14% of students enrolled in a secondary program within 16 months.	
Data Source: Annual Report, School-reported data	

1.16 Post-Secondary Preparation Opportunities	
Are students equitably accessing college and/or career preparation opportunities (e.g. AP, IB, CIS, PSEO, Honors, apprenticeships, internships) at high rates?	
1 = Does not meet standard	Less than 30% of all 12 th grade students accessed one or more rigorous courses by the end of their senior year
2 = Approaching standard	30-45% of all 12th grade students accessed one or more rigorous courses by the end of their senior year
3 = Meets standard	46 – 60% of all 12th grade students accessed one or more rigorous courses by the end of their senior year
4 = Exceeds standard	Over 60% of all 12th grade students accessed one or more rigorous courses by the end of their senior year
Rating: 1	
Comments: Per the MDE report card, 14% of students were enrolled in rigorous courses by the end of their senior year.	
Data Source: Annual Report, School-reported data	

Section 2: Financial Viability

Does the school exhibit strong fiscal health?

2.1 Finance Committee	
Does the school have an active finance committee that meets regularly and reports to the full board?	
1 = Does not meet standard	The school has no active finance committee
2 = Approaching standard	The school’s finance committee meets only as needed and only to review financials and/or the finance committee does not report its findings to the full board.
3 = Meets standard	The finance committee meets monthly, examines financial statements, and provides a thorough report of its findings to the full board.
4 = Exceeds standard	The finance committee meets at least monthly and examines financial statements, as well as short and long-range financial issues. Thorough reports of findings are provided to the board.
Rating: 3	
Comments: The finance committee at ALP is active and meets at least monthly. The committee presents financial information at each board meeting.	

Source: Monthly board packets; Annual Report, Site visits

2.2 Fund Balance Policy

Does the board have a fund balance policy that includes fund balance goals over time?

1 = Does not meet standard	The school board does not have a fund balance policy
2 = Approaching standard	The school board has a fund balance policy but it does not include established goals over time
3 = Meets standard	The school board has a fund balance policy including goals over time
4 = Exceeds standard	<i>Not Applicable</i>

Rating: 3

Comments: The school has a fund balance policy that states the school must maintain a fund balance of between 20-25%.

Source: Monthly board packets, Board policy manual, Quarterly Report

2.3 Financial Audit

Does the school have a clean audit with no major findings?

1 = Does not meet standard	The audit is not “clean” OR has at least one of the following: (1) a material weakness on internal controls, (2) a finding on compliance with state law, or (3) three or more other findings
2 = Approaching standard	The audit has two findings, other than internal controls or compliance, but is considered “clean”
3 = Meets standard	The audit is “clean” and has one finding, other than internal controls or compliance
4 = Exceeds standard	The audit has no findings and is “clean”

Rating: 1

Comments: The audit cited 4 findings including:

- Internal Control Deficiency – bills not paid on time
- Compliance with Bond Covenants – 5 errors on UFARS turnaround Edit report
- Time Period for Payments – Late remittance of contributions to PERA and TRA
- Collateral Coverage

Source: Annual financial audit

2.4 Budget

Does the school establish and maintain a balanced budget?

- Budget is approved and provided to UST before June 30;
- Includes a cash flow projection for the year showing positive cash flow;
- Is adjusted in a timely fashion when needed;
- Meets established fund balance policy goals; and
- Does not require major* program cuts?

**Major program cuts are defined as cuts that impact a school's ability to deliver its core programming to students in a way that negatively impacts student experience.*

1 = Does not meet standard	<ul style="list-style-type: none">- A budget is not approved by June 30;- the budget is not adequately detailed;- no cash flow projection is established;- lower than expected enrollment requires major budget adjustments; or- the budget does not meet the fund balance policy goals set forth by the board.
2 = Approaching standard	<ul style="list-style-type: none">- A detailed budget is approved before June 30 but may not include a cash flow projection for the year;- established budget may require adjustment due to lower than expected enrollment;- budget meets the fund balance policy goals set forth by the board.
3 = Meets standard	<ul style="list-style-type: none">- The detailed budget is approved before June 30 and includes a cash flow projection for the year;- established budget is based on realistic enrollment and is adjusted if needed;- the budget meets the fund balance policy goals set forth by the board and allows for maintenance of core programming.
4 = Exceeds standard	<i>Not Applicable</i>

Rating: 3

Comments: A detailed budget is approved prior to June 30 and is adjusted as needed throughout the school year. The budget is based on a realistic projected enrollment and the finance committee and school leadership keep a close eye on enrollment and the budget throughout the school year.

Source: Monthly board packets, UST site visits, UST meetings with business manager(s)

2.5 Budget Enrollment Realization

Does the school's target ADM, as established by the initial board-approved budget, match its actual ADM?

Calculated as actual ADM divided by budgeted ADM.

1 = Does not meet standard	Enrollment realization is 90% or less.
2 = Approaching standard	Enrollment realization is 90-95%.
3 = Meets standard	Enrollment realization is greater than 95%
4 = Exceeds standard	<i>Not Applicable</i>

Rating: 2

Comments: The school's target ADM was 550 and the actual ADM was 520 for an enrollment realization of 94%.

Source: Monthly board packets, Quarterly Report, UST site visits, UST meetings with business manager(s)

2.6 Cash on Hand

Does the school have sufficient cash on hand to meet its near-term obligations?

1 = Does not meet standard	The school has fewer than 30 days cash on hand.
2 = Approaching standard	The school maintains 30-59 days cash on hand.
3 = Meets standard	The school maintains a minimum of 60 days cash on hand or is meeting the cash on hand requirements of its bond covenants, whichever is greater.
4 = Exceeds standard	<i>Not Applicable</i>

Rating: 3

Comments: The school has maintained a minimum of 60 days cash on hand.

Source: Annual Report, Auditor Report, Financial Statements, Board policies

2.7 Current Fund Balance

For established schools (in operation for at least 4 years) does the school have a sufficient fund balance?

1 = Does not meet standard	The school's fund balance is less than 10% of annual expenditures.
2 = Approaching standard	The school's fund balance is between 10-15% of annual expenditures.
3 = Meets standard	The school's fund balance is more than 15% of annual expenditures.
4 = Exceeds standard	The school's fund balance is more than 20% of annual expenditures <i>and</i> overall academic outcomes fall within the "meets standard" range.

Rating: 4

Comments: The current fund balance is 48%.

Source: Annual Report, Auditor Report, Financial Statements, Board policies

2.8 Bond Covenants

Is the school meeting bond covenants (if applicable)?

1 = Does not meet standard	The school is not meeting one or more bond covenants.
2 = Approaching standard	The school is meeting all bond covenants in the current year, but has been out of compliance with one or more covenants in the past three years.
3 = Meets standard	The school has consistently met all bond covenants.
4 = Exceeds standard	<i>Not Applicable</i>

Rating: 1

Comments: Per the financial audit, the school is out of compliance with one or more bond covenants.

Source: Annual Report, Auditor Report, Financial Statements, Board policies

Section 3: Organizational Effectiveness

Is the organization effective and well run?

3.1 Board Training	
Do all board members meet the statutory requirements for initial and ongoing training on board roles and responsibilities, governance, finance and employment practices?	
1 = Does not meet standard	Three or more board members are/have been out of compliance during the school year.
2 = Approaching standard	Two or fewer board members are/have been out of compliance during the school year.
3 = Meets standard	All board members meet training requirements
4 = Exceeds standard	<i>Not Applicable</i>
Rating: <u> 2 </u>	
Comments: Per the board template, two board members have not received annual training since SY22. If this is a result of not updating the template, please ensure the template includes all annual training completed for all board members.	
Source: Monthly board packets, UST site visits, Statement of compliance sheet	

3.2 Open Meeting Law	
Does the board understand and comply with the Open Meeting Law and maintain orderly records including its bylaws, policies, board/committee minutes, and board packets?	
1 = Does not meet standard	The board does not understand the requirements of the Open Meeting Law and has been out of compliance more than once in the last year and/or the board does not maintain its records in an orderly fashion.
2 = Approaching standard	The board exhibits working knowledge of the requirements of the Open Meeting Law and has been out of compliance no more than once in the last year and maintains its records properly, with minor exceptions.
3 = Meets standard	The board understands and meets the requirements of the Open Meeting Law and maintains its records in an orderly fashion.
4 = Exceeds standard	<i>Not Applicable</i>
Rating: <u> 3 </u>	
Comments: The board understands and follows Open Meeting Law. Board records are maintained in both digital and print form.	
Source: Board minutes, ongoing correspondence, UST site visits	

3.3 Staff Licensure

Are all the school's educational staff appropriately licensed?

1 = Does not meet standard	At least one educational staff is not appropriately licensed or does not hold appropriate and current waivers, variances, or out-of-field permissions.
2 = Approaching standard	At least one educational staff has been on a waiver or variance for more than one year.
3 = Meets standard	All educational staff are appropriately licensed.
4 = Exceeds standard	<i>Not Applicable</i>

Rating: 1

Comments: Per MDE license look-up, it appears that four staff members are without the appropriate license: Ana Cecilia Giron Jaimes, Keibi Guitierrez, Tamara Ramirez Torres and Thomas Rions Mahren.

Source: MDE STAR Discrepancy Reports (self-reported data, crosscheck with licensure file checks) D-1

3.4 Background Checks

Does the school complete criminal background checks in accordance with MN Statute and UST expectations?

1 = Does not meet standard	The school cannot certify that it completes criminal background checks of staff and the board.
2 = Approaching standard	The school certifies that it completes criminal background checks of the staff but not the board.
3 = Meets standard	The school certifies that it completes criminal background checks of staff and the board, as required by school policy.
4 = Exceeds standard	<i>Not Applicable</i>

Rating: 3

Comments: The school states that it completes criminal background checks of all staff and board members.

Source: UST site visit, board chair interview, background check policy

3.5 Legal Compliance

Is the school compliant with other applicable laws? Note that this measure includes, but is not limited to:

- Meeting admissions and enrollment practice/policy requirements
- Meeting governance model requirements
- Meeting Title IX regulations (e.g. policies/procedures, trainings, Title IX Coordinator)

1 = Does not meet standard	The school is not in compliance with other applicable law.
2 = Approaching standard	<i>Not Applicable</i>

3 = Meets standard	The school is in compliance with other applicable law.
4 = Exceeds standard	<i>Not Applicable</i>
Rating: <u> 3 </u>	
Comments: The school is in compliance with all applicable laws.	
Source: Website compliance check, Quarterly Report, UST site visit, board chair interview	

3.6 Governance Best Practices	
Do all board members exhibit understanding of the role of the board and utilize nonprofit governance best practices including:	
<ul style="list-style-type: none"> - Understanding of board and school leader roles (governance vs. management) - Annual board self-evaluation - Annual school-leader evaluation - Annual approval of professional development plan for school leader (if applicable) - Annual evaluation of Educational Service Provider (CMO/EMO) if applicable - Orientation process for new members - Regular Strategic planning (at least once every five years) 	
1 = Does not meet standard	<ul style="list-style-type: none"> - At least some board members do not understand the role of the board and the role of the school leader. - Board policies and practices are not transparent or not present. - Board meetings often address issues not central to the role of the board and/or fail to address core functions such as leader evaluation and school financial and/or academic health.
2 = Approaching standard	<ul style="list-style-type: none"> - Some board members, but not all, exhibit understanding of their roles as board members and the role of the school leader. - Board policies and practices are not always transparent and/or are not fully developed. - The board inconsistently addresses issues central to its role such as leader evaluation, leader professional development plan approval (if applicable), and school financial and/or academic health.
3 = Meets standard	<ul style="list-style-type: none"> - The Board exhibits understanding of its role and the role of the school leader. - The board policies and practices are generally transparent and systems are in place to maximize effectiveness of the board, including <ul style="list-style-type: none"> - an orientation process for new members, - annual board self-evaluation, - annual leader (and EMO/CMO if applicable) evaluation, - annual approval of leader development plan (if applicable), and - a plan for conducting and tracking initial and ongoing training. - The board engages in regular strategic planning. The board is able to adequately sustain its membership through recruitment efforts.
4 = Exceeds standard	<i>Not Applicable</i>

Rating: 3

Comments: The board and the school leadership understand their roles with regard to one another. The board engaged in strategic planning when going through the merger. The board undertakes a self-evaluation in the spring and also conducts an evaluation process with the school leadership.

Source: Site visits, ongoing correspondence, board minutes, interview with board chair

3.7 Board Bylaws & Policies

Does the board regularly review, update, and approve its bylaws and policies such that they maintain compliance with state law and current best practices?

1 = Does not meet standard	Board policies and/or bylaws are outdated and not reviewed regularly.
2 = Approaching standard	Board policies and/or bylaws are reviewed and approved as needed, but are not comprehensively reviewed on a regularly scheduled basis.
3 = Meets standard	Board policies and bylaws are reviewed for content and legal compliance, updated, and approved on a regularly scheduled basis, no less than once every three years.
4 = Exceeds standard	<i>Not Applicable</i>

Rating: 3

Comments: With the merger the bylaws and policies were updated and are reviewed regularly.

Source: Board minutes, board policies, Governance binder, Quarterly Report, UST site visit

3.8 Board Packets

Does the board submit a complete board packet (including agenda, minutes, director report, other relevant documents, check register, cash flow sheet, enrollment report, balance sheet and income and expense report), to be received by all members of the board, school leadership, and UST at least three days prior to all board meetings?

1 = Does not meet standard	Board packets are not submitted on time <i>and</i> are incomplete
2 = Approaching standard	Board packets are submitted on time (more than 75 percent of the time) but incomplete <i>or</i> not submitted on time (less than 75 percent of the time) but complete
3 = Meets standard	Board packets are submitted on time (more than 75 percent of the time) and complete
4 = Exceeds standard	<i>Not Applicable</i>

Rating: 3

Comments: Board packets are complete and submitted on time.

Source: Monthly board packets; Board materials tracking document (G-1 CS info)

3.9 EL Compliance

Is the school fulfilling its legal obligations related to access and services to English Learners (ELs)?

This includes:

- Following MN Standardized Statewide EL Procedures for identification
- Following MN Standardize Statewide EL Procedures for entrance and exit.
- Maintaining an established EL program with a written plan for service at all grade and proficiency levels
- Securing appropriate staffing levels with staff who hold appropriate licenses and have knowledge of current legislation and research based best practices for serving EL students.
- Supplying relevant professional development to all staff
- Ensuring that information on student EL status is available to all classroom teachers
- Providing staff with appropriate training.

1 = Does not meet standard	The school is <i>not</i> fulfilling its legal obligations regarding ELs and requires substantial improvement
2 = Approaching standard	The school is fulfilling all of its legal obligations regarding ELs but requires some improvements
3 = Meets standard	The school is fulfilling its legal obligations regarding ELs and requires no considerable improvements
4 = Exceeds standard	<i>Not Applicable</i>

Rating: 3

Comments: 74% of students at ALP qualify for English Learner services. EL instruction is integrated into the dual language programming. In K – 2, a dedicated English teacher works with students providing targeted English instruction. Grades 3 – 5 have English language allocated teachers that provide minutes of context in English. Middle School has an EL Teacher/Coordinator that supports and ensures needs are met within the program framework. High School has an EL teacher/coordinator and also has a dedicated EL endorsed teacher. Professional development has a focus of building and strengthening bilingual programming. All teachers receive training in Guided Language Acquisition and Development Strategies.

Source: UST site visits, Reference EL Packet, Formalized complaints at MDE, or Critical Elements review (SP-1)

3.10 SPED IEP Compliance

Is the school fulfilling its legal obligations related to access and services to students with individual education plans (IEPs)? This includes:

- Having a school-specific TSES manual that is board-approved.
- Engaging a special education director who is actively involved in working with special education staff and school leadership.
- Securing appropriate staffing levels with staff who hold appropriate licenses and have knowledge of current legislation and research based best practices for serving students with IEPs.
- Contracting with entities to provide effective services to students when necessary.
- Completing annual IEP meetings on time.
- Having been subject to no investigations related to special needs students that resulted in findings.
- Having no findings related to special education funding on annual financial audit.
- Providing staff with appropriate training.

1 = Does not meet standard	The school is not fulfilling its legal obligations regarding students with special needs and requires substantial improvement
2 = Approaching standard	The school is fulfilling all of its legal obligations regarding students with special needs but requires some improvements
3 = Meets standard	The school is fulfilling its legal obligations regarding students with special needs and requires no considerable improvements
4 = Exceeds standard	<i>Not Applicable</i>

Rating: 3

Comments: 13.4% of students at ALP qualify for special education services. At ACC, 9 licensed teachers and 6 paraprofessionals serve 65 students receiving special education services. At El Colegio, 2 teachers and 4 paraprofessionals serve 16 students. The school has hired a Director of Specialized Services who helps with the day to day operations of special education and the school also contracts with Indigo Education for a Special Education Director. ALP contracts for a school social worker, ECSE, School Psychologist, Occupational Therapy, Speech/language pathology, Audiology and Blind/Visual Impairments.

Source: Quarterly report, UST site visits, Reference: special education investigation search on MDE website and special education training materials; Special education director interview

3.11 PreKindergarten Program Compliance

Is the school fulfilling its legal obligations related to the delivery of a quality PreKindergarten instructional program? This includes:

- Ensuring Early Childhood Health and Developmental Screening is completed,
- Securing appropriate staffing,
- Supplying relevant professional development to all staff
- Implementing culturally responsive comprehensive child assessment(s),
- Utilizing the Early Childhood Indicators of Progress (ECIPs),
- Supporting an effective transition to Kindergarten, and
- Referring students to community-based resources as needed.

1 = Does not meet standard	The school is not fulfilling its legal obligations regarding PreK students and requires substantial improvement
2 = Approaching standard	The school is fulfilling all of its legal obligations regarding PreK students but requires some improvements
3 = Meets standard	The school is fulfilling its legal obligations regarding PreK students and requires no considerable improvements
4 = Exceeds standard	<i>Not Applicable</i>

Rating: 3

Comments: In the PreK program, there is a 1:10 staff to student ratio. The program utilizes the COR Advantage assessment which informs instruction by showing student progress in each indicator.

Source: Site Visits, Interviews, Quarterly Reports

3.12 Attendance

Does the school have a high attendance rate?

1 = Does not meet standard	The attendance rate is less than 80%
2 = Approaching standard	The attendance rate is between 80-85%
3 = Meets standard	The attendance rate is 85.1-90%
4 = Exceeds standard	The attendance rate is more than 90%

Rating: 1

Comments: Per MDE's consistent attendance report, the consistent attendance rate at ALP is 45.7%. The state average is 74.5%.

Source: Annual reports, MDE website (data downloads)

3.13 Teacher Retention

Is the school able to maintain a high percentage of teacher retention?

Excluding Retirement, Educator Outside Minnesota, Other Educational Occupation, Licensed to Non-licensed Position, or Not Offered Reemployment For Reason Other Than Staff Reduction.

2023-2024

1 = Does not meet standard	Fewer than 35% of teachers remained at the school last year.
2 = Approaching standard	Between 35.1-45% of teachers remained at the school last year.
3 = Meets standard	Between 45.1-50% percent of teachers remained at the school last year.
4 = Exceeds standard	More than 50% of teachers remained at the last school year.

2024-2025

1 = Does not meet standard	Fewer than 50% of teachers remained at the school last year.
2 = Approaching standard	Between 50.1-55% of teachers remained at the school last year.
3 = Meets standard	Between 55.1-65% of teachers remained at the school last year.
4 = Exceeds standard	More than 65% of teachers remained at the school last year.

2025-2026

1 = Does not meet standard	Fewer than 75% of teachers remained at the school last year.
2 = Approaching standard	Between 75.1-80% of teachers remained at the school last year.
3 = Meets standard	Between 80.1-85% of teachers remained at the school last year.
4 = Exceeds standard	More than 85% of teachers remained at the school last year.

Rating: 4

Comments: The teacher retention rate was 81%.

Source: Annual Report

3.14 Staff Development

Are the school's teachers and staff participating in a broad base of professional development in service of students' academic and behavioral needs and supportive of the school's mission? Types of development opportunities include, but are not limited to:

- Required health and safety trainings
- IX training processes
- Supporting students with IEPs
- Supporting English Learners
- Mission-related
- Equity and cultural relevance

1 = Does not meet standard	The school has a limited number of training opportunities. Participation in professional development is low, with less than 50% of staff participating in the opportunities.
2 = Approaching standard	The school offers a menu of development opportunities that include required trainings. Participation in most or all of these trainings is presented as optional resulting in low participation (less than 50% of staff participate).
3 = Meets standard	The school offers a menu of development opportunities that include required trainings as well as learning opportunities that forward the school's academic, behavioral and mission-related priorities. Participation is mandated for required trainings.
4 = Exceeds standard	The school offers a robust menu of development opportunities that include required trainings as well as learning opportunities that forward the school's academic, behavioral and mission-related priorities. Including opportunities for subject-area and curriculum-specific trainings. Participation is mandated for required trainings.

Rating: 4

Comments: The school provided a wide array of professional development opportunities, including out-of-state conferences and school visits. A number of curriculum-specific trainings as well as mission-related trainings were offered throughout the year.

Source: Annual report (Professional Development Tracking Chart)

3.15 Student Retention

Does the school generally retain its students from October 1st through the close of the school year?

1 = Does not meet standard	Student retention rates are more than 10% below the school's agreed-upon target rates.
2 = Approaching standard	Student retention rates are 5-10% below the school's agreed-upon target rates.
3 = Meets standard	The school is consistently fully enrolled. Student retention rates are within 5% or above the school's agreed-upon target rates

4 = Exceeds standard	<i>Not Applicable</i>
Rating: <u> 3 </u>	
Comments: Student retention rates are at 95%.	
Source: Annual report, renewal application	

3.16 Parent Satisfaction	
Does the school exhibit a high level of parent satisfaction as measured by the following?	
<i>3.16a The percentage of parents surveyed who “agree” or “strongly agree” that they are satisfied with the school overall.</i>	
<i>3.16b Survey response rate</i>	
1 = Does not meet standard	3.16a - Less than 70% of parents surveyed indicate they are satisfied with the school overall. 3.16b - The school’s survey response rate was less than 20%.
2 = Approaching standard	3.16a - 75-85% of parents surveyed indicate they are satisfied with the school overall. 3.16b - The school’s survey response rate was 20-25%.
3 = Meets standard	3.16a - 85.1-95% of parents surveyed indicate they are satisfied with the school overall. 3.16b - The school’s survey response rate was more than 25-30%.
4 = Exceeds standard	3.16a - 95% or more of parents surveyed indicate they are satisfied with the school overall. 3.16b - The school’s survey response rate was greater than 30%.
3.16a Rating: <u> 3 </u>	
3.16b Rating: <u> 2 </u>	
Overall Rating: <u> 2.5 </u>	
Comments: 92% of parents indicate an overall satisfaction with the school. The survey response rate was 21%.	
Source: Annual report, School parent satisfaction survey--overall satisfaction indicator	

3.17 School Safety

Is the school's physical plant safe and conducive to learning? This includes:

- Providing adequate security
- Meeting health and safety code requirements
- Providing accessibility for all students
- Ensuring the facility, furniture and equipment is clean and well-maintained
- Providing appropriate sized spaces for enrollment and student-teacher ratios
- Layout and design meet the academic and social needs of students, teachers, staff, families and the community

1 = Does not meet standard	<p>The facility requires much improvement in order to provide a safe environment that is conducive to learning. Significant health and safety requirements have not been met <i>or</i> the school lacks many conditions such as the following:</p> <ul style="list-style-type: none">- a design well-suited to meet the curricular and social needs of its students, faculty, and community members;- a size appropriate for the enrollment and student-teacher ratios in each class;- adequate maintenance and security;- well-maintained equipment and furniture that match the educational needs of the students; and/or- accessibility to all students.
2 = Approaching standard	<p>Significant health and safety requirements are being met, but the facility needs some improvement in order to provide a safe environment that is conducive to learning. It partially—but not fully—provides conditions such as the following:</p> <ul style="list-style-type: none">- a design well-suited to meet the curricular and social needs of its students, faculty, and community members;- a size appropriate for the enrollment and student-teacher ratios in each class;- adequate maintenance and security;- well-maintained equipment and furniture that match the educational needs of the students; and/or- accessibility to all students.
3 = Meets standard	<p>Significant health and safety code requirements are being met <i>and</i> the facility generally provides a safe environment that is conducive to learning, based on conditions such as:</p> <ul style="list-style-type: none">- a design well-suited to meet the curricular and social needs of its students, faculty, and community members;- a size appropriate for the enrollment and student-teacher ratios in each class;- adequate maintenance and security;- well-maintained equipment and furniture that match the educational needs of the students; and/or- accessibility to all students.

4 = Exceeds standard	<p>All health and safety code requirements are being met <i>and</i> the facility generally provides a safe environment that is conducive to learning, based on conditions such as:</p> <ul style="list-style-type: none"> - a design well-suited to meet the curricular and social needs of its students, faculty, and community members; - a size appropriate for the enrollment and student-teacher ratios in each class; - adequate maintenance and security; - well-maintained equipment and furniture that match the educational needs of the students; and/or - accessibility to all students. <p>Additionally, the facility meets the mission of the school.</p>
Rating: <u> 3 </u>	
Comments: The school facility needs some upgrades which the school is aware of and is in the process of rectifying. The move to fully dual language programming is nearly 100% complete and the school has made a great effort in this area. Curriculum for the program is difficult to find, but between creating their own and purchasing from international companies, the school is working to build their curricular offerings.	
Source: Authorizer observation	

3.18 MTSS	
Does the school have systems and structures in place, including an effective multi-tiered system of support (MTSS), to effectively identify and support students needing academic and/or behavioral supports in a timely fashion? This includes:	
<ul style="list-style-type: none"> - A clear process to identify students needing support, understood and implemented consistently - A robust system of tiered supports - Timely execution of these supports - Use of data to evaluate the effectiveness of supports and the system - Effective communication between stakeholders (teachers, school staff, families, and students) 	
1 = Does not meet standard	<ul style="list-style-type: none"> - The school does not have adequate systems to identify students needing support. - When students are identified the systems in place move slowly, taking weeks or months to execute the eventual support. - Communication within systems is poor and internal/external stakeholders (teachers, school staff, parents, students) do not always receive timely or adequate communication.
2 = Approaching standard	<ul style="list-style-type: none"> - The school has systems to identify students needing support, but they may not always work as designed. - When students are identified the systems in place move at a moderate pace, taking several weeks to a month to execute the eventual support. - Communication within systems is patchy and internal/external stakeholders (teachers, school staff, parents, students) receive communication, but it may not always be timely or adequate.

<p>3 = Meets standard</p>	<ul style="list-style-type: none"> - The school has systems to identify students needing support, which work reliably and are understood and used regularly by individuals throughout the system (teachers, paraprofessionals, administrators, counselors, parents, etc.). - When students are identified the systems in place move efficiently, taking days or weeks to execute the needed support. - Communication within systems is reliable and internal/external stakeholders (teachers, school staff, parents, students) receive all necessary communication in a clear and timely fashion.
<p>4 = Exceeds standard</p>	<ul style="list-style-type: none"> - The school has systems with built in redundancies (multiple opportunities for reporting) to identify students needing support. The systems work reliably and are understood and used regularly by individuals throughout the system (teachers, paraprofessionals, administrators, counselors, parents, etc.). - When students are identified the systems in place move efficiently, taking hours or days to execute the needed support unless mandated timelines are longer. - Communication within systems is reliable and internal/external stakeholders (teachers, school staff, parents, students) receive all necessary communication in a clear and timely fashion.
<p>Rating: <u> 3 </u></p>	
<p>Comments: The school has implemented various teaching positions to support students who are struggling in reading and/or math. These additional positions allow for small groups and more targeted instruction for students who are struggling. Classroom teachers meet with instructional coaches, the director of curriculum and instruction and the head of Elementary to develop plans to support different levels of need in the classroom. In middle school, students may be scheduled for additional classes, especially in math as needed. In High School, classrooms have a lower number of students per class. This allows students to receive specialized and focused instruction.</p>	
<p>Source: Quarterly report, Site visits, ongoing correspondence, interviews</p>	

3.19 Family Engagement

There are opportunities and structures in place for families to engage in their child's education that include the following:

- 3.19a Processes to communicate academic performance and other pertinent school information that are accessible to families including the consideration of language needs (e.g. conferences).
- 3.19b Processes to elicit feedback from families are accessible and seek to reach the broader school community including consideration of language needs. Feedback processes include but are not limited to an annual survey.
- 3.19c Opportunities for parents/guardians to support their child's education and/or the school (e.g. volunteering, parent organization, family events).

1 = Does not meet standard	<ul style="list-style-type: none"> a. The school does not have a plan to communicate academic performance and other pertinent school information. Communication is not available in languages other than English. b. The school has a plan to elicit feedback from families, or the plan reaches only a limited set of families. c. Less than 25% of families participated in any engagement opportunity.
2 = Approaching standard	<ul style="list-style-type: none"> a. The school has a plan to communicate academic performance and other pertinent school information, however the implementation of this plan is inconsistent or in the development phase. b. The school has a plan for eliciting feedback from families representing the broad school community, however, implementation of this plan is inconsistent or in the development phase. c. Between 25.1-40% of families/guardians participated in an engagement opportunity.
3 = Meets standard	<ul style="list-style-type: none"> a. The school has a comprehensive plan to communicate academic performance and other pertinent school information with families, which is consistently executed. The plan includes an awareness of the language preferences and needs of families and strategies for providing communication in multiple languages as needed. b. The school has a comprehensive plan to elicit feedback from all families. The plan includes an awareness of the language preferences and needs of families, strategies for providing communication in multiple languages as needed and methods for ensuring representation from the broad school community. c. Between 40.1-55% of families/guardians participated in an engagement opportunity.
4 = Exceeds standard	<ul style="list-style-type: none"> a. The school has a comprehensive plan to communicate academic performance and other pertinent school information with families, which is executed with fidelity. School survey data and interviews with families provide evidence of parent satisfaction with home-school communications. b. The school has a formalized process to elicit feedback from families reflective of the broad school community, which is executed with fidelity. The school is able to demonstrate how family feedback is reviewed and utilized in a timely manner. School survey data and

	<p>interviews with families provide evidence of parent knowledge of and satisfaction with feedback opportunities.</p> <p>c. More than 55% of families/guardians participated in an engagement opportunity.</p>
<p>Rating 3.19a: <u> 4 </u></p> <p>Rating 3.19b: <u> 3 </u></p> <p>Rating 3.19c: <u> 3 </u></p> <p>Overall Rating: <u> 3.33 </u></p>	
<p>Comments: The school continues to conduct monthly or bi-monthly Zoom meetings for parents to keep them informed about happenings at school as well as to provide a time for parents to ask questions. Approximately 41% of parents attended conferences throughout the school year. Parent education classes are held on a monthly basis which allow parents a space to learn parenting tips as well as more about how to help their child at school.</p>	
<p>Source: Site visits, ongoing correspondence, interviews</p>	

3.20 Equity & Inclusion

Is the school committed to creating a welcoming, inclusive, and equitable environment that is open to all students? This is evidenced by the following:

3.20a. Marketing/outreach targets socioeconomically and racially diverse populations, which includes having materials available in multiple languages.

3.20b. Enrollment policies and practices are accessible and transparent. Supports are available to families as needed to navigate the application and enrollment process.

3.20c. The school demonstrates a commitment to cultivating a board and staff that is reflective of the student population.

1 = Does not meet standard	<p>a. The school’s marketing strategy marginalizes or ignores students from diverse backgrounds and/or those who are low income. Materials are only available in English.</p> <p>b. Enrollment policies and practices are not transparent and/or result in accessibility barriers for low income students and students of color.</p> <p>c. The board and staff are not representative of the students the school serves.</p>
2 = Approaching standard	<p>a. The school’s marketing strategy includes a plan to recruit students from diverse backgrounds and/or those who are low income. However, implementation of the plan is inconsistent and materials are only available in English.</p> <p>b. Enrollment policies and practices are transparent. However, families encounter challenges navigating the enrollment process.</p> <p>c. While the board and/or staff are not representative of the students the school serves, the school is committed to recruiting board members and staff who are representative and has identified recruitment strategies to this end.</p>

3 = Meets standard	<ul style="list-style-type: none"> a. The school’s marketing strategy includes an actionable plan to recruit students from diverse backgrounds and/or those who are low income. The plan is actively utilized. Materials are available in multiple languages. b. School enrollment policies and practices are clear and easily navigated by families. Methods for accessing support for families needing assistance are readily apparent. c. The school employs strategies to recruit and retain board members and staff who are representative of the student population. Board and staff composition reflect these efforts.
4 = Exceeds standard	<i>Not Applicable</i>
3.20a Rating: <u> 3 </u> 3.20b Rating: <u> 3 </u> 3.20c Rating: <u> 3 </u> Overall Rating: <u> 3 </u>	
Comments: The school makes a very conscious effort to recruit students from all backgrounds and have materials that parents are able to access. Policies and procedures are available in English and Spanish and the website is in both languages as well. The school goes out of its way to recruit teachers who support the mission and vision of the school and who are representative of the student population.	
Source: Quarterly report, Site visits, ongoing correspondence, interviews	