



1. Overview



1.1. Basic Information

Please review the following questions below for accuracy. Please fill in "Current Enrollment" at the time of application submission.

Q1.Name of School

- Academia Antonia Alonso Charter School
- Other [Please Add Correct Info in the Comment]

Q2.Year School Opened

- 2014
- Other [Please Add Correct Info in the Comment]

Q3.Current Enrollment

- Please fill in "Current Enrollment" at the time of application submission.

718

Q4.Approved Enrollment

- 690
- Other [Please Add Correct Info in the Comment]

Applicant Comments :

Major Modification Approval 5/2/2022 authorized total approved enrollment at 912, phasing in grades 6, 7, and 8 over three years. As follows: **SY22-23 @ 690 (year 1), SY23-24 @ 793 (year 2), and finally SY 24-25 @ 912 (year 3)**

Q5.School Address

- 300 N. Wakefield Drive, Newark, DE, 19702
- Other [Please Add Correct Info in the Comment]

Q6.District(s) of Residence

- Christina School District
- Other [Please Add Correct Info in the Comment]

Q7.Website Address



- <https://academicharterschool.org/>
- Other [Please Add Correct Info in the Comment]

Q8.Name of School Leader

- Mercedes Alonso
- Other [Please Add Correct Info in the Comment]

Q9.School Leader Email

- Mercedes.Alonso@academia.k12.de.us
- Other [Please Add Correct Info in the Comment]

Q10.School Leader Phone Number

- (302) 351-8200
- Other [Please Add Correct Info in the Comment]

Q11.Name of Board President

- Dr. Maria Alonso
- Other [Please Add Correct Info in the Comment]

Q12.Board President Email

- Maria.Alonson@academia.k12.de.us
- Other [Please Add Correct Info in the Comment]

Q13.Mission Statement: To inspire children to become joyful, confident, creative, bilingual learners.

- Correct; this is our Mission Statement
- Other [Please Add Correct Info in the Comment]

1.2. Enrollment and Demographics

Q14.Please review the Enrollment & Demographic Information table (see Resources), complete the last column, and upload the revised document.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 1

Applicant Comments :

Enrollment data for 9/30/22 (in uploaded table) is unofficial and Unit Count PLUS does not lock down until 11:30PM this evening. This data will remain unofficial until verified by DDOE in October.

Demographic data may not be accurately represented - just preliminary data in Cognos and is unofficial. 73 students new to La Academia (Most are KN) have not yet been tested for EL; hence EL percentage is under-reported in spreashedet. eSchoolPLUS does not collect Low Income data, so unavailable to us at this time.

Resources

Enrollment and Demographics.xlsx

Applicant Evidence :

Enrollment and Demographics-need ...

Uploaded on **9/30/2022** by **Deborah Rodenhouser**

Q15.



School Comments 2019-2020	The school was not required to provide a response to this information.
School Comments 2018-2019	The school was not required to provide a response to this information.
School Comments 2017-2018	The school was not required to provide a response to this information.

Schools are invited but not required to comment on any aspect of the demographic data above in section 1.2.

Our Charter approved enrollment for SY22/23 is 690. Our unofficial enrollment as of 9/30/22 - as referenced above - exceeds 690, however is still within the 5% allowable. We are encouraged not only by our reenrollment numbers but also by the renewed interest in our school now that we are phasing in middle school grades.

1.3. Approved Minor and Major Modifications

The table lists any approved minor and/or major modifications over the course of the school's current charter term.

Q16.

Date	Modification Requested	Outcome
12/31/2021	AAACS requests a major modification to change the school's location from 4403 Lancaster Pike, Building #26, Wilmington, Delaware to 300 N. Wakefield, Newark Delaware and expand the school's configuration to include grades 6-8 over a three-year phase in period beginning SY2022-2023 with the addition of 6 th grade	Approved May 2, 2022 (https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/396/Academia%20Antonia%20Alonso%20-%20Modification%20Approval%205.5.2022.pdf)

Schools are invited but not required to comment on any aspect of the modification data above in table 1.3.

Approval of Major Modification 5/2/2022 was approval without conditions.

1.4. Enrollment Trends

Q17. Please review the School Enrollment Trends table (see Resources), complete the last column ("Current Waitlist for 2022-23"), and upload the revised document.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 1

Applicant Comments :


Waitlist data uploaded to Resource Table, as required.

We have no students on a wait list.


We are encouraged as our enrollment continues on a positive and encouraging trend.



Resources


AAA Enrollment Trends.xlsx

Applicant Evidence :


17-AAA Enrollment Trends-with Wait ...

Uploaded on 9/30/2022 by Deborah Rodenhouser

Q18.

DOE Summary:
Academia's enrollment has remained steady throughout the charter term. The school routinely meets or exceeds their authorized enrollment.

School Comments 2020-2021	La Academia continues to meet its authorized enrollment target.
School Comments 2019-2020	While there were many factors that impacted La Academia meeting its approved enrollment in SY20, but not increasing its enrollment of 603 from SY19, few were more important than leadership. Since stepping into her role in September 2018, La Academia's Director of Admissions has been a pivotal force behind the school's success in recruiting prospective families. Her hands-on approach works. Her vision, drive, passion and depth of program knowledge draws families in. In SY20, however, in the midst of the enrollment window, she went out on Paid Parental Leave. Managing the intermittent leave of such a high-profile individual in the organization, in the midst of Unit Count, was challenging to say the least but, despite the challenge, our actual enrollment of 595 students met the target measure for enrollment variance and remained in line with our projection - a testimony to her results-oriented mindset, planning ahead, and relentless commitment to the mission and vision of the school.
School Comments 2018-2019	La Academia continues to meet its authorized enrollment target.

Schools are invited but not required to comment on any aspect of the demographic data above in section 1.4.

We are encouraged not only by our unofficial reenrollment numbers, but also by the renewed interest in our school now that we are phasing in middle school grades. Our enrollment continues on a positive and encouraging trend.

1.5. Reenrollment Trends

Please review the following table with the school's reenrollment trends during the current term of the charter.

School Reenrollment Trends								
	2018-2019		2019-2020		2020-2021		2021-2022	
	Number of Students Reenrolled	Percentage of Students Reenrolled	Number of Students Reenrolled	Percentage of Students Reenrolled	Number of Students Reenrolled	Percentage of Students Reenrolled	Number of Students Reenrolled	Percentage of Students Reenrolled
	Count	%	Count	%	Count	%	Count	%
Total Total/Avg	409	82.79%	464	82.56%	454	89.37%	451	83.99%



DOE Summary:

La Academia's reenrollment rate has remained above 82% over the course of the past three years.

Q19.

<p>School Comments 2020-2021</p>	<p>In SY21, La Academia increased its retention rate by 8.24% from SY20. Despite this increase, however, every year La Academia experiences most of its attrition simply because it stops at grade 5. The school must consider that parents report that its current attrition rate is largely due to the fact that when their students graduate from the 5th grade, parents take their graduating students' siblings out of La Academia, too, in order to have all of their children in the one charter/district in which they enroll their rising sixth grader. In other words, enrollment in our K-5 program is significantly affected by the fact we don't have a Middle School (MS)-and parents, needing to secure a MS for their rising 6th grade students will pull younger siblings from AAACS so all their children attend one charter/district together and they don't have to have their students in two different schools. As such, in SY22 La Academia plans to minimize attrition for SY23 by submitting a Major Modification to the DDOE for grade expansion and change of location to support the school's enrollment picture and, therefore, its financial viability.</p>
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**School
Comments
2019-2020**

There are multiple factors that contribute to enrollment growth or decline in any school. At La Academia, we are thrilled to report that since SY18, the percentage of students re-enrolled has steadily increased year to year and across grades. We believe a number of factors contribute to this occurrence including, but not limited to, steady leadership since the fall of 2018, continued advancement in the quality of teaching and instruction, commitment to a balanced program- equal parts of academics to physical and social-emotional development, a culture where students, faculty and staff thrive, the sustained growth of parent involvement and the offering of a wide-range of extra-curricular activities- extending student learning to outside the classroom- just to name a few. Acknowledgement of these efforts were reflected in the following awards which La Academia was honored to receive during SY20: IDEA Awards (Innovation, Dedication, Education, Admiration) recognize the exemplary accomplishments of charter schools across the state of Delaware. In SY20, Academia Antonia Alonso Charter School was nominated for four IDEA awards and won two: *The Inches and Miles Award & The Cornerstone Award*. *Inches & Miles Award*: This award recognizes that academic growth is an important measure for student success. Although it is challenging, even for the NWEA, to define what is good growth, what this award represented for La Academia is a celebration of the steady growth and performance of its students, reflected in MAP scores over the years and in the Imagine Learning benchmark data in SY20. *Cornerstone Award*: This award recognizes an individual parent, or groups of parents, who demonstrates outstanding commitment and excellence in participation in a Delaware public charter school. In SY20, two parent volunteers at La Academia received this prestigious award for, in a myriad of ways, improving the quality of our students' academic experience, enriching our school culture, and demonstrating leadership, innovation and collaboration in creating La Academia's first, and only, PTO & Parent Booster Club. **Lt. Governor's Award for our Compassionate Schools Team** La Academia was also privileged to receive the Lt. Governor's award for our Compassionate Schools Team. This award is presented to a school for its commitment to the physical and social-emotional health and well-being of its students, faculty, staff, and community at large. The Compassionate Schools Team at La Academia introduced a number of initiatives in SY20 which culminated in winning this award including:

- [Start with Hello](#) -an important social and emotional learning program to introduce students to the power of connecting and helping one another.
- [Lunch Bunch](#) -to promote social skills, build self-esteem, and allow students to have fun and develop positive relationships with peers.
- **Biggest Loser Event** -to promote the physical health and well-being of La Academia's staff and faculty.
- [Anti-bullying Events](#) -In SY20, students participated in a social studies lesson in which they explored the concept of bullying, how they can prevent it, and what they should do if they think they, or someone they know, is being bullied. Evolution Karate Academy was invited to compliment the social studies lesson through karate demonstrations- instilling in our students the character building, morality and spirituality contained in the way of Karate.
- [Unity Day](#)- In October, La Academia celebrated Unity Day- a day in which people unite with acts of kindness, acceptance, and inclusion. On that day students, staff & faculty wore Orange and, at one point during the day, came together to form one giant ORANGE message of hope and support.
- [Grinch for Good Food Drive](#)- In December 2019, La Academia collected 300 cans of food to donate to our food pantry.
- [Adopt A Family](#)- An initiative in which our staff and faculty adopted 43 La Academia families and purchased items on their wish list for the winter holiday. elected students/families were identified as in need/ at risk by teachers and staff.

Reasons students enroll in different schools In SY20, the most common reasons for La Academia families choosing to enroll in different schools were student transience, deportation and, without a Middle School yet, siblings of graduating fifth graders moving with their graduating brother(s)/sister(s) to a K-8/K-12 school to keep parents from having students in multiple schools.



**School
Comments
2018-2019**

The actual number of re-enrolled students for the 2018-2019SY was 410, or 83% Total/Avg. This number reflects an additional 1st grade student that was inadvertently not counted in Unit Count because the "Do Not Include" indicator was not unselected. Each year, La Academia continues to show progress in student attrition (See Chart Below). The 2018- 2019SY enrollment numbers reflect the consistent demand for Kindergarten and First Grade admission at La Academia- with a slight decrease in the second & third grades. Why? In 2019, as we graduated our first fifth grade class, parents sought schools for their graduates with K-8 options and took 5th grade siblings with them v. having their children in two separate schools. To minimize attrition in lower grades moving forward, the Board has committed to submit a Major Charter Modification for the addition of a Middle School in December 2021. The addition of a middle school will be a major effort that will require careful planning and preparation by school leadership and the Board over the next two years. While we are saddened not to usher several of our current grades into the middle school years, La Academia is committed to continue to provide these students with a superior academic and social-emotional experience through their fifth-grade year with the clear intention to prepare them for their middle school experience wherever they choose to attend.

School Year	Total Average of Students Re-Enrolled
2015-2016	68.80%
2016-2017	70.90%
2017-2018	78.55%
2018-2019	83.00%

Describe the school's plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools.

Since SY2018-2019, the percentage of students re-enrolled at La Academia has steadily increased year-to-year and across grade levels - with a consistent demand for Kindergarten and First grade admission. Over the course of the charter term, nevertheless, the most common reasons for attrition have been student transience, deportation , parents homeschooling after COVID and, without a middle school, parents pulling siblings of graduating fifth graders to keep from having to transport their children to multiple schools. In January 2022, however, La Academia submitted a Major Modification requesting a grade expansion through eighth grade. In May 2022, the modification was approved without conditions and La Academia opened its first sixth grade in the fall of SY23.

SY22 is a baseline year for fifth grade retention. As predicted with the expansion, La Academia retained 86.7% of fifth (5th) graders and kept its retention rate for SY23 by an estimated 87% (please note official 9/30/22 was unavailable at the time of Renewal submission). Adding middle school grades has already begun to improve the school's enrollment picture and, with this, future financial and community stability.

Student attrition rates will continue to be monitored. Parents of exiting children will be interviewed to assess reasoning. Given the numerous communication venues with parents throughout the year, there will be many opportunities to hear and address parent concerns.

NOTE: SY22 represented the year with the most students moving out of state and leaving La Academia to be homeschooled.



2. Academic Performance

Delaware School Success Framework (DSSF)

Delaware operates under the belief that all schools benefit from continuous improvement – including those that receive exceeds expectations ratings – to best support all students. The Delaware School Success Framework (DSSF) (https://education.delaware.gov/wp-content/uploads/2020/02/dssf_one_pager_final.pdf) outlines the accountability standards by which all Delaware public schools are measured. This state- and school-level data helps identify each school's needs and determine how best to support students across the state.

DSSF measures the following areas to determine school success. This annual data is publicly available on the Delaware Report Card (<https://reportcard.doe.k12.de.us/>).

- Academic achievement – Proficiency for ELA and math (grades 3-8 and 11)
- Academic progress – Growth in ELA and math (grades 4-8); includes growth of the lowest and highest performing students in a school
- School quality/student success – On-track attendance (K-12), science proficiency (grades 5, 8 and biology), social studies proficiency (grades 4, 7 and 11), college/career preparedness (grades 9-12), and on-track in 9th grade
- Graduation rates – 4-year, 5-year and 6-year adjusted cohort graduation rates
- English language proficiency (ELP) – Progress toward English language proficiency (grades 1-12)

2.1. Delaware School Success Framework

Q20.Overall Academic Ratings Elementary (grades K-5)/Middle School (grades 6-8)

Indicator	2018-2019			2021-2022		
	Points	Points Earned	Percent Points	Points	Points Earned	Percent Points
Academic Achievement	150.00	24.00	16% Well Below Expectations	150.00	29	19%
Academic Progress	200.00	104.00	52% Approaching Expectations	50.00	3	6%
School Quality/Student Success	50.00	42.00	84% Exceeds Expectations	50.00	32	64%
Progress Toward English Language	50.00	37.00	74% Meets Expectations	50.00	32	64%
Overall	450.00	207.00	46% Well Below Expectations	300.00	96	32%



DOE Summary:

Due to COVID-19, all SY 19/20 and 20/21 assessment and accountability requirements were waived by the U.S. Department of Education. La Academia was well below expectations in SY18/19.

Based on the table above discuss the school's:

- overall academic achievement results,
- major challenges,
- and accomplishments

<p>School Comments 2020-2021</p>	<p>The school was not required to provide a response. Due to COVID-19, all SY 20/21 assessment and accountability requirements were waived by the U.S. Department of Education. In SY21, COVID-19 created unprecedented challenges and magnified already existing academic challenges for our Black, Brown, and low-income families. SY21 began with a REMOTE-ONLY option for students from September 7th through mid-October. After, families had the option to choose a Phase II hybrid learning model or continue with 100% remote instruction for their student. The hybrid instructional model provided students with two days of in-school instruction and three days of remote learning. This made life, and learning, disproportionately worse for our students/families of color/living in poverty. It affected children's learning and growth in critical developmental/social-emotional skills. Students were impacted by:</p> <ul style="list-style-type: none"> • less instructional time during the day- for both students in Hybrid and Remote Only options • technology infrastructure -families had little to no access to broadband internet and limited access to technology • health and safety concerns – students/families suffered from lack of proper nutrition. • families unable to meet their students' learning needs because of stresses such as job loss, loss of health care, lack of paid sick leave, lack of childcare, and the need to work on site in "essential" jobs that put them, and their families, at health risks • remote learning reinforced teaching and learning approaches that we know do not work well- asking students to sit passively and quietly, often muted because of background noise in their daycares/homes, listening to teachers for hours on a computer, clicking through presentations, sitting in front of televisions unsupervised while attending zoom classes etc.—was what students received and teachers experienced • teachers experiencing a strange new world - trying to deal with their individual lives while taking care of their kids and finding new ways to make sure student learning continued • students and teachers missing a minimum of 10 days of learning/teaching at a time due to quarantine/isolation <p>The long-term effects of SY21 are still unknown. There is much work to be done to help many students get back on track in math and reading, and the long-term ramifications of COVID-19 on student physical and social-emotional well-being—especially among underserved communities like ours—are still revealing themselves. *** See the attached annual report for 2020-2021 (chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/48/2020-21%20annual%20reports/AAA_Final%20Annual%20Report%202020_2021%202%209%2022.pdf) for the remainder of the response including data.</p>
<p>School Comments 2019-2020</p>	<p>The school was not required to provide a response. Due to COVID-19, all SY 20/21 assessment and accountability requirements were waived by the U.S. Department of Education. See the attached annual report for 2019-2020 (chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/2019-20%20annual%20reports/AAA%20Annual%20Report%20Final%20Version%20SY%202019-2020_6%204%2021.pdf) for the school's comments</p>
<p>School Comments 2018-2019</p>	<p>See the attached annual report for 2018-2019 (chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/Academia%20Annual%20Report%202018-19.pdf) for the school's comments.</p>

Answer to Question #20 uploaded to preserve formatting



Applicant Evidence :

20-Student Achievement-dr-upload.d...

Uploaded on **9/30/2022** by **Deborah Rodenhouser**

Q21. Performance Agreement Academic Performance Expectations Academia Antonia Alonso's 2016-17 overall academic ratings are: **Approaching Standard**

- Academic Achievement: Needs Improvement
- Growth: N/A
- On Track to Graduation: Exceeds Standard
- College and Career: N/A

By September 2022, our expectation is to achieve overall ratings of "Meets" or "Exceeds" standard as measured by the Delaware School Success Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

DOE Summary:

Due to COVID-19, all SY 19/20 and SY 20/21 assessment and accountability requirements were waived by the U.S. Department of Education. Academia did not meet standard in 2018-2019.

[Discuss the school's academic performance based on its approved Performance Agreement \(see above\).](#)

<p>School Comments 2020-2021</p>	<p>The Agreement that by September 2022 La Academia will meet the expectation to achieve overall ratings of “Meets” or “Exceeds” standards as measured by the Delaware School Success Framework has been profoundly impacted by the effects of the pandemic. In SY21, La Academia remained committed and focused on addressing the learning loss created in the following ways:</p> <ul style="list-style-type: none"> • Strengthened our Tier 1 toolbox- prioritizing foundational skills, ensuring standards-based planning, and learning for grades K-5, and, providing a strong SEL curriculum that focused on students' fundamental needs for motivation, social connectedness, and self-regulation as prerequisites for learning. • Continued partnership with Reading Assist (RA) for our most struggling readers in Tier 3. RA assessed early literacy and grade-level reading skills for students throughout the year. RA progress monitored students weekly and sent an independent evaluator three times during the school year. (NOTE: In our two years of partnership, we have typically seen positive results within four months of reading intervention, and more than 90% of our students have reached benchmarks by the end of the school year.) • Continued use of the Imagine Learning Suite to support differentiated instruction for student's grades K-5 in English Language Arts and expansion of the IL Suite to include Spanish Language Arts, and Math in SY21. • In the summer of SY20, La Academia began a move toward Mastery Based Learning (MBL). The initiative continued into SY21 with a projected implementation beginning with Kindergarten in SY23. MBL will continue in a progressive roll-out throughout the elementary grades for the next several years. Implemented a K-5 Spanish Proficiency Report Card with target proficiency goals for each grade in the areas of listening, speaking, reading, and writing. • Continued Kagan structures on Zoom, and in-person, to promote student engagement, teach grade level content and support language development in the classroom. <p>• Continued focus on involving families-increasing frequency of Parent University meetings, Coffees with the Executive Directors, Bi-weekly Informational Videos to empower parents through information giving and receiving feedback to improve systems, processes and structures throughout SY21's Remote ONLY/Hybrid learning phases.</p>
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<p>School Comments 2019-2020</p>	<p>In SY19, Academia Antonia Alonso was rated Well Below Expectations in the area of academic achievement- according to Smarter Balanced (SB) scores. Our scores in Reading decreased from 23% in SY18 to 16% proficiency in ELA in SY19. In Academic Progress, our percentage also decreased from 71% to 52%. On the other hand, we still met expectations in Progress Toward English Language Proficiency with 74%. Again, we believe, the lack of stable leadership - with the transition to its 7th leader at the start of SY19 - greatly impacted these results. SY19 was fraught with competing needs ranging from improving organizational effectiveness to hiring, from professional development to truancy - just to name a few. With the 2020 pandemic La Academia, and schools around the world, are certainly concerned with learning loss and how it will affect student achievement in SY21- no question. La Academia's leadership will continue, however, to focus on building capacity- i.e. focus on initiatives to improve and strengthen responsive classroom and core teaching practices, strengthening the organizational and learning climate, engaging students and parents, and increase community involvement. See the annual report for 2019-2020 (chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/2019-20%20annual%20reports/AAA%20Annual%20Report%20Final%20Version%20SY%202019-2020_6%204%2021.pdf) for the school's comments</p>
<p>School Comments 2018-2019</p>	<p>See the annual report for 2018-2019 (chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/Academia%20Annual%20Report%202018-19.pdf) for the school's comments.</p>

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Applicant Evidence :



21-Academic Perf based upon Agree...

Uploaded on **9/24/2022** by **Deborah Rodenhouser**

2.2. Academic Achievement

Metric	2018-2019			2021-2022		
	Value	Points	Points Earned	Value	Points	Points Earned
Proficiency – ELA	21.81%	75	16	25.47%	75	19
Proficiency – Math	11.03%	75	8	13.01%	75	10

DOE Summary:

Due to COVID-19, all SY 19/20 and SY 20/21 assessment and accountability requirements were waived by the U.S. Department of Education. Academia was well below expectations in 2018-2019.

Q22. Academic Achievement ratings over the course of the charter term



School Comments 2020-2021	<i>The school was not required to provide a response. Due to COVID-19, all SY 20/21 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2019-2020	<i>The school was not required to provide a response. Due to COVID-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2018-2019	See the annual report for 2018-2019 (chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/Academia%20Annual%20Report%202018-19.pdf) for the school's comments.

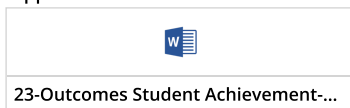
DSSF ratings have not been provided since SY18/19. As a result, we have no ratings with which to compare year-to-year. We continue, however, to rely on internal school assessments (MAP, Imagine Learning Platforms, WIDA, and other assessments as they relate to the MTSS process.) to track student growth and remain very encouraged regarding progress made over the charter term.

Q23. Expected outcomes for Academic Achievement

School Comments 2020-2021	<i>The school was not required to provide a response. Due to COVID-19, all SY 20/21 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2019-2020	<i>The school was not required to provide a response. Due to COVID-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2018-2019	See the annual report for 2018-2019 (chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/Academia%20Annual%20Report%202018-19.pdf) for the school's comments.

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Applicant Evidence :



Uploaded on 9/24/2022 by Deborah Rodenhouser

Q24. Progress measures to track expected Academic Achievement outcomes

School Comments 2020-2021	<i>The school was not required to provide a response. Due to COVID-19, all SY 20/21 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2019-2020	<i>The school was not required to provide a response. Due to COVID-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2018-2019	See the annual report for 2018-2019 (chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/Academia%20Annual%20Report%202018-19.pdf) for the school's comments.

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Applicant Evidence :

24-Progress measures-Outcomes-upl...

Uploaded on **9/24/2022** by **Deborah Rodenhouser**

Q25. The table above lists the school's available Academic Achievement ratings. Respond to the following questions. a. Based on the school's Academic Achievement ratings over the course of the charter term, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results.

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Applicant Evidence :

25-Performance-Explanations-Root C...

Uploaded on **9/24/2022** by **Deborah Rodenhouser**

Q26.b. Looking ahead, what are the school's expected outcomes for Academic Achievement and what steps will the school take to achieve them?

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Applicant Evidence :

26-Expected future outcomes-upload...

Uploaded on **9/25/2022** by **Deborah Rodenhouser**

Q27.c. Describe how the school will measure progress to determine whether the school is on track to meet the school's expected Academic Achievement outcomes.

AAACS will measure progress toward achievement outcomes in multiple ways:

- Teachers receive Imagine Learning Data Reports in Math and ELA on a weekly basis. Student reports include an accurate measure of each student's growth based on student performance on the Imagine Learning platforms in which students engage daily. The data identifies areas of needed remediation and provides the teacher with an individualized performance/instructional grade level for each student. Imagine Learning reports are continuously monitored.
- La Academia will continue to provide professional development in this resource to support to student growth towards proficiency.
- Revisions to our master schedule in SY23 have also allowed for extended periods of math for all students in grades K-5 so that high quality small group/whole group instruction may occur in both (ELA and Math). Intervention schedules are made on a rotating basis (every 6-8 weeks) to allow for ample time for remediation and ensure any additional supports that students require are provided for them to be successful, close gaps, and move students closer to achieving proficiency in ELA and Math.

2.3. Academic Progress

Metric	2018-2019			2021-2022		
	Value	Points	Points Earned	Value	Points	Points Earned
Proficiency - Science	N/A	N/A	N/A	4.33%	25	1.00
Proficiency - Social Studies	N/A	N/A	N/A	9.35%	25	2.00



Metric	2018-2019			2021-2022		
	Value	Points	Points Earned	Value	Points	Points Earned
Growth - ELA	56.30%	75	42.00	N/A	N/A	N/A
Growth - Math	49.00%	75	37.00	N/A	N/A	N/A
Growth of Highest Quartile - ELA	52.97%	12.5	7.00	N/A	N/A	N/A
Growth of Highest Quartile - Math	35.88%	12.5	4.00	N/A	N/A	N/A
Growth of Lowest Quartile - ELA	59.67%	12.5	7.00	N/A	N/A	N/A
Growth of Lowest Quartile - Math	57.33%	12.5	7.00	N/A	N/A	N/A

DOE Summary:

Due to COVID-19, all SY 20/21 and 21/22 assessment and accountability requirements were waived by the U.S. Department of Education. Academia was approaching expectations in this area in 2018/2019.

Q28. School's Academic Progress ratings for all students over the course of the charter term

School Comments 2020-2021	<i>The school was not required to provide a response. Due to COVID-19, all SY 20/21 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2019-2020	<i>The school was not required to provide a response. Due to COVID-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2018-2019	See the annual report for 2018-2019 (chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/Academia%20Annual%20Report%202018-19.pdf) for the school's comments.

DSSF ratings have not been provided since SY18/19. As a result, we have no ratings with which to compare year-to-year. We continue, however, to rely on internal school assessments (MAP, Imagine Learning, WIDA, and other measures through the MTSS process) to track student growth, and we remain very encouraged regarding progress our students have made over the charter term. Please see question 24 for details regarding data for measuring internal data.



Q29.Expected outcomes for Academic Progress for all students

School Comments 2020-2021	<i>The school was not required to provide a response. Due to COVID-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2019-2020	<i>The school was not required to provide a response. Due to COVID-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2018-2019	See the annual report for 2018-2019 (chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/Academia%20Annual%20Report%202018-19.pdf) for the school's comments.

Expected outcomes over the last charter term were impacted by a change in school leadership, having acquired the school's seventh leader since opening in SY15, and the COVID pandemic.

Positive outcomes emerged beginning in SY18 with leadership stability, curricular shifts to Wonders/Maravillas, Mis Matematicas, and Imagine Learning Platforms, and a more robust school culture and climate. Data reflective to each is referenced throughout the application.

Q30.Progress measures to track Academic Progress for all students

School Comments 2020-2021	<i>The school was not required to provide a response. Due to COVID-19, all SY 20/21 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2019-2020	<i>The school was not required to provide a response. Due to COVID-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2018-2019	See the annual report for 2018-2019 (chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/Academia%20Annual%20Report%202018-19.pdf) for the school's comments.

La Academia will continue to use the following internal measures to track Academic Progress for all students:

1. Measure of Academic Progress (MAP) in Math and ELA,
2. Imagine Learning benchmarks and weekly reports in Language and Literacy, Español, and Math,
3. Smarter Balanced Interim Assessments (IAB's & ICA's),
4. Formative and Summative assessments,
5. Diagnostic assessments such as Bookworms Differentiated Instruction, Reading Assist for Primary Students, 95% Group (PASI & PSI), System 44, and,
6. Aleks - Aleks is the adaptive, online math technology designed to pinpoint what each student knows, does not know – and most importantly – what each student is ready to learn. Aleks will be the middle school equivalent to La Academia's Imagine Learning Math for our elementary grades.

Q31.The table above lists the school's available Academic Progress ratings. Respond to the following questions.

a. Based on the school's Academic Progress ratings for all students over the course of the charter term, discuss the school's current performance and provide at least three explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

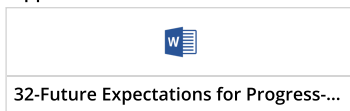
DSSF ratings have not been provided since SY18/19. As a result, we have no ratings with which to compare year-to-year. We continue, however, to rely on internal school assessments (MAP, Imagine Learning, WIDA, and other measures through MTSS) to track student growth, and we remain very encouraged regarding progress made over the charter term. For explanations/root causes (positive and negative) please see question #25.



Q32.b. Looking ahead, what are the school's expected outcomes for Academic Progress for all students and what steps will the school take to achieve them?

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Q33.c. Describe how the school will measure progress to determine whether the school is on track to meet expected Academic Progress outcomes for all students.

Progress will be measured regularly using internal assessments and SBAC scores.

2.4. School Quality/ Student Success

Metric	2018-2019			2021-2022		
	Value	Points	Points Earned	Value	Points	Points Earned
On-Track Attendance	84.15%	50	42.00	64.34%	50	32
Proficiency - Science	N/A	N/A	N/A	N/A	N/A	N/A
Proficiency - Social Studies	N/A	N/A	N/A	N/A	N/A	N/A

DOE Summary:

Due to COVID-19, all SY19/20 and 20/21 assessment and accountability requirements were waived by the U.S. Department of Education. Academia exceeded standard in this area in 2018-2019.

Q34.School's School Quality/ Student Success ratings over the course of charter term

School Comments 2020-2021	<i>The school was not required to provide a response. Due to COVID-19, all SY 20/21 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2019-2020	<i>The school was not required to provide a response. Due to COVID-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.</i>



School Comments 2018-2019	See the annual report for 2018-2019 (chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/Academia%20Annual%20Report%202018-19.pdf) for the school's comments.
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School Attendance

La Academia exceeded standard this area in SY19. From SY20 to SY21, due to COVID-19, absenteeism was largely due to students being placed in quarantine for 10, sometimes up to 20 days – depending on the onset of symptoms. In SY22, La Academia was on track in attendance (78.98% attendance rate).

Science and Social Studies

DSSF ratings have not been provided since SY18/19. As a result, we have no ratings with which to compare year-to-year, however, we have data for our students in regard to proficiency in Social Studies and Science.

Due to COVID-19 and its impact on student learning for the past 2 and a half years, there was a decrease in levels of proficiency and participation in the Smarter Balanced, Science and Social Studies assessments. For the next charter term, La Academia's expected outcomes regarding proficiency and growth to proficiency in Social Studies and Science is an increment of 4% each year in both content areas.

Q35.Expected outcomes for School Quality/ Student Success

School Comments 2020-2021	<i>The school was not required to provide a response. Due to COVID-19, all SY 20/21 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2019-2020	<i>The school was not required to provide a response. Due to COVID-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2018-2019	See the annual report for 2018-2019 (chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/Academia%20Annual%20Report%202018-19.pdf) for the school's comments.

School Attendance

Students achieve academic success through consistent attendance, engagement in daily coursework, and on-going communication with teachers. Last year with the pandemic we incorporated multiple strategies to make sure students were able to engage daily with their academic work – to the greatest extent possible. These efforts will continue as we move forward with our goal to increase La Academia's attendance to achieve a 95% attendance rate.

To that end, in SY23 we will continue providing support to students with COVID-19 symptoms/who get quarantined. Teachers are also required to communicate with parents every day a student is absent. We will provide the support needed in a timely manner and carefully monitor daily attendance in eSchool every day.

Science and Social Studies

DSSF ratings have not been provided since SY18/19. As a result, we have no ratings with which to compare year-to-year, however, we have data for our students in regards to proficiency in Social Studies and Science.

Due to COVID-19 and its impact on student learning for the past 2 and a half years, there was a decrease in levels of proficiency and participation in the Smarter Balanced, Science and Social Studies assessments. For the next charter term, La Academia's expected outcomes regarding proficiency and growth to proficiency in Social Studies and Science is an increment of 4% each year in both content areas.

Q36.Progress measures to track School Quality/ Student Success

School Comments 2020-2021	<i>The school was not required to provide a response. Due to COVID-19, all SY 20/21 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2019-2020	<i>The school was not required to provide a response. Due to COVID-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2018-2019	See the annual report for 2018-2019 (chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/Academia%20Annual%20Report%202018-19.pdf) for the school's comments.



School Attendance

It is important to clarify the difference between On Track Attendance data and Average Daily Attendance data - previously used in the state's School Profile Data until a few years ago. On Track Attendance raises the bar for school attendance reporting by narrowing the criteria to students missing less than 10% of school days. Previously, attendance data was based on Average Daily Attendance (ADA), regardless of the number of days a student is absent from school during the current school year. Certainly, there are advantages and disadvantages to each approach.

At the school level, we are unable to monitor on-track attendance during the school year as this calculation may only be accomplished at the end of the school year when each student's annual attendance may be viewed. During the school year, we use the Average Daily Attendance ADA in eSchoolPLUS to monitor daily attendance and identify attendance trends with students that need to be addressed.

We continue to work diligently on improving our ADA to better align with the on-track attendance the Department uses to populate the annual report card for each school. We anticipate continued growth in this area by encouraging regular student daily attendance using the following strategies:

- Ensuring a broad range of regular communications with parents regarding the importance of attendance/school attendance policies,
- Establishing proactive, on-time school attendance rewards programs and incentives for students, and,
- Applying multiple early intervention strategies using integrated data sources to identify students and families who require more intense intervention efforts.

While these strategies fall within the range of our control, many of the root causes for our attendance rate, however, do not. Much of our absenteeism at La Academia is the result of parent/student health problems - not just truancy. Illness and lack of access to healthcare for our low income/ Hispanic/ African American families contribute to a whole lot of missed days for our students. Parent and child illness, whether mental or physical, make it hard for a large percentage of our students to get to school every day.

Science and Social Studies

La Academia will measure progress in proficiency and growth to proficiency through:

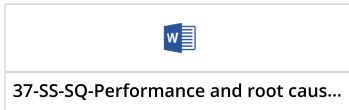
- Curriculum based unit assessments
- Interim assessments
- Science Smarter Balanced Scores
- Social Studies Smarter Balanced Scores

Q37. The table above lists the school's available School Quality/ Student Success ratings. Respond to the following questions.

a. Based on the school's School Quality/ Student Success ratings for all students over the course of the charter term, discuss the school's current performance and provide at least three explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

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Applicant Evidence :

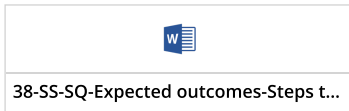


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Q38.b. Looking ahead, what are the school's expected outcomes for School Quality/ Student Success for all students and what steps will the school take to achieve them?

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Q39.c. Describe how the school will measure progress to determine whether the school is on track to meet expected School Quality/ Student Success outcomes for all students.



School Attendance

We will continue to monitor our school's daily attendance to ensure every student in school is accounted for and absence concerns are addressed as quickly as possible. Our Visiting Teacher plays a significant role in monitoring the attendance of students with frequent absences and implementing strategies to work intensively with parents through phone calls, home visits, and – if needed – Truancy Court.

Science and Social Studies

To determine whether La Academia is on track to meet expected Student Success outcomes for all students, progress will be measured by:

- Formative, summative, and interim assessments that support student growth and inform instruction
- Curriculum based assessments

2.5. Progress toward English language proficiency (ELP) * new

Beginning in the 2017-2018 school year, every school was measured on student “Progress toward English language proficiency (ELP)” This metric is an index calculation that measures the percentage of all current ELs who make annual progress toward ELP as measured by the statewide ELP assessment. ELP is defined as scoring a PL of 5.0 on the statewide ELP assessment. Attainment has been defined in Delaware as a PL of 5.0 and a level in which a student is considered to have met a proficiency level comparable to their native English speaking peers. **Therefore, a PL of 5.0 is considered a student’s Attainment Target (AT).**

Metric	2018-2019			2021-2022		
	Value	Points	Points Earned	Value	Points	Points Earned
Progress Toward English Language Proficiency	73.44%	50	37	64.19%	50	32

DOE Summary:

Due to COVID-19, all SY 19/20 and 20/21 assessment and accountability requirements were waived by the U.S. Department of Education. Academia met expectations in this area in 2018/2019.

Q40.English language proficiency (ELP) ratings over the course charter term

School Comments 2020-2021

The school was not required to provide a response. Due to COVID-19, all SY 20/21 assessment and accountability requirements were waived by the U.S. Department of Education.

School Comments 2019-2020

The school was not required to provide a response. Due to COVID-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.

School Comments 2018-2019

See the annual report for 2018-2019 ([chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/Academia%20Annual%20Report%202018-19.pdf](https://efaidnbmnnnibpcajpcglclefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/Academia%20Annual%20Report%202018-19.pdf)) for the school's comments.



During the 2018-2019 SY, La Academia met expectations with regards of Progress Toward English Proficiency. Due to COVID-19, La Academia did not receive ratings for 2019-2021 SY. However, we have monitored our students' progress toward English proficiency in all language components with different measures in order to ensure growth in language proficiency as well as the access to content knowledge. These measures include but are not limited to: WIDA ACCESS annual screener, Smarter Balanced Consortium Assessment, Measures of Academic Progress (Reading) and Imagine Language and Literacy Benchmarks.

During the 2021-2022 SY, 24 students achieved English Language Proficiency exiting the English Learner Program as a well as a 10% increase in proficiency in SBAC (ELA). We are encouraged by last school year's outcome, and we are committed to continue to implement rigorous monitoring systems that include benchmarks for expected growth and taking appropriate steps to assist students who are not adequately progressing towards those benchmarks.

Q41. Expected outcomes for Progress toward English language proficiency (ELP)

School Comments 2020-2021	<i>The school was not required to provide a response. Due to COVID-19, all SY 20/21 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2019-2020	<i>The school was not required to provide a response. Due to COVID-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2018-2019	See the annual report for 2018-2019 (chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/Academia%20Annual%20Report%202018-19.pdf) for the school's comments.

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Applicant Evidence :



41-ELP Expected Outcomes.docx

Uploaded on **9/28/2022** by **Deborah Rodenhouser**

Q42. Progress measures to track English language proficiency (ELP) outcomes

School Comments 2020-2021	<i>The school was not required to provide a response. Due to COVID-19, all SY 20/21 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2019-2020	<i>The school was not required to provide a response. Due to COVID-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.</i>
School Comments 2018-2019	See the annual report for 2018-2019 (chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/Academia%20Annual%20Report%202018-19.pdf) for the school's comments.

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Applicant Evidence :



42-Progress Measures ELP.docx

Uploaded on **9/28/2022** by **Deborah Rodenhouser**

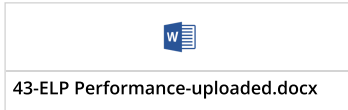
Q43. The table above lists the school's available English language proficiency (ELP) ratings. Respond to the following questions.

a. Based on the school's English language proficiency (ELP) ratings for all students over the course of the charter term, discuss the school's current performance and provide at least three explanations/root causes (positive and negative) for the results. (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

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Applicant Evidence :



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Q44.b. Looking ahead, what are the school's expected outcomes for English language proficiency (ELP) for all students and what steps will the school take to achieve them?

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Applicant Evidence :



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Q45.c. Describe how the school will measure progress to determine whether the school is on track to meet expected English language proficiency (ELP) outcomes for all students.

La Academia will measure progress to determine whether the school is on track to meet to meet expected ELP outcomes for all students using the following measures:

- Measures of Academic Progress (MAP)
- Smarter Balanced Consortium Reading Assessment (including interim assessments)
- Imagine Learning Benchmarks three times a year
- Curriculum based assessments
- Annual WIDA assessments for all EL students



3. Organizational Performance

The Organizational Performance Framework reflects expectations the charter school is required to meet through state and federal law and the charter performance agreement, and seeks to provide information regarding these key questions:

- Is the school organizationally sound and well operated?
- Is the school fulfilling its legal obligations and sound public stewardship?
- Is the school meeting its obligations and expectations for appropriate access, education, support services, and outcomes for students with disabilities?

3.1. Mission Specific Goal(s)

Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

Mission	Measure	Meets Standard
To inspire children to become joyful, confident, creative, bilingual learners.	Students will develop into fully bi-literate students by the end of fifth grade	100% of learning expeditions/case studies each year will include at least one element of Hispanic culture (field trip, culture study, expert, music, wriing, project, etc.), 95% of students will demonstrate their learnings and increased understanding of culture at their Celebration of Learning in both English and Spanish.


DOE Summary:
La Academia met their mission-specific goal.

Q46. Rate the school's performance according to the criteria established by the school for its mission specific goal(s).

School Comments 2020-2021	Follow this link (C:\Users\leroy.travers\Downloads\Academia%20Antonia%20Alonso%20-%20Mission%20Specific%20Goal%20SY21.pdf) for the school's comments on their mission specific goal.
School Comments 2019-2020	Follow this link (C:\Users\leroy.travers\Downloads\Academia%20Antonia%20Alonso%20-%20Mission%20Specific%20Goal%20SY21.pdf) for the school's comments on their mission specific goal.
School Comments 2018-2019	Follow this link (C:\Users\leroy.travers\Downloads\Academia%20Antonia%20Alonso%20-%20Mission%20Specific%20Goal%20SY21.pdf) for the school's comments on their mission specific goal.

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Applicant Evidence :


46-Mission Specific Goals-dr-ok.docx

Uploaded on 9/27/2022 by Deborah Rodenhouser

Q47. Provide as Appendix 1 the results (data source) of the school's mission specific goal(s). Remember not to include any personally identifiable information (PII).




Upload Required File Type: pdf, excel, word Max File Size: 30 Total Files Count: 30

Applicant Comments :

Appendix 1 uploaded

Applicant Evidence :



47-Mission Specific Goals Metrics-Ap...

Uploaded on **9/27/2022** by **Deborah Rodenhouser**

3.2. Organizational Performance

Note: Please utilize the hyperlink in this sentence for more information about the Organizational Performance Framework.

SUMMARY AND OVERALL RATING

Year	Education Program				Governance & Reporting			Students & Staff		Facilities, Transportation, Health & Safety	OVERALL RATING
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English learners	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements	Students Rights	Req. on Teacher Certification & Hiring Staff		
	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	
2018-2019	M	M	M	M	M	M	M	M	AS	M	Meets Standard
2019-2020	M	M	M	M	M	M	M	M	F	M	Meets Standard
2020-2021	M	M	M	M	M	M	M	M	M	M	Meets Standard
2021-2022	M	M	M	M	M	M	M	M	M	M	Meets Standard

DOE Summary:

La Academia has met expectation on the Organizational Framework over the course of the charter.

Q48.School's organizational performance over the current charter term

School Comments 2020-2021

La Academia met standard and was not required to comment.



School Comments 2019-2020	La Academia met standard and was not required to comment.
School Comments 2018-2019	La Academia met standard and was not required to comment.

La Academia has maintained an overall performance rating of “Meets Standard” over the course of the charter term.

In SY18/19, however, the following measure did not meet standard: 3b. Requirement on Teacher Certification & Hiring Staff (“Approaching Standard”).

SY18/19 represented a transitional year for La Academia with its seventh school leader (Mercedes Alonso) assuming the leadership helm since the school opened in SY 2015. This year (18/19) was marred by high teacher turnover making the recruitment of highly qualified teachers in the summer of 2018 extremely challenging.

The chart above reflects the progress La Academia has made in Teacher Certification (3b.) with 93% of our teachers achieving DDOE certification in SY 2020-2021. This demonstrated remarkable improvement in just two school years.

PLEASE NOTE:

Please note, the AR for SY 2019/2020 submitted on January 15th, 2021, was incomplete and was unintentionally submitted with missing pages (pages 34-52). The mistake was not caught. On the completed version, a correction was noted by La Academia for the percentage of Teachers Retained. The actual number was 90% for SY 19/20.

Q49.Changes to organizational practices that the school has implemented to improve the school's organizational outcomes

School Comments 2020-2021	La Academia met standard and was not required to comment.
School Comments 2019-2020	La Academia met standard and was not required to comment.
School Comments 2018-2019	La Academia met standard and was not required to comment.

La Academia has met all standards measured by the Organizational Performance Framework annually for the last four years except for 3b. Requirement on Teacher Certification & Hiring Staff ('Approaching Standard' in SY18/19, and 'Far Below the Standard' in SY19/20).

Academia Antonia Alonso Charter School has been historically challenged to Meet Standard in regulations relating to teacher licensure and certification. As a best practice in a Dual Language school, we employ native English-speaking teachers and native Spanish-speaking teachers to instruct in different content areas. The challenge continues to be, however, that many of our native Spanish-speaking teachers remain/are unable to pass the Praxis because Educational Testing Service (ETS) does not offer the test in Spanish and DDOE does not offer an alternative to this test for licensure/certification. Hence, the Praxis for these teachers becomes a test of English language proficiency and not of knowledge content.

Since the arrival of our current school leader Mercedes Alonso, focused attention was directed to address the issue with teacher certification. In addition, leadership stability continues to support the expectation that all teachers will be certified or are on a well-defined and monitored path to achieving certification.

For the last three years, the school has maintained an overall rating of “Meets Standard” on the Organizational Performance Framework – and continues to meet the 3b. standard. Each year, we intent to remain on track to demonstrate performance aligned with organizational performance expectations. This progress will be monitored through our annual performance review.

PLEASE NOTE: Please note, the AR for SY 2019/2020 submitted on January 15th, 2021, was incomplete and was unintentionally submitted with missing pages (pages 34-52). The mistake was not caught. On the completed version, a correction was noted by La Academia for the percentage of Teachers Retained. The actual number was 90% for SY 19/20.

Q50.Indicator measure where school did not meet standard or is approaching standard

School Comments 2020-2021	Not applicable.
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<p>School Comments 2019-2020</p>	<p>See the annual report for 2019-2020 (chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/2019-20%20annual%20reports/AAA%20Annual%20Report%20Final%20Version%20SY%202019-2020_6%204%2021.pdf) for the school's comments</p>
<p>School Comments 2018-2019</p>	<p>See the annual report for 2018-2019 (chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/Academia%20Annual%20Report%202018-19.pdf) for the school's comments.</p>

La Academia has met all standards measured by the Organizational Performance Framework annually for the last four years – except for 3b. Requirement on Teacher Certification & Hiring Staff (“Approaching Standard” in SY18/19 and “Far below the Standard” in SY19/20).

Please refer to the Summary and Overall Rating chart above, however, to see the most recent data over the past three years which reflects the progress La Academia has made in Teacher Certification with 93% of our teachers achieving DDOE certification in SY20/21.

Moving forward, La Academia will continue to recruit highly qualified teachers, work with the Relay Delaware Program to develop highly effective teachers and continue to collaborate with Delaware Department of Education to host teachers through the Visiting International Teacher (VIT) program to fill Spanish Immersion positions.

PLEASE NOTE: Please note, the AR for SY 2019/2020 submitted on January 15th, 2021, was incomplete and was unintentionally submitted with missing pages (pages 34-52). The mistake was not caught. On the completed version, a correction was noted by La Academia for the percentage of Teachers Retained. The actual number was 90% for SY 19/20.

Q51. Describe the school's organizational performance over the current charter term. (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

La Academia has met all standards measured by the Organizational Performance Framework annually for the last four years – except for 3b. Requirement on Teacher Certification & Hiring Staff (“Approaching Standard” in SY18/19 and “Far below the Standard” in SY19/20).

Since that time, La Academia has continued to recruit highly qualified teachers, work with the Relay Delaware Program to respond to the commitment to develop highly qualified teachers and continued to collaborate with Delaware Department of Education to host teachers through the Visiting International Teacher (VIT) program to fill Spanish Immersion positions.

Please refer to the Summary and Overall Rating chart above, however, to see the most recent data over the past three years which reflects the progress La Academia has made in Teacher Certification with 93% of our teachers achieving DDOE certification in SY20/21.

PLEASE NOTE: Please note, the AR for SY 2019/2020 submitted on January 15th, 2021, was incomplete and was unintentionally submitted with missing pages (pages 34-52). The mistake was not caught. On the completed version, a correction was noted by La Academia for the percentage of Teachers Retained. The actual number was 90% for SY 19/20.

Q52. Identify changes to organizational practices that the school has implemented to improve the school's organizational outcomes.

Overall, La Academia has met all standards measured by the Organizational Performance Framework annually for the last four years – except for 3b. Requirement on Teacher Certification & Hiring Staff (“Approaching Standard” in SY18/19 and “Far below the Standard” in SY19/20).

Please refer to the Summary and Overall Rating chart above, however, to see the most recent data over the past three years which reflects the progress La Academia has made in Teacher Certification with 93% of our teachers achieving DDOE certification in SY20/21.

Since that time, La Academia has continued to recruit highly qualified teachers, work with the Relay Delaware Program to respond to the commitment to develop highly qualified teachers and continued to collaborate with Delaware Department of Education to host teachers through the Visiting International Teacher (VIT) program to fill Spanish Immersion positions.

PLEASE NOTE: Please note, the AR for SY 2019/2020 submitted on January 15th, 2021, was incomplete and was unintentionally submitted with missing pages (pages 34-52). The mistake was not caught. On the completed version, a correction was noted by La Academia for the percentage of Teachers Retained. The actual number was 90% for SY 19/20.

Q53. Address any measure where school did not meet standard or is approaching standard.



Overall, La Academia has met all standards measured by the Organizational Performance Framework annually for the last four years – except for 3b. Requirement on Teacher Certification & Hiring Staff (“Approaching Standard” in SY18/19 and “Far below the Standard” in SY19/20).

Please refer to the Summary and Overall Rating chart above, however, to see the most recent data over the past three years which reflects the progress La Academia has made in Teacher Certification with 93% of our teachers achieving DDOE certification in SY20/21.

Since that time, La Academia has continued to recruit highly qualified teachers, work with the Relay Delaware Program to respond to the commitment to develop highly qualified teachers and continued to collaborate with Delaware Department of Education to host teachers through the Visiting International Teacher (VIT) program to fill Spanish Immersion positions.

Q54. Performance Agreement Organizational Performance Expectations By September 2022, our expectation is to achieve the overall rating of “Meets or Exceeds Standard” as measured by the Organizational Performance Framework.” Each year, we will be on track to demonstrate performance aligned with this organizational performance expectation. This progress will be monitored through our annual performance review.

DOE Summary:

La Academia has met expectation on the Organizational Framework over the course of the charter.

<p>School Comments 2020-2021</p>	<p>The school has evolved to a Meets Standards overall rating in its Organizational Performance. In order to continue to meet standard through SY22 and beyond, La Academia will continue to build a workplace culture of continuous improvement- a culture in which teachers/staff remain committed to actively identify academic and organizational challenges together, design and follow through implementing ideas with the goal of making continued incremental, and significant, improvements each year. This approach, until now, has enabled us to continue to meet the overall rating standard of MEETS STANDARD over the years.</p>
<p>School Comments 2019-2020</p>	<p>The school evolved to a <i>Meets Standards</i> overall rating in its Organizational Performance during SY18. In order to continue to meet standard through SY22 and beyond, La Academia will continue to build a workplace culture of continuous improvement – a culture in which teachers/staff remain committed to actively identify academic and organizational challenges together, design and follow through implementing ideas with the goal of making incremental, but significant, improvements each year. This approach, until now, has enabled us to continue to meet the overall rating standard for the past three years. Leadership will carry on working with DDOE, however, to figure a way for our native Spanish speaking faculty to successfully complete their licensure/certification requirements that does not require taking the Praxis test in English.</p>
<p>School Comments 2018-2019</p>	<p>The school evolved to a Meets Standards overall rating in its Organizational Performance during the 2017-2018SY. In order to continue to meet standard through 2022 and beyond, La Academia will continue to build a workplace culture of continuous improvement- a culture in which teachers/staff continue to identify academic and organizational challenges together, design and follow through implementing ideas with the goal of making incremental, but significant, improvements each year. This approach, until now, has enabled us to meet the overall rating standard for the past three years. Leadership will continue, however, to work with DDOE to figure a way for several of our native Spanish speaking faculty to successfully complete their certification requirements.</p>

Discuss the school's organizational performance based on its approved Performance Agreement.


La Academia's overall organizational performance is Meets Standard for the last four years. Our expectation is to continue to achieve the overall rating of "Meets," as measured by the Performance Agreement. Each year, we will be on track to demonstrate performance aligned with those performance expectations. This progress will be monitored through our annual performance review.

3.3. Educational Program

Q55. Describe any changes to the education program or curricula the Board plans to make prior to the renewal.

Word document uploaded to preserve formatting.

Applicant Evidence :



55-Changes to Curric prior to Renew...

Uploaded on **9/28/2022** by **Deborah Rodenhouser**



Q56. Appendix 2 Provide an electronic copy of curricula including scope and sequence documents, units, assessments and content covered per core content area (Mathematics, English Language Arts, Social Studies, Science, Visual/Performing Arts, World Languages, Health and Physical Education) for each grade level the school serves. The documents should demonstrate clear alignment with the Delaware Content Standards (including Common Core State Standards in English Language Arts and Mathematics, and Next Generation Science Standards) in all content areas. Evidence to establish adherence to the state's expectations regarding **ELA standards and instruction** through the grade bands should include the following:

- Evidence of the adoption of a high quality instructional resources as defined by EdReports.org., which includes the scope and sequence documents showing units of study with their corresponding anchor texts and culminating tasks with the intended pacing for each grade/course; **OR** curricular resources/documents that meet the criteria of the appropriate IMET from achievethecore.org, including additional resources selected to support areas where the curriculum materials were weak per EdReports.org (yellow or red). Scope and sequence documents must include:
 - featured anchor texts of knowledge building units around topics of inquiry/exploration and intended pacing for each grade/course. These should reflect the distribution of text types and genres required by the standards as outlined in Appendix B.
 - a set of targeted grade-level CCSS ELA/Literacy standards for each unit.
 - alignment to the foundational reading skills and intended pacing for each grade must be included for grades K-5.
- Sample learning experiences (lesson/unit) and assessments with their corresponding rubrics.
- Opportunities provided and embedded within curriculum for professional learning and strategic use of curricular resources.
- In addition, there needs to be a well-articulated academic MTSS process for reading that includes screening, diagnostics, evidence-based interventions, and progress monitoring.
- For grades 9-12, English course sequences/programs of study should be provided. No curricular documents are required for Advanced Placement, International Baccalaureate SL or HL, or dual enrollment courses.

Evidence to establish adherence to the state's expectations regarding **Health Education standards and instruction** in grades K-8 and 1/2 credit in high school (grades 9-12) should include the following:

- Curriculum map or scope and sequence showing the National Health Education Standards/Delaware State Standards targeted and attention to the specific learning concepts for each grade.
- One sample document outlining adherence to the hours requirements for specific health concepts in Regulation 551.
- One sample assessment and accompanying scoring rubric aligned to state standards – intended to provide evidence of student achievement of standards – for each grade level in the school.

Evidence to establish adherence to the state's expectations regarding **Math standards and instruction** through the grade bands should include the following:

- Evidence of the adoption of a high quality, standards aligned instructional resource as defined by EdReports.org. This includes the scope and sequence documents showing alignment to standards and intended pacing for each grade/course; **OR** curricular resources/documents that meet the criteria of the appropriate IMET from achievethecore.org including additional resources selected to support areas where the curriculum materials were weak per EdReports.org (yellow or red). Scope and sequence documents showing alignment to standards and intended pacing for each grade/course must be included in this documentation.
- Sample learning experiences (lesson/unit) and assessments
- Opportunities provided and embedded within the curriculum for professional learning and strategic use of curricular resources.
- In addition, there needs to be a well-articulated academic MTSS process for mathematics that includes screening, diagnostics, evidence-based interventions, and progress monitoring.
- Additionally, for grades 9-12, Mathematics course sequences/programs of study should be provided. No curricular documents are required for Advanced Placement, International Baccalaureate SL or HL, or dual enrollment courses.

Evidence to establish adherence to the state's expectations regarding **Physical Education standards and instruction** in grades K-8 and 1 credit in high school (grades 9-12) should include the following:

- Curriculum map or scope and sequence showing alignment to the Delaware physical education standards and grade level expectations.
- One sample assessment and accompanying scoring rubric aligned to state standards – intended to provide evidence of student achievement of standards –for each grade level in the school (example: state physical fitness assessment data and programming provided by the Delaware Department of Education)
- No curricular documents are required for elective Physical Education courses, which should not exceed 1 credit to fulfill graduation requirements.

Evidence to establish adherence to the state's expectations regarding **Social Studies standards and instruction** through the grade bands should include the following:

- Scope and sequence showing standards targeted and major topics for each grade/course in the school.
- One sample assessment aligned to state standards – intended to provide evidence of student achievement of standards - for each grade/course in the school.
- No curricular documents are required for AP, IB, or dual enrollment courses.
- Schedule of time allotted for social studies instruction in each grade



Evidence to establish adherence to the state’s expectations regarding **Science standards and instruction** through the grade bands should include the following:

- Evidence of the adoption of a high-quality instructional resource as defined by EdReports.org or curricular resources that meet the criteria of the EQulP rubric from nextgenscience.org, reviewed by an external evaluator that is not the materials publisher.
- The LEA must provide a scope and sequence for each grade level that includes the unit topic, the unit phenomenon, standards that are covered in that unit, what the students do and figuring out in the unit, and include a lesson and sample assessment from K-2, 3-5, 6-8, 9-12, depending on the structure of the school.
- Schedule of time allotted for science instruction in each grade
- A Response to the following questions:
 - What is the professional development plan to support continuous three-dimensional learning along with your instructional resources?
 - Describe how you ensure accessibility for all students in science.
 - Describe how your administrators are monitoring science instruction to ensure the shifts in science are occurring.

Evidence to establish adherence to the state’s expectations regarding **Visual/ Performing Arts standards and instruction** through the grade bands should include the following:

- Scope and sequence showing National Core Arts Standards/Delaware State Standards targeted and major topics for each grade/course in the school.
- One sample assessment and rubrics aligned to state (NCAS) standards – intended to provide evidence of student achievement of standards - for each grade/course in the school.
- Schedule of time allotted for arts instruction in each grade band.
- No curricular documents are required for AP, IB.

Evidence to establish adherence to the state’s expectations regarding **World Languages standards and instruction** in grades 9-12 should include the following:

- Curriculum map or scope and sequence showing the targeted Delaware World-Ready Standards for Learning Languages, state proficiency targets and major learning contexts (themes) for each level of language instruction.
- One sample assessment and accompanying scoring rubric from one learning context--intended to provide evidence of student growth in proficiency--for each level of language instruction.

No curricular documents are required for AP, IB.












Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 100

Applicant Comments :

Zip files uploaded for Social Studies, ELA, and the MTSS Process

Due to limitations with max file size in EpiCenter, zip files for remaining curriculum documents were successfully emailed directly to Dr Fulkerson, with copy to John Carwell and Leroy Travers.

Applicant Evidence :

 Social Studies Curriculum Docs-zip.zip Uploaded on 9/27/2022 by Deborah Rodenhouser	 ELA-K-5 Pacing Guide-compressed.zip Uploaded on 9/27/2022 by Deborah Rodenhouser	 ELA-KN-compressed zip.zip Uploaded on 9/27/2022 by Deborah Rodenhouser	 ELA-Gr 1.zip Uploaded on 9/27/2022 by Deborah Rodenhouser
 ELA-Gr 2-compressed.zip Uploaded on 9/27/2022 by Deborah Rodenhouser	 ELA-Gr 3-compressed.zip Uploaded on 9/27/2022 by Deborah Rodenhouser	 ELA-Gr 4-compressed.zip Uploaded on 9/27/2022 by Deborah Rodenhouser	 ELA-Gr 5-zip.zip Uploaded on 9/27/2022 by Deborah Rodenhouser
 ELA_GR 6-8-compressed.zip Uploaded on 9/27/2022 by Deborah Rodenhouser	 ELA-Professional Learning.pdf Uploaded on 9/27/2022 by Deborah Rodenhouser	 MTSS Process Reading-Math.pdf Uploaded on 9/27/2022 by Deborah Rodenhouser	

3.4. At-risk students, Students with Disabilities, and English Language Learners



Year	Education Program			
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English learners
	1a	1b	1c	1d
2018-2019	M	M	M	M
2019-2020	M	M	M	M
2020-2021	M	M	M	M
2021-2022	M	M	M	M

*Data is an excerpt from the overall Organizational Performance Framework data included in section 3.2.

Q57.If applicable, describe any changes or enhancements the school has made based on findings from audits, investigations, or other administrative proceedings related to at-risk students, students with disabilities, or English Language Learners.

AAACS continues to grow and enhance the process by which at-risk students, students with disabilities, and English Language Learners are identified, served, and monitored. Audit findings, investigations, and periodically revisiting administrative procedures are but a few of the tools used to enhance our practices.

A few examples include, but are not limited to:

- Utilization of a variety of data sources to determine eligibility
- Development of a comprehensive Federal and State Extended School Year Program
- Implementation of state monitoring protocols for frequent review of student files for compliance
- Incorporation of professional development to school and contracted staff about IDEA regulations, reevaluations, Prior Written Notice, and accommodations
- Integration of professional development to school and contracted staff about school and class discipline
- Seamless delivery of information to parents in their dominant language
- Assessment of Language Dominance assessments prior to all evaluations
- Administration of Bilingual evaluations

Q58.Describe any changes or enhancements to the process by which at-risk students are identified and the evidence that the school was able to provide the right resources and services for these students.

AAACS continues to expand enhancements to processes and best practices by which at-risk students are identified and provides evidence of same in the following ways:

- Implementation of a MTSS (Multi-Tiered System of Support)
- Benchmark assessments
- Implementation of tiered interventions targeting academic and social emotional learning
- Utilization of universal design for learning
- Usage of scientific-based research intervention programs
- Collaboration between general education and special education teams
- Application of PLC's (Professional Learning Communities) with teachers regarding data collection, small group instruction and KAGAN strategies
- Incorporation of professional development for teachers related to differentiation instruction and universal supports
- Integration of professional development with teachers as to how to collect data and identify students who may be "at-risk"
- Maximization of Core Team meetings to analyze data and determine interventions

Q59.Describe any changes or enhancements to the process by which English Language Learners are identified and the evidence that the school was able to provide the right resources and services for these students.

Word document uploaded to preserve formatting



Applicant Evidence :


 59-ELL Identification Enhancements-...

Uploaded on **9/28/2022** by **Deborah Rodenhouser**

Q60. Describe any changes or enhancements to the process by which students with disabilities are identified and the evidence that the school was able to provide the right resources and services for these students.

Using a model of 'continuous improvement,' process by which students with disabilities are identified and served – and evidence of same – include but not limited to:

- Consultation with School Psychologist (bilingual and monolingual)
- Consultation with Speech and Language Pathologist (bilingual and monolingual)
- Frequent progress monitoring of Tier 2 and Tier 3 interventions
- Use of Core team meetings to analyze data and determine students' needs
- Implementation of classroom observations
- Expansion of Special Education staff
- Development of a Resource Room
- Utilization of Standards-Based IEP development
- Employment of evidence-based practices, high-level practices
- Use of scientific-based research intervention programs

3.5. Governance and Reporting Requirements

	Governance & Reporting		
	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements
Year	2a	2b	2c
2018-2019	M	M	M
2019-2020	M	M	M
2020-2021	M	M	M
2021-2022	M	M	M

*Data is an excerpt from the overall Organizational Performance Framework data included in section 3.2.

* Measure 2: Financial Management and Oversight was moved to the Financial Performance Framework beginning in school year 2016-17

Q61. Provide information regarding how the Board of Trustees effectively evaluates the School Leader(s), including any policies or procedures related to such evaluation(s).

The Board of Directors at La Academia conducts a performance evaluation of the lead administrator (Executive Director) annually using the Supervisory Dialogue. The supervisory dialogue (SD) is based on a structured series of discussions between the Executive Director and their supervisor in relation to both goal-setting and personal development. This evaluation process was initiated in SY2019.

The Executive Director/her designee conducts performance evaluations of the Leadership Team (school leaders) using the DPAS evaluation system annually, and 360 Evaluations to help leaders identify benchmarks and priorities (soft and hard skills).



Q62. Provide information regarding how the Board of Trustees effectively evaluates its own success. Include examples of any corrective actions, if applicable, the Board of Trustees implemented as a result of its evaluation.

An effective board develops and promotes its collective vision of the institution's purpose, its culture, its values, and the behaviors it wishes to promote in conducting its business. The executive committee chaired by the board president ensures that its business is conducted and aligned with the mission and vision of the school as well as the institution's values.

The board also engages in a self-assessment checklist that includes:

- Strategy
- Evaluation
- CEO succession
- Risk
- Board education
- Audit
- Regulatory compliance
- Onboarding/outboarding
- Evaluating committees, their structures, and performance
- Evaluating reporting lines
- Group Dynamics

Examples of corrective actions taken:

1. Revision Mission and Vision of the school in the process of evaluating the growth and direction of the organization in 2020.
2. Examination of the board's committees including their purpose, function, and performance in 2022. The Strategic Growth and Development Committee of the board will be laid down and instead a position for a grant writer at the operations level was created.
3. With a renewed focus on Diversity, Equity, Inclusion and Access (DEIA), the board and Dean of DEIA will re-evaluate the board policies to ensure that our board policies are DEIA aligned.

Q63. Identify the school's plan to ensure the effectiveness of its Board of Trustees, including governance training and new member induction.

The school's plan to ensure effectiveness of its Board, training and induction:

- All Board of Directors are responsible for engaging in the Citizens Budget Oversight Committee Training.
- All Board of Directors ensure engagement in governance training as deemed necessary by the DDOE.
- The executive committee of the board ensures mentorship of new members of the board in all aspects of governance.

Q64. Describe the school's process for succession planning including identification, development and retention of school leaders.

One of the processes the school uses to identify potential school leaders – and to support existing leaders – is by using the Group Management Questionnaire (GMQ). Every year, the Executive Director administers the GMQ with school leaders (and select teachers/staff) to assess several elements of performance related to various areas of school operations. This tool not only helps to identify potential leaders, but also helps existing leadership focus on strengthening their own organizational qualities such as supervision, executive function, establishing and achieving goals and objectives, and various other areas of performance.

Following a personal dialogue with each leader to inform each of their individual results, the Executive Director reports the outcomes of these yearly assessments to the board of directors, along with plans for the development and retention of existing and future leaders.

Additionally, the Executive Director engages each member of the leadership team in the 360- feedback instrument to acquire performance observations from their supervisor, colleagues, other co-workers. The use of these two performance tools is in addition to completing the annual DPASS evaluation process.

These tools, along with personal mentoring, assist the Executive Director in identifying key leaders who may be considered for future leadership roles in the organization.

Q65. Share how the Board supports the school. Speak to the Board's involvement in events, operations, and fundraising activities.

AAACS Board members support the school in numerous ways, examples of which are referenced below.

- Board members are apprised at every board meeting regarding school events that would be appropriate for them to attend and/or participate. Some examples include Graduation, Hispanic Heritage Month Celebrations, and the Winter Pageant.
- Board members also offer their expertise to the community. For example, the Board President spoke at Parent University regarding "Supporting Your Child" in response to COVID-19 related stressors.
- In times of crises, board members step up and become involved in supporting the school leadership, and the Board President becomes the spokesperson for the community. An example of this was the crisis with the Odyssey School that emerged in February 2020.
- The Personnel Committee meets and supports the Executive Director with matters that may be sensitive or require immediate attention. The Academic Committee meets periodically to work with the Academic leadership to engage in discussions around student growth and performance.
- The Board President works closely with the Executive Director, Operations Dean, and grant writer to ensure the school is focused on obtaining the resources needed to grow and thrive.




Q66. Appendix 3: Current Organizational Chart

Upload Required File Type: pdf, image, excel, word Max File Size: 30 Total Files Count: 10

Applicant Comments :

Organizational Chart uploaded as Appendix 3

Applicant Evidence :



Appendix 3-Organizational Chart SY2...

Uploaded on **9/29/2022** by **Deborah Rodenhouser**

Q67. Please complete the Board Financial and Governance table (see Resources) with the necessary information.


- In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every 3 years.
- Please list only the most recent training date.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 1

Applicant Comments :


Current Board and Governance Training Table uploaded

Resources



AAA Board Members.xlsx

Applicant Evidence :



2022 AAACS Board and Governance T...

Uploaded on **9/22/2022** by **Deborah Rodenhouser**

Q68. Board Financial and Governance Members and Training (review the file you uploaded above)

DOE Summary:	
	As of April 19, 2022, Academia's Board of Directors was in compliance with the State's membership and board governance training requirements.

School Comments 2020-2021	The school was not required to comment on this section.
School Comments 2019-2020	The school was not required to comment on this section.
School Comments 2018-2019	The school was not required to comment on this section.



A majority of our Board and CBOC members are trained. One board member has been unable to provide evidence of certification.


Q69. Please complete the Citizen Budget Oversight Committee Membership and Training table (see Resources) and upload your finished copy here. Pursuant to 14 Del. Admin. Code 736.6.1 (<http://regulations.delaware.gov/AdminCode/title14/700/736.shtml>) Each member of a Citizen Budget Oversight Committee shall attend and receive a Certificate of Completion for the Citizen Budget Oversight Committee training within the allotted timeframe of his/her appointment to a Citizen Budget Oversight Committee. Provided further, additional training may be required from time to time as determined by the Department.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 1

Resources


AAA CBOC.xlsx

Applicant Evidence :


2022 AAACS Board and Governance T...

Uploaded on 9/22/2022 by Deborah Rodenhouser

Q70. Citizen Budget Oversight Committee Membership & Trainings (review the file you uploaded above)

DOE Summary:
All members of La Academia's CBOC have undergone finance training.

School Comments 2020-2021	The school was not required to comment on this section.
School Comments 2019-2020	The school was not required to comment on this section.
School Comments 2018-2019	The school was not required to comment on this section.

A majority of the Board and CBOC members have received the required training. One board member has been unable to provide evidence of training, however she is trying to get scheduled for the training.


Q71. Appendix 4: Board Governance Training Certificates and/or Documentation

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 50

Applicant Comments :

Training certificates uploaded

Applicant Evidence :


CBOC-Board Training Certificates.pdf

Uploaded on 9/22/2022 by Deborah Rodenhouser

Q72. Appendix 5: Board member and school leader succession plans


Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Comments :

Board Member and School Leader Succession Plan uploaded



Applicant Evidence :


Appendix 5 - AAACS Succession Plan....

Uploaded on **9/22/2022** by **Deborah Rodenhouser**


Q73. Appendix 6: Current board bylaws

Upload Required File Type: pdf, excel, word Max File Size: 30 Total Files Count: 10

Applicant Comments :

Current By-Laws uploaded

Applicant Evidence :


2018-07-25 Academia Antonia Alonso...

Uploaded on **9/22/2022** by **Deborah Rodenhouser**

3.6. Students, Employees and School Environment

	Students & Staff		
	Students Rights	Req. on Teacher Certification & Hiring Staff	Facilities, Transportation, Health & Safety
Year	3a	3b	4a
2018-2019	M	AS	M
2019-2020	M	F	M
2020-2021	M	M	M
2021-2022	M	M	M

*Data is an excerpt from the overall Organizational Performance Framework data included in section 3.2.

Q74. Provide information about any metric where the school did not meet standards including how the school addressed this deficiency.



La Academia has met all standards measured by the Organizational Performance Framework annually for the last four years except for 3b. Requirement on Teacher Certification & Hiring Staff ('Approaching Standard' in SY18/19, and 'Far Below the Standard' in SY19/20).

Academia Antonia Alonso Charter School has been historically challenged to Meet Standard in regulations relating to teacher licensure and certification. As a best practice in a Dual Language school, we employ native English-speaking teachers and native Spanish-speaking teachers to instruct in different content areas. The challenge continues to be, however, that many of our native Spanish-speaking teachers remain/are unable to pass the Praxis because Educational Testing Service (ETS) does not offer the test in Spanish and DDOE does not offer an alternative to this test for licensure/certification. Hence, the Praxis for these teachers becomes a test of English language proficiency and not of knowledge content.

Since the arrival of our current school leader Mercedes Alonso, focused attention was directed to address the issue with teacher certification. In addition, leadership stability continues to support the expectation that all teachers will be certified or are on a well-defined and monitored path to achieving certification.

For the last three years, the school has maintained an overall rating of "Meets Standard" on the Organizational Performance Framework – and continues to meet the 3b. standard. Each year, we intent to remain on track to demonstrate performance aligned with organizational performance expectations. This progress will be monitored through our annual performance review.

NOTE: Please note, the AR for SY 2019/2020 submitted on January 15th, 2021, with missing pages (pages 34-52). The mistake was not caught. On the completed version, a correction was noted by La Academia for % of Teachers Retained. The actual number was 90% for SY 19/20.

Q75. Provide information about the best practices the school uses to meet standards in the above noted areas.

La Academia has met all standards measured by the Organizational Performance Framework annually for the last four years except for 3b. Requirement on Teacher Certification & Hiring Staff ('Approaching Standard' in SY 18/19, and 'Far Below the Standard' in SY 19/20).

Since that time, La Academia has continued to recruit highly qualified teachers, work with the Relay Delaware Program to respond to the commitment to develop highly qualified teachers and continued to collaborate with Delaware Department of Education to host teachers through the Visiting International Teacher (VIT) program to fill Spanish Immersion positions.

La Academia will continue to build a workplace culture of continuous improvement – a culture in which teachers/staff remain committed to actively identify academic and organizational challenges together, design and follow through implementing ideas with the goal of making continued incremental, and significant, improvements each year. This approach, until now, has enabled us to continue to meet the overall rating standard of MEETS STANDARD over the years.

NOTE: Please note, the AR for SY 2019/2020 submitted on January 15th, 2021, with missing pages (pages 34-52). The mistake was not caught. On the completed version, a correction was noted by La Academia for %of Teachers Retained. The actual number was 90% for SY 19/20.


Q76. Appendix 7: Please upload an up-to-date Certificate of Occupancy

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Comments :

Current Temporary Certificate of Occupancy is uploaded. 'Punch List' items are still in progress given the newness of our facility.

Applicant Evidence :


Appendix 7-Temporary C of O.pdf

Uploaded on **9/22/2022** by **Deborah Rodenhouser**


Q77. Appendix 8: Please upload an up-to-date Fire Inspection Certificate

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Comments :

Up-to-date fire inspection uploaded

Applicant Evidence :


Appendix 8-Fire Inspection.pdf

Uploaded on **9/22/2022** by **Deborah Rodenhouser**

Q78. Appendix 9: Please upload an up-to-date Insurance Certificate(s)

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10



Applicant Comments :

Updated Insurance Certificates uploaded

Applicant Evidence :

22-23 UMB Policy- Hanover.pdf	22-23 PKG Policy- Hanover.pdf	22-23 AUTO Policy - Hanover.pdf
Uploaded on 9/22/2022 by Deborah Rodenhouser	Uploaded on 9/22/2022 by Deborah Rodenhouser	Uploaded on 9/22/2022 by Deborah Rodenhouser

Q79. Appendix 10 ERIP: Please upload report for SY19/20 and SY20/21

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Comments :

Please note ERIP reporting has been in format transition. Also important to note: These reports refer to our old facility at Barley Mill Plaza where there were significant limitations. In our new school location on Wakefield Drive, we anticipate a very different assessment this school year.

Applicant Evidence :

2021-2022-School Safety Hazard Asse...	2019 Academia Antonia Alonso.pdf	2020-Emergency Planning Survey-Pri...
Uploaded on 9/22/2022 by Deborah Rodenhouser	Uploaded on 9/22/2022 by Deborah Rodenhouser	Uploaded on 9/22/2022 by Deborah Rodenhouser

3.7. Teacher Retention

2018-2019			2019-2020			2020-2021		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE	% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE	% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
63%	17	27	90%	35	39	84.3%	32	38

DOE Summary:

La Academia has increased their teacher retention rate by 20% over the past three years.

Q80. 2021-2022 PERCENT of Teachers RETAINED

In SY22, La Academia retained 85% of its teachers – maintaining a 20% increase of its teachers over the past three years.

Reasons for teachers leaving:

- One teacher resigned immediately following her FMLA
- Two teachers left for more money in higher paid districts
- One teacher was not contracted for SY23 due to poor performance
- Two teachers moved out of state
- One teacher left to continue her doctoral studies



Q81.2021-2022 NUMBER of Teachers RETAINED

In SY22, La Academia retained 33/39 teachers (85%).

Q82.2021-2022 NUMBER of Teachers ELIGIBLE

In SY22, 35 teachers were eligible for retention.

Q83.School's plans to monitor and minimize teacher attrition rates

<p>School Comments 2020-2021</p>	<p>In SY21, of the six faculty that left, one moved to Texas and another to Boston; one returned to her career in banking given the stressors of teaching during the pandemic - a choice she made for health reasons; two left for district for more money; and the last left to work with her husband. To continue to attract and retain teachers, La Academia remains committed to ensuring:</p> <ul style="list-style-type: none"> • Stable leadership and fair system of Teacher Evaluations/Performance Management • Clarity of Goals, Purpose & Direction- as reflected in La Academia's mission, vision and values • A school climate in which faculty and staff feel open, supported and trusting of each other. At La Academia ideas and feelings can be shared and feedback among individuals is natural and to be expected. • An environment where faculty and staff address conflict when it occurs and feel conflict can be resolved fairly and equitably. • A practice of appreciation and recognition for people's efforts and accomplishments. • Open communication and sense of candor. La Academia is a place where issues are acknowledged, people feel heard. • Meetings with attention to task and process where collaboration, problem-solving and creative strategies address the issues at hand in unique ways. <p>At La Academia, The Group Management Questionnaire, GMQ, has been administered once a year since SY18. It has continued to strengthen the organizational aspects bulleted above. La Academia will carry on using this research-based tool to minimize teacher attrition rates and continue to strengthen its organizational effectiveness.</p>
<p>School Comments 2019-2020</p>	<p>In SY19, La Academia started its 5th year of operation with its 7th Head of School. The sudden and very unexpected mid-year departure of its 6th Head of School in February 2018 was not only marked by high teacher turnover that year, but a downturn in school performance – if one were to look at Smarter Balanced scores alone. Of the 10 teachers that left, 7 self-selected (one was the wife of the HOS), 2 contracts were not renewed, and 1 teacher moved to Texas. It is, therefore, important to note that not all teacher turnover is created equal; in some cases, it may result in benefits. For example, the two teachers who were not re-contracted were exited due to extremely low performance; and the 7 who self-selected could have easily created a toxic culture of unhappy employees had they remained. At La Academia, we practice what we call strategic retention which refers to the retention of effective, motivated, and happy employees combined with the exit of ineffective, underperforming, and unhappy ones. In contrast, in SY20 La Academia lost 4 teachers out of 39. Of the four, one self-selected early September realizing she preferred high school, another had to return to Puerto Rico given her husband became ill, a third teacher also self-selected, but in June, after her contract and the last teacher was not re-contracted due to underperformance. The stark difference in teacher retention between SY19 and SY20, we believe, can be attributed to a relentless commitment to:</p> <ul style="list-style-type: none"> • Improve teacher compensation by the Board of Directors • Stable leadership and fair system of Performance Management • Clarity of Goals, Purpose & Direction- as reflected in La Academia's mission, vision and values • A school climate in which faculty and staff feel open, supported and trusting of each other. At La Academia ideas and feelings can be shared and feedback among individuals is natural and to be expected. • An environment where faculty and staff address conflict when it occurs and feel conflict can be resolved fairly and equitably. • A practice of appreciation and recognition for people's efforts and accomplishments. • Open communication and sense of candor. La Academia is a place where issues are acknowledged, people feel heard, and feedback is a natural part of the communication process. • Meetings with attention to task and process where collaboration and creative strategies address the issues at hand in unique ways. <p>At La Academia, The Group Management Questionnaire, GMQ, has been administered once a year since SY18. It has continued to strengthen these organizational aspects bulleted above. La Academia will continue to use this research-based tool to minimize attrition rates and support organizational climate given that organizational climate accounts for 30% of organizational performance.</p>



<p>School Comments 2018-2019</p>	<p>In 2018-2019, La Academia started its 5th year of operation with its 7th Head of School. The sudden and very unexpected mid-year departure of its 6th Head of School in February 2018 was not only marked by high teacher turnover, but a downturn in school performance- if one were to look at Smarter Balanced scores alone. Of the 10 teachers that left, 7 self-selected (one was the wife of the HOS), 2 contracts were not renewed, and 1 teacher moved to Texas. The 7 who self-selected attributed their departure to their fidelity to the vision and goals of the former Head. It is, therefore, important to note that not all teacher turnover is created equal; in some cases, it may result in benefits. For example, the two teachers who were not re-contracted were exited due to extremely low performance; and the 7 who self-selected left because of issues of loyalty to the former leader. Had they stayed, they could have easily created a toxic culture of unhappy employees. At La Academia, we practice what we call strategic retention which refers to the retention of effective, motivated, and happy employees combined with the exit of ineffective, underperforming and unhappy ones. Moving forward, we believe stable leadership and continuing to foster a positive, supportive school environment will ensure strong teacher retention. To this end we will administer the Group Management Questionnaire in January 2020 to focus efforts on continuing to strengthen organizational aspects such as clarity of Goals/Mission/Vision; Climate; Communication; Conflict; Meeting Design; Rewards & Recognition; Leadership and Supervision. We will use this quantitative data to continue to support organizational climate as, according to research, it accounts for 30% of organizational performance.</p>
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To continue to attract and retain teachers, La Academia remains committed to the following:

- Yearly administration of the Group Management Questionnaire (GMQ) to strengthen school culture and help identify organizational benchmarks and priorities
- Stable leadership
- Fair system of Teacher Evaluations – one in which teachers learn and grow in competencies
- Initiatives to support a positive school climate (Sunshine Club etc.)
- A focus on hiring for cultural fit, as well as highly qualified teachers (HQT)
- A commitment to revisiting our salary scale yearly to ensure La Academia remains as competitive as possible
- Strengthening initiatives to celebrate/recognize teachers throughout the school year

Q84. School's professional development plans support teachers and leadership.

<p>School Comments 2020-2021</p>	<p>Despite the pandemic, La Academia continued its Professional Development initiatives virtually in SY21:</p> <ol style="list-style-type: none"> 1. Responsive Classroom PD's to support the management of behavior in the virtual modality 2. Adapting Kagan for Distanced Learning also ensured student engagement, grade level content support and language development in the ZOOM, as well as the in-person hybrid classroom. 3. Innovative Circles on: Building virtual classrooms; Neopad; Jamboard; Kahoot; Bamboozle; Brain Pop- to name a few 4. Administering MAP, DIBLES, Small Group Skill Focused Instruction & Smarter Balanced During COVID 5. 'Thinktific' Courses: <ul style="list-style-type: none"> • Responsive Classroom 101 • RTI Strategies in the Virtual World • Strengthening Tier 1 Instruction for Reading & Math • AAACS Student Support Team Supporting Whole Child Growth • Responsive Classroom: The First 6 Weeks and You • Creating a Culture of UNIDOS - Creating a Culture of UNIDOS <ul style="list-style-type: none"> • https://docs.google.com/presentation/d/1Bu2I9qg42s6YDveT9KDTu-uoJY46c824tHdiXdbbvvgk/edit?usp=sharing (https://docs.google.com/presentation/d/1Bu2I9qg42s6YDveT9KDTu-uoJY46c824tHdiXdbbvvgk/edit?usp=sharing) • Responsive Classroom and You! - Responsive Classroom and You! • https://docs.google.com/presentation/d/1YoBnbznS75-_zYwXBnXnP4M0Gd47uDj6e0_LsHmKto8/edit?usp=sharing (https://docs.google.com/presentation/d/1YoBnbznS75-_zYwXBnXnP4M0Gd47uDj6e0_LsHmKto8/edit?usp=sharing) • Creating Connections: Looking Back to Move Forward- Creating Connections: Looking Back to Move Forward • https://docs.google.com/presentation/d/1KZQZQyS66NYLiD-j18G146gn9ZyJPHaaF-tBjd24FgM/edit?usp=sharing (https://docs.google.com/presentation/d/1KZQZQyS66NYLiD-j18G146gn9ZyJPHaaF-tBjd24FgM/edit?usp=sharing) • Relationship Building: Proactive Prevention- Relationship Building: Proactive Prevention Should be • https://docs.google.com/presentation/d/1CoFUb9r0Cxkts5yQ_TNRcExnMh7HBABFoZmv6ZfyLjQ/edit?usp=sharing (https://docs.google.com/presentation/d/1CoFUb9r0Cxkts5yQ_TNRcExnMh7HBABFoZmv6ZfyLjQ/edit?usp=sharing) • Health & Safety Video Series for Staff & Faculty- Health & Safety Video Series for Staff & Faculty • https://drive.google.com/drive/folders/1jKYHy5ejdFL6ohae1h8G4Jutkjgsm7tq?usp=sharing (https://drive.google.com/drive/folders/1jKYHy5ejdFL6ohae1h8G4Jutkjgsm7tq?usp=sharing)
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<p>School Comments 2019-2020</p>	<p>Over SY20, La Academia’s professional development plan focused on increasing student engagement, further strengthening our RTI framework, developing teacher skills in small group skill focused instruction, advancing math skills, closing the learning gaps in ELA and establishing best practices in classroom management appropriate to student needs. Initiatives included:</p> <ol style="list-style-type: none"> 1. In SY20, 95 Percent Group (www.95percentgroup.com (http://www.95percentgroup.com)), a nationally recognized leader in reading development and improvement, continued to work with La Academia to help solidify an RTI framework. It continued to provide training in foundational reading skills for K-2 teachers and onsite coaching to equip faculty with researched- based diagnostic assessments and instructional materials to assist with improving reading skills for students in Tiers 2 & 3. During SY20, 95 Percent Group added third grade to its repertoire to support these teachers in pinpointing student skill deficits in our students taking Smarter Balanced and providing coaching and strategies for targeted small-group instruction. 2. In the fall of 2019, McGraw Hill also provided professional development for our <i>Wonders/Maravillas & Mis Matematicas</i> curriculum. During SY20, a representative from the organization worked with teachers during PLC’s to ensure teacher and student success on the digital platform and the use of its digital resources. 3. DDOE’s Delaware Early Literacy Initiative (DELI) started with La Academia in September SY19. In SY20, DELI continued to provide high-quality training and on-site coaching in effective literacy practices for all students (Tier 1) to improve literacy outcomes for all students, including students with disabilities and English Learners (ELs) in kindergarten through second grade. 4. During SY19, Imagine Learning Language & Literacy, an award-winning digital literacy program, was piloted in grades 3-5. In SY20, licenses were purchased for all students in grades K-5, and professional development was provided throughout the year to ensure high quality delivery and effective interpretation of IL data in PLC’s and in the classroom. 5. In SY19, La Academia took first steps in becoming a Kagan Model School. Kagan provided two foundational onsite professional development trainings in research-based instructional strategies for improving student engagement, academic achievement, and student social outcomes. In SY20, Kagan returned and provided its third training for K-5 teachers. In the summer of 2020, our Academic Dean, along with a cadre of teachers, was going attend the Kagan Instructional Leadership Institute. Due to the pandemic, she, and the group, were unable to attend. Due to the uncertainty of the pandemic Future plans to go are still being determined 6. To further support teachers with developing student Math skills, in SY20 La Academia purchased licenses for all students K-5 in Dreambox, an elementary math software solution that adapts to individual student learning needs, provides personalized instruction to include intervention through enrichment and aligns to the Common Core Standards. Professional development was provided during the SY19, when it was piloted, and again in SY20 to ensure excellence in interpretation of data use and delivery. 7. During SY20, a consultant for Responsive Classroom, an evidenced based approach to teaching that focuses on engaging academics, building community and effective classroom management returned to La Academia to continue to strengthen school culture. Weekly, the coach/consultant continued to work with teachers to support and strengthen classroom management skills and reduce disruptions to instruction. Teachers were observed, engaged in debriefs and were supported with implementing new classroom strategies. Following teacher debriefs, the Responsive Classroom coach/consultant would meet with school leaders to ensure appropriate in-house support for teachers. Feedback and observation data continued to determine professional development opportunities. In May 2020, a school wide assessment would have taken place, however the pandemic prevented this from happening. <p>Despite the pandemic, however, Responsive Classroom professional development continued to support the management of behavior in the virtual modality. Please click on the following link to see the menu of online trainings that were created for faculty and staff across the organization including teachers, bus drivers, cafeteria workers, paraprofessionals, SPED and leadership during the spring of 2020: https://drive.google.com/file/d/1iNU21o76tPluXMG4G917WG6KV9WRYAyo/view?usp=sharing (https://drive.google.com/file/d/1iNU21o76tPluXMG4G917WG6KV9WRYAyo/view?usp=sharing)</p>
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<p>School Comments 2018-2019</p>	<p>Over the 2018-2019 / 2019-2020SY's, La Academia's professional development plan has focused on increasing student engagement, developing an RTI framework, strengthening small group skill focused instruction, advancing math skills, closing the learning gaps in ELA and establishing best practices in classroom management developmentally appropriate to student needs through the following initiatives:</p> <ol style="list-style-type: none"> 3. In 2018-2019, 95 Percent Group (www.95percentgroup.com), a nationally recognized leader in reading development and improvement, was invited to La Academia to help create an RTI framework. As a result, it provided initial training with foundational reading skills for K-2 teachers, onsite coaching three times during the year and equipped teachers with researched-based diagnostic assessments and instructional materials to assist with improving reading skills for students in Tiers 2 & 3. During the 2019-2020SY, 95 Percent added third grade to its repertoire while continuing to support teachers in pinpointing student skill deficits and providing coaching and strategies for targeted small-group instruction. 4. In 2018-2019, we also welcomed two Reading Assist AmeriCorps members to work with our most seriously challenged readers - delivering high quality, multisensory reading instruction five days per week/45 minutes per day. 5. DDOE's Delaware Early Literacy Initiative (DELI) started with La Academia in September 2018. DELI continues to provide high-quality training and on-site coaching in effective literacy practices for Tier 1 to improve literacy outcomes for all students, including students with disabilities and English Learners (ELs) kindergarten through second grade. 6. In the 2018-2019SY, Imagine Learning, an award-winning digital literacy program, was piloted in grades 3-5. In 2019-2020SY, licenses were purchased for all students in grades K-5, and professional development is being provided to ensure high quality delivery in the classroom. 7. In the 2018-2019SY, La Academia took first steps in becoming a Kagan Model School. Kagan provided two foundational onsite professional development trainings in research-based instructional strategies for improving student engagement, academic achievement, and student social outcomes. In 2019-2020 Kagan returned and provided its third training for K-5 teachers. In the summer of 2020, our Academic Dean will attend the Kagan Instructional Leadership Institute. Meanwhile, one internal Kagan coach has been selected among teachers. She attended the Kagan Coaching training for teachers in the summer of 2019. 8. Math Solutions professional development was also added in 2018-2019. Math Solutions provided one foundational workshop and four onsite coaching visits to help teachers with planning number-sense routines and math learning stations. 9. To further support teachers with developing student Math skills and closing achievement gaps, in 2018-2019 La Academia piloted Dreambox, an elementary math software solution that adapts to individual student learning needs, provides personalized instruction to include intervention through enrichment and aligns to the Common Core Standards. The pilot was so successful that in 2019-2020 we purchased licenses for students in all grades and provided professional development for teachers that was immediate, relevant, and actionable. 10. During the 2018-2019SY Responsive Classroom, an evidenced based approach to teaching that focuses on engaging academics, building community and effective classroom management was reintroduced at La Academia as a way of continuing to build school culture. Weekly, an on-site coach worked with teachers to support and strengthen classroom management skills and reduce disruptions to instruction. Teachers were observed, debriefed and strategies were implemented. Following debriefs, Responsive Classroom coaches met with school leaders to ensure appropriate in-house support for teachers. Feedback and observation data determined professional development opportunities. In May 2019, a school wide assessment took place and we learned that 571 out of 604 students during the 2018-2019 had zero (0) referrals and approximately 95% of students at La Academia accrued zero (0) referrals for the school year. <p>The 2019-2020SY began with an all-faculty Responsive Classroom training. In addition, the Culture and Operations Team at AAACS became certified in Nonviolent Crisis Intervention (CPI). During this training, the team planned and discussed organizational policies and procedures to support the academic and social-emotional growth of its students. As a result of this training, all bus drivers, bus aides and school personnel who interact with students were trained to ensure a developmentally responsive learning environment for students in classroom / non- classroom spaces and best practices regarding professional standards were established.</p>
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Pdf document uploaded to preserve formatting.

Applicant Evidence :


84-PD.pdf

Uploaded on **9/30/2022** by **Deborah Rodenhouser**

Q85.

Review the table above with the school's teacher retention trends.

Describe the school's plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.



In SY22, La Academia retained 85% of its teachers – maintaining a 20% increase of its teachers over the past three years.

Reasons for teachers leaving:

- One teacher resigned immediately following her FMLA
- Two teachers left for more money in higher paid districts
- One teacher was not contracted for SY23 due to poor performance
- Two teachers moved out of state
- One teacher left to continue her doctoral studies

To continue to attract and retain HQ teachers, La Academia remains committed to the following:

- Yearly administration of the Group Management Questionnaire (GMQ) to strengthen school culture and help identify organizational benchmarks and priorities
- Stable leadership
- Fair system of Teacher Evaluations- one in which teachers learn and grow in competencies
- Initiatives to support a positive school climate (Sunshine Club etc.)
- A focus on hiring for cultural fit, as well as highly qualified teachers (HQT)
- A commitment to revisiting our salary scale yearly to ensure La Academia remains as competitive as possible
- Strengthening initiatives to celebrate/recognize teachers throughout the school year

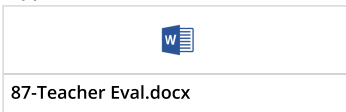
Q86. Describe how the school's professional development plans have evolved over the course of the charter term to support teachers and leadership.

Over the course of the charter, La Academia's professional development plans have evolved teachers and leadership. Professional learning opportunities are aligned to La Academia's mission, vision, values, academic program with a focus in strengthening our Tier 1 instruction and best practices. This provides teachers and leaders with a deeper understanding of the curriculum, instructional resources, and has a positive impact on student learning, as well as the culture and climate of our school.

Q87. Describe how the school's completion of educator evaluations has evolved over the course of the charter term.

Word document uploaded to preserve formatting

Applicant Evidence :



Uploaded on **9/30/2022** by **Deborah Rodenhouser**

3.8. Closure Requirements

Q88. Describe the school's plan for procedures it will follow in the event of the closure or dissolution of the school. The plan should, at a minimum, address each of the following areas:

- Current balance of contingency reserve funds to be used to cover accrued expenses including summer pay obligations (identify estimated amount for the 2016-17 school year), final audit (identify estimated cost), and other expenses typically incurred by June but paid in July or thereafter.
- If the current contingency reserve balance is insufficient to cover the estimated costs identified above, discuss the school's plan for ensuring the required funds are set aside, including the timeframe for meeting this requirement.
- Identification of the individuals responsible for handling the school's final closeout activities after closure or dissolution (i.e., who will process any final payments, coordinate the final audit, etc.).



In the event AAACS would need to close the school, the uploaded framework outlines the items to be addressed.

Framework for Closure Plan is uploaded.

In addition the following three areas will be addressed:

- Current balance of contingency reserve funds to be used to cover accrued expenses including summer pay obligations (identify estimated amount for the 2022-2023 school year), final audit (identify estimated cost), and other expenses typically incurred by June but paid in July or thereafter.
 - At the end of FY2022, the school's unencumbered cash balances were local funds of \$2,040,873 and state funds of \$684,487. The combined unencumbered cash balance was \$2,725,360.
 - At the close of FY2022, the combined summer payroll accrual for state, local and federal funds was \$1,159,930. Additionally, as of June 30, 2022, the school had accounts payable of \$100,984. The estimated cost of the final audit (audit, Single Audit, and Form 990) would be \$20,000.
 - Due to the school's expansion, by the end of FY2025 the size of our faculty and staff will increase approximately 30%. Consequently, our summer pay obligations will also increase. Adjusted for the growth in staffing, salary increases, and inflation, our summer payroll obligations are estimated to be \$1.907 million by the end of FY2028.
 - Our current unencumbered cash balances are sufficient to cover the combined cost of the estimated summer payroll obligation in FY2028, accounts payable, and the cost of the final audit.
- If the current contingency reserve balance is insufficient to cover the estimated costs identified above, discuss the school's plan for ensuring the required funds are set aside, including the timeframe for meeting this requirement.

N/A

- Identification of the individuals responsible for handling the school's final closeout activities after closure or dissolution (i.e., who will process any final payments, coordinate the final audit, etc.).

The School's Business Manager and Finance Specialist will process final payments and coordinate the final audit. These activities will be supervised by the Board of Directors' Treasurer.

Applicant Evidence :


88-School Closure Framework.pdf

Uploaded on **9/22/2022** by **Deborah Rodenhouser**



4. Financial Performance

4.1. Financial Performance

Note: Please utilize the hyperlink in this sentence for more information about the Financial Performance Framework (<https://www.doe.k12.de.us/Page/2626>).

Financial Performance Framework Ratings	Near Term Indicators				Sustainability Indicators				Financial Management and Oversight	Overall Rating
	Current Ratio	Days Cash	Enrollment Variance	Default, Loan Covenants, & Debt Service Payments	Total Margin	Debt Asset Ratio	Cash Flow	Debt Service Coverage Ratio		
Year	1a	1b	1c	1d	2a	2b	2c	2d	3	
2018-2019	M	AS	M	M	M	M	M	M	M	Meets Standard
2019-2020	M	M	M	M	AS	M	M	M	M	Meets Standard
2020-2021	M	M	M	M	M	M	M	M	M	Meets Standard
2021-2022	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

DOE Summary:

La Academia has consistently met standard on the overall financial framework over the course of the charter.

Q89. School's financial performance over the current charter term

School Comments 2020-2021 La Academia met standard for this metric and will continue to adhere to the policies and procedures of the First State Financial Management System.

School Comments 2019-2020 La Academia met standard for this metric and will continue to adhere to the policies and procedures of the First State Financial Management System.

School Comments 2018-2019 La Academia continues to meet standard in the overall rating for Financial Performance. The day's cash is approaching standard due to planned capital expenditures and additional staff hires during the 2018-2019SY. While the cash balance did show an increase, additional funding was utilized for leasehold improvements and additional teachers to support and strengthen academic programming. La Academia budgets conservatively taking into consideration both revenue and expenses as our program grows. Finances are consistently monitored and reviewed in depth each month at its CBOC meetings with a representative of the DDOE in attendance. The monthly review allows the board and school administration to identify any areas of concern and project financial activity for the remainder of the year.

La Academia anticipates we will continue to meet the standard for this metric and will continue to adhere to the policies and procedures of the First State Financial Management System.



Q90. Financial practices that the school has implemented to improve the school's financial outcomes

School Comments 2020-2021	The school met standard and was not required to comment on this section.
School Comments 2019-2020	N/A for 2019-2020
School Comments 2018-2019	While the cash balances did grow, days cash was impacted by the need to hire additional staff and make leasehold improvements. The monthly budget review, as well as the addition of a Director of Facilities, will continue to help us in our efforts to project manage and minimize maintenance and capital improvement costs.

We anticipate we will continue to meet the standard.

Q91. Below is the measure(s) where the school did not meet the standard. You are invited to make a response.

School Comments 2020-2021	Met all standards. No comment.
School Comments 2019-2020	See the annual report for 2019-2020 (chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/2019-20%20annual%20reports/AAA%20Annual%20Report%20Final%20Version%20SY%202019-2020_6%204%2021.pdf) for the school's comments
School Comments 2018-2019	See the annual report for 2018-2019 (chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/Academia%20Annual%20Report%202018-19.pdf) for the school's comments.

La Academia expects to continue to meet all standards.

Q92. Describe the school's financial performance over the current charter term. (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

N/A

Q93. Identify changes to Financial practices that the school has implemented to improve the school's financial outcomes.

Our financial practices remain unchanged.

Q94. Address any measure where the school did not meet the standard or is approaching standard.

N/A

Q95. Performance Agreement Financial Performance Expectations By September 2022, our expectation is to achieve the overall rating of "Meets or Exceeds Standard" as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

DOE Summary:
La Academia has consistently met standard on the financial performance framework.



School Comments 2020-2021	The school's overall financial rating is Meets Standards. La Academia met all Financial Performance standards, including days' cash. We are committed to continuing to demonstrate economic viability and achieving our financial performance expectations.
School Comments 2019-2020	The school's overall financial rating is Meets Standards. La Academia met all Financial Performance standards, including days' cash. We are committed to continuing to demonstrate economic viability and achieving our financial performance expectations.
School Comments 2018-2019	La Academia continues to meet all Financial Performance standards except days cash. We will continue to provide oversight of expenses and revenue to ensure we remain financially viable and stable. As capital expenditures are minimized, we are certain we will meet the expectations for days cash going forward. We are committed to maintaining La Academia's financial performance.

We anticipate the school's overall financial rating will continue to meet the standard. We will continue to provide oversight of expenses and revenue to ensure we remain financially viable and stable.

Q96. How the school developed and implemented a corrective action plan in response to audit findings (if applicable)

DOE Summary:
Not applicable.

School Comments 2020-2021	Not applicable.
School Comments 2019-2020	Not applicable.
School Comments 2018-2019	Not applicable.

N/A

Q97. Discuss the school's financial performance based on its approved Performance Agreement.

La Academia has worked hard to achieve meeting the standard as articulated in the Financial Performance Agreement. Given the relocation of the school, along with expanding grade levels over three years, we acknowledge focused vigilance will be required to monitor our revenues and expenses. We also understand our increased expenses over these next few years will require increased cash reserves.

Q98. Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable).

N/A

Q99. Appendix 11: Upload a Summary of Findings from Independent Audits (if applicable)



Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Comments :

We are awaiting Final FY22 Audit Report; draft FY22 report is uploaded (Appendix11)

FY21 Audit Findings Summary uploaded

Applicant Evidence :

	
FY21-Audit Findings-Summary.pdf	FY22-Academia Antonia Alonso CS D...
Uploaded on 9/29/2022 by Deborah Rodenhouser	Uploaded on 9/30/2022 by Deborah Rodenhouser

Q100. Appendix 12: Upload a Final Fiscal Year 2022 Revenue & Expenditure Budget Report in the prescribed Department format



Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Comments :

Appendix 12 Uploaded.

The FY22 revenue budget included \$525,713 from our cash reserves to help cover relocation/renovation expenses.

In our expenditures budget, there is a \$1.1million dollar payment to our new landlord for leasehold improvement. This payment is included in the expenditure budget under 'Other Expenses.'

Applicant Evidence :


AAACS- FY2022 June 2022 EOY Financ...

Uploaded on **9/29/2022** by **Deborah Rodenhouser**


Q101. Appendix 13: Upload an Approved Preliminary Fiscal Year 2023 Budget in the prescribed Department format

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Comments :

Appendix 13 uploaded

Applicant Evidence :


AAACS- FY2023 Preliminary Budget.pdf

Uploaded on **9/29/2022** by **Deborah Rodenhouser**


Q102. Appendix 14: Upload a Fiscal Year 2022 Audited Financial Statements (if final report is not available, a draft version is acceptable until final version is completed)

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Comments :

Draft FY22 Audit Uploaded

Applicant Evidence :


FY22-Academia Antonia Alonso CS D...

Uploaded on **9/30/2022** by **Deborah Rodenhouser**

Q103. Appendix 15: Upload A list of all due process settlements (if applicable) and financial impact.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 20

Applicant Comments :


La Academia has no due process settlements

Q104. If the projected enrollment is increasing or decreasing by 5% or more over the term of the charter, please include a separate written justification for the modification request as well as budget documents reflecting the new enrollment figures.

The projected enrollment over the next charter term is not expected to exceed more than 5% over the approved enrollment. The 5-year enrollment - in accordance with the approved Major Modification - has also been uploaded.



Applicant Evidence :


Projected Enrollment 5-year.pdf

Uploaded on **9/22/2022** by **Deborah Rodenhouser**



5. Innovation

Q105.School's innovative practice(s) that could be replicated at other schools in Delaware


<p>School Comments 2020-2021</p>	<p>La Academia's SY21 Summer School and Use of the Bracken La Academia provided incoming Kindergarten through fourth graders the opportunity to attend our summer program to promote learning acceleration with a focus on English Language Arts and Math in the morning, and Physical Wellness in the afternoon. The After School Recreation Program included soccer, capoeira, gymnastics, tennis, field hockey, basketball, recreational games, and team building through board games. Bracken testing was utilized to identify students who were missing basic Kindergarten Readiness skills. It measures a child's exposure to concepts necessary for learning at school. It is used at La Academia to assess children's knowledge of "readiness" concepts and is developmentally sensitive to children's basic concept acquisition and receptive language skills. The Bracken provides teachers an early diagnostic that enables them to strategically group their students for Kagan and identify learning gaps for early intervention.</p> <p>CURRICULUM:</p> <ul style="list-style-type: none"> • Language Arts: Reading A-Z: Leveled readers (English & Spanish); phonics, fluency, and comprehension components; pre & post benchmark assessments. READING ASSIST will be included. 90 minutes - 60 minutes' instruction and 30 minutes independent learning platforms. • Math: McGraw Hill Strategic Intervention Program (English); focus on 4 operations; pre & post assessments. 90 minutes' instruction - 60 minutes' instruction and 30 minutes independent learning platforms. Additional Information: • Capacity—approximately 100-120 students. * <p>After School Recreation Program is available from 2:00-5:00 pm. *ESY ran simultaneously.</p> <ul style="list-style-type: none"> • Teaching Assistants from Westtown School in classrooms (in planning process). • Reading Assist Staff for one-on-one reading services. <p>2. La Academia Partnerships</p> <ul style="list-style-type: none"> • University of Delaware's Nursing Program- to support the nursing department at La Academia while giving UD students learning opportunities in nursing and practice for nursing students with Spanish minors • The Health for All program (University of Delaware initiative) to support La Academia students and families with dental screenings and wellness checks. The Health for All program also provided a vaccination clinic for our staff, faculty and parents. • Westtown School Partnership- to help Westtown students meet their community hours while supporting La Academia initiatives like Adopt-a- Student. • Delaware Art Museum- provided virtual trips to the museum for students K-5 was a creative solution to enrich their learning during a very challenging school year. <p>3. The Group Management Questionnaire (GMQ) - Due to our inability to gather as a community during COVID-19, we did not administer the GMQ during SY21, but instead continued to problem solve both short-term and long-term issues identified in SY20's GMQ.</p> <p>4. Outdoor Food Pantry - available for parents 24/7 with culturally relevant nutritional items (Goya Products, beans, rice, oil etc.)</p> <p>5. Parent University Because La Academia is a proponent of the care and support of the whole child, in SY21 the Culture Team also extended its reach to students' families via an initiative known as Parent University. Parent University is a community collaborative to help families become full partners in their children's education. La Academia partners with community agencies and organizations to offer free information sessions, family events and activities that will equip families with new or additional skills, knowledge, resources and confidence. Parent University offers free, informative content to parents, guardians and caregivers that are aligned to the following four areas:</p> <ol style="list-style-type: none"> 1.Parenting Awareness - Workshops in this area explore how parents can support their child's academic opportunities as well as challenges children may face during these unprecedented times in education. 2.Helping Your Child Learn in the 21st Century - Workshops in this area are designed to empower parents to raise confident, educated children ready for the 21st century. 3.Health and Wellness - These offerings provide information and activities to help families build healthy lifestyles - physically and emotionally. 4.Personal Growth and Development - These workshops are designed to help parents grow personally and professionally so they can become the most effective advocate for their child. From September 2020 through June 2021, La Academia's Culture Team worked in partnership with the University of Delaware's Health for ALL Initiative to bring the following topics to life for exploration and discussion on a bi-weekly basis during Parent University workshops: <ul style="list-style-type: none"> • COVID - 19 Facts and Myths • Vaccines and Immunizations • Mindfulness and Anxiety • Let's Talk about Gratitude and Thankfulness • WASHING HANDS 101
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	<ul style="list-style-type: none"> • Sleep Hygiene and Dental Care • Self-Care: Preventing Parent Burn Out • DHS: Career Readiness and Job Opportunities • Together We Can: Building a Stronger Relationship with Your Child • Trauma and the Brain • Eating Healthy on a Budget • Stress and Healthy Coping • Mindfulness: Practicing Mindfulness • Internet Safety and Your Children • Creating Connections Thru Kindness • Celebrating the Inaugural Class of Parent University Despite Parent University sessions being held virtually during SY21, La Academia graduated approximately 30 parents from Parent University
<p>School Comments 2019-2020</p>	<p>See the annual report for 2019-2020 (chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/2019-20%20annual%20reports/AAA%20Annual%20Report%20Final%20Version%20SY%202019-2020_6%204%2021.pdf) for the school's comments</p>
<p>School Comments 2018-2019</p>	<p>See the annual report for 2018-2019 (chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/domain/368/annualreports/Academia%20Annual%20Report%202018-19.pdf) for the school's comments.</p>

Describe the school's innovative practice(s) that could be replicated at other schools in Delaware. Please include the data that supports the success of these practice(s).

Word document uploaded to preserve formatting

Applicant Evidence :


<p>105-Innovative Practices-uploaded.d...</p>

Uploaded on **9/25/2022** by **Deborah Rodenhouser**



6. Five-Year Planning

6.1. Projected Enrollment

Q106. Fill out the five-year enrollment chart by grade level (see Resources). Ensure that the chart allows for the natural progression of students from year to year.

- Note: This will become the school's authorized enrollment for the new charter term.
- Note: An increase or decrease in enrollment exceeding 5%, but less than 15%, is considered a minor modification of the school's charter. 14 Del. Admin. C. § 275.9.9.1.4. An increase or decrease in enrollment exceeding 15% is considered a major modification of the school's charter, which requires a review by the Charter School Accountability Committee and the assent of the State Board of Education. See 14 Del. C. § 511(b) (2); 14 Del. Admin. C. § 275.9.8.1.3. As such, **if the projected enrollment is increasing or decreasing by 5% or more over the term of the charter, the school is required to submit a Charter Modification Application (<https://www.doe.k12.de.us/Page/4361>) including budget sheets, and a budget narrative reflecting the new enrollment figures.**


Upload Required File Type: excel Max File Size: 30 Total Files Count: 20

Applicant Comments :


The 5-year projected enrollment is **not expected to increase in excess of 5%**

Projected enrollment chart is uploaded.

Resources


Projected Enrollment.xlsx

Applicant Evidence :


Projected Enrollment 5-year.xlsx

Uploaded on **9/22/2022** by **Deborah Rodenhouser**

6.2. The school's plans for the next five years of the charter

(Note: The school's responses to the next 4 questions in this section will be used to populate the Academic Performance section of the school's new Performance Agreement.)

Q107. Explain how the school's Board and School Leadership Team will measure and evaluate the academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract.

Word document uploaded to preserve formatting

Applicant Evidence :


107 - 5-year plan-dr-uploaded.docx

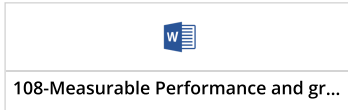
Uploaded on **9/26/2022** by **Deborah Rodenhouser**

Q108. Outline the clearly measurable annual performance status and growth goals that the school will set over the course of the next charter term in order to monitor and evaluate its progress accelerating student achievement. Include information about proposed school's student performance goals and the DSSF.

Word document uploaded to preserve formatting



Applicant Evidence :



108-Measurable Performance and gr...

Uploaded on **9/30/2022** by **Deborah Rodenhouser**

Q109. Describe the student performance standards for the school as a whole.

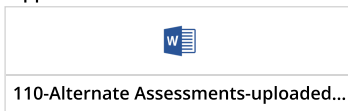
La Academia's mission is to inspire children to become joyful, confident, creative, bilingual learners. The school's major objective is to prepare every student to demonstrate proficiency and/or growth toward proficiency in ELA and Math, CCSS, NGSS, and Delaware Standards for Social Studies, and to enable all students (both Spanish-dominant and English-dominant) to achieve proficiency in both languages.

Further, La Academia's community works to develop a culture of respect and collaboration based on our UNIDOS character traits (Unity- Never Give Up-Integrity- Discovery- Ownership-Success). La Academia's UNIDOS character traits fuse social-emotional learning with academic learning to create the optimal environment for SUCCESS.

Q110. In addition to the State's mandatory assessments, identify the primary interim assessments that the school will use to assess student learning needs and demonstrate academic progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and Delaware Content Standards (Common Core State Standards in English Language Arts, Mathematics, and Next Generation Science Standards).

Word document uploaded to preserve formatting

Applicant Evidence :



110-Alternate Assessments-uploaded...

Uploaded on **9/27/2022** by **Deborah Rodenhouser**

Q111. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

The two Deans of Curriculum and Instruction, the Data Analyst, Math Coach, and the externally contracted Reading Coach are responsible for generating data reports from universal screeners, diagnostic assessments, Imagine Learning Platforms, and SBAC in order to analyze student academic achievement data. MAP and Imagine Learning Platforms provide progress reports that can be reported in the aggregate and individual student reports are generated for parents.

In PLCs, grade-level teams analyze student achievement data to gain insight into student progress, curriculum effectiveness, instructional strategies, and determine academic interventions. A robust Tier I Toolkit supports teachers in bringing out the best in their students by meeting their academic needs in the general education classroom. Furthermore, the MTSS team uses student academic achievement data to design intervention plans for struggling students at Tier 2 or 3 which include specific baseline data, learning targets, type and frequency of intervention, and progress monitoring data collection to determine student progress toward identified targets.

Q112. Describe the corrective actions the school will take, pursuant to 14 Del. C. § 512(5), if it falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

La Academia's MTSS team has a systematic approach that assists our instructional staff in identifying our students' academic challenges and providing differentiated support based on individual student needs.

Data generated from universal screeners, diagnostic assessments, Imagine Learning Platforms, MAP, curriculum-based assessments, and SBAC provides the necessary information to identify evidence-based academic interventions at the different Tier levels.

The two Deans of Curriculum and Instruction, the Data Analyst, the Math Coach, the externally contracted Reading Coach and the board can monitor student progress by individual student, growth comparisons, subgroups, school-wide, and as compared to state and national norms.

Q113. Describe how state data systems will be used and monitored to support informed decision-making in the areas of academic performance, organizational management, and financial viability. Include any coordinated professional development intended to sustain these processes.



The MTSS team, the instructional staff, and the board are responsible for sustaining the school's decision-making in academic performance, organizational management, and financial viability. The board and school leaders closely monitor state-level data systems, including La Academia's Delaware School Report Card, to assess the school's status.





Universal screeners, diagnostic assessments, Imagine Learning Platforms, curriculum-based assessments, and WIDA results will provide continuous academic data to give the board and staff sufficient time to make mid-course corrections.

The board and school leadership will use available data reports on the school's organizational and financial performance to guide its decision-making. The board, business manager, and school leader monitor the school's incremental organizational and financial performance. The board engages in two retreats yearly, sometimes with external consultants such as DANA (Delaware Alliance for Nonprofit Advancement), to develop, strengthen, and main processes.

Q114. Describe how the School Leadership Team will oversee and monitor compliance with statutory requirements as measured by the Organizational Framework. Include any additional organizational goals and targets that the school will have. State the goals clearly in terms of the measures or assessments that the school plans to use.

Please see uploaded documents

Applicant Evidence :

			
114-LT Oversight-Monitor Statutory R...	114-FY2022FinalMonitoringReports-e...	114-Sp.Ed.Compliance-Findings Lette...	114-Sp.Ed. Compliance Monitoring Al...
Uploaded on 9/28/2022 by Deborah Rodenhouse	Uploaded on 9/28/2022 by Deborah Rodenhouse	Uploaded on 9/28/2022 by Deborah Rodenhouse	Uploaded on 9/28/2022 by Deborah Rodenhouse


Q115. Provide detailed information on the school's plan for any changes or improvements to its facility for the five years of the next charter renewal term. The plan should include an adequate and detailed financial arrangement and timeline for the proposed facility improvements.

Based on the approved Major Modification (May 2022), La Academia has relocated to its new facility at 300 N Wakefield Dr, Newark, DE 19702. Over the course of the next charter term, we look forward to expanding our curricular offerings by outfitting our science, technology, STEAM, art, and music labs, classrooms, and playground to better serve our student's academic, social-emotional and physical well-being.

Q116. Provide detailed information on the board's plan to assess its performance annually and hold itself accountable for achieving its goals and govern effectively.

Word document uploaded to preserve formatting

Applicant Evidence :


116-Plan for Board Performance-Acc...
Uploaded on 9/27/2022 by Deborah Rodenhouse

Q117. Number of school attendance days (2023-2024)

Total number of student days is 166

Total number of teacher days is 186

Q118. Number of full days (2023-2024)

Total number of student full days is 166

Total number of teacher full days is 186

Q119. Number of half days (2023-2024)

La Academia does not schedule half days in its calendar.

Q120. Number of instructional hours in a day (2023-2024)

Number of instructional hours in a full day is 6.5

Q121. Number of hours in a full day (2023-2024)



6.5 Hours in a full student day (2023-2024).

Q122.Number of hours in a half day (2023-2024)

3.75 hours in a half-day, however, La Academia does not schedule half-days during their calendar year.



7. Compliance certification statement

Q123. The Board of Directors of this charter school certifies that it will materially comply with all applicable laws, rules, regulations, and provisions of the charter relating to the education of all students enrolled at the school. We have reviewed the Delaware Charter Law (14 Del. C. Ch. 5) and 14 DE Admin. Code § 275 in Department of Education regulations (Regulation 275), and have based the responses in this renewal application on the review of these documents. Signature of the Chairperson of the Board of Directors (or designated signatory authority)

Signature

Applicant Comments :

AAACS Board President signature scan uploaded

Applicant Evidence :



Maria Alonso Signature-new pdf.pdf

Uploaded on **9/29/2022** by **Deborah Rodenhouser**

Q124. Name of the Chairperson of the Board of Directors (or designated signatory authority)

Dr. Maria Alonso

Q125. Title (if designated)

AAACS Board of Directors, President

Q126. Date of Signature

Fri Sep 30 2022 (Eastern Daylight Time)





8. Renewal Application Certification Statement

Q127. I hereby certify that the information submitted in this application for renewal of a charter school is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Directors; and that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. This is a true statement, made under the penalties of perjury.

Signature: Chairperson of Board of Directors (or designated signatory authority)

Signature

Applicant Comments :

Board President Signature Scan attached

Applicant Evidence :



Maria Alonso Signature-new pdf.pdf

Uploaded on **9/29/2022** by **Deborah Rodenhouser**

Q128. Date of signature

Fri Sep 30 2022 (Eastern Daylight Time) 

Q129. Name of Chairperson of Board of Directors (or designated signatory authority)

Dr. Maria Alonso

Q130. Title (if designated)

AAACS Board of Directors, President

Q131. Date of approval by board of directors

Fri Sep 30 2022 (Eastern Daylight Time) 



9. Performance Agreement Template

Q132. Complete the Performance Agreement Template (see Resources) in conjunction with the Department of Education should the school be renewed by the Secretary with the assent of the State Board of Education.

Upload Required File Type: pdf, word Max File Size: 30 Total Files Count: 1


Applicant Comments :

AAACS Performance Agreement uploaded

Resources


Performance Agreement Template.d...

Applicant Evidence :


AAA Performance Agreement Templ...

Uploaded on **9/30/2022** by **Deborah Rodenhouser**

Q133. I have completed this renewal application to the best of my ability and to the extent of my knowledge.

- I agree
-

Final Status

- Reject
- Approve

Approver Comments