

# **ACADEMIA ANTONIA ALONSO**

**ANNUAL REPORT**

**2020-2021**



**4403 Lancaster Pike, Building #26  
Wilmington, DE 19805  
Phone:(302) 351-8200**

## I. OVERVIEW

### 1.1 School Overview:

Review the following chart with the school's basic information. (Note: This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

BASIC INFORMATION	
Name of School	Academia Antonia Alonso
Year School Opened	2014
Enrollment 2020-2021 <sup>1</sup>	612
Approved Enrollment	600
School Address	4403 Lancaster Pike, Building #26, Wilmington, DE 19805
District(s) of Residence	Red Clay Consolidated School District
Website Address	<a href="https://academiacharterschool.org/">https://academiacharterschool.org/</a>
Name of School Leader	Mercedes Alonso
School Leader Email and Phone Number	<a href="mailto:mercedes.alonso@academia.k12.de.us">mercedes.alonso@academia.k12.de.us</a> (302) 351-8200
Name of Board President	Dr. Maria Alonso
<b>Mission Statement:</b> At Academia Antonia Alonso, we are driven by our mission to inspire children to become joyful, confident, creative, bilingual learners.	

## 1.2 School Demographic

### Data:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2020-2021. (Note: The remaining sections of the table will be completed by the Charter School Office. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

ENROLLMENT & DEMOGRAPHIC INFORMATION	
	2020-2021 <sup>1</sup>
Total Enrollment	612
# of Students on Waiting List	
Gender	
% Male	44.12%
% Female	55.88%
Ethnicity/Race	
% African American	13.40%
% American Indian	0.33%
% Asian	0.16%
% Hispanic/Latino	73.20%
% White	11.60%
% Multiracial	1.31%
Special Populations	
%Special Education <sup>2</sup>	6.54%
% English Language Learners	59.66%
% Low-Income	42.32%- Reported on AR template 56.25-Actual # Please see Appendix 1

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

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**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.

(Note: This table will be completed by the Charter School Office. Please review the following table for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

Date	Modification Requested	Outcome
11/1/2017	Minor- to discontinue its partnership with Expeditionary Learning Education (ELE) and replace it with a similar project-based learning framework	Approved
5/30/18	Academia Antonia Alonso’s Board of Directors proposes changing the Spanish Language Proficiency assessment, a portion of the Educator Evaluation Process, from LAS Links to the State of Delaware’s World Language Immersion Program Assessment Criteria for Spanish.	Approved

NOTE: This correction was made on SY20 AR, however, it came back to us repopulated incorrectly a gain.

Date	Modification Requested	Outcome
December 2014	Major- Enrollment Decrease	Approved
September 2015	Minor-Evaluation Process	Approved
January 2016	Major- Change in Location	Approved
November 2017	Minor- to discontinue its partnership with Expeditionary Learning Education (ELE) and replace it with a Project Based Learning framework	Approved
May 2018	Academia Antonia Alonso Charter School’s Board of Directors propose a change in the Spanish Language Proficiency Assessment from LAS Links to the State of Delaware’s World Language Immersion Program Assessment Criteria for Spanish	Approved
May 2018	Major- to operate without a Charter Management Organization	Approved

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

**No comment.**

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#### 1.4 School Enrollment:

Please review the following chart with the school's enrollment trends during the current term of the charter. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Enrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	2020-2021	
	Approved Enrollment	30-Sep Enrollment Count
K	100	122
Grade 1	100	110
Grade 2	95	112
Grade 3	109	104
Grade 4	114	89
Grade 5	86	75
Grade 6		
Grade 7		
Grade 8		
Grade 9		
Grade 10		
Grade 11		
Grade 12		
<b>Total</b>	<b>604</b>	<b>612</b>

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Schools are invited but not required to comment on any aspect of the enrollment data above in table 1.4.  
No Comment

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**1.5 Reenrollment:**

Reenrollment Rate<sup>2</sup> is the % of students continuously enrolled in the school from one year to the next.

Review the following chart with the school’s reenrollment trends during the current charter term. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Reenrollment Trends		
Cells highlighted in grey were grade levels not serviced by this school		
Academia Antonia Alonso		
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K	2	
Grade 1	91	89.22%
Grade 2	104	87.39%
Grade 3	96	88.07%
Grade 4	88	88.00%
Grade 5	73	93.59%
Grade 6		
Grade 7		
Grade 8		
Grade 9		
Grade 10		
Grade 11		
Grade 12		
<b>Total/Avg</b>	454	89.37%

\*\* School entry grade level. Reenrollment data not collected for this grade level.



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

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 5<sup>th</sup> 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 6<sup>th</sup> 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.

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## II. ACADEMIC PERFORMANCE

### 2.1 Delaware School Success Framework

Overall Academic Ratings

**Due to the impact of COVID-19 on learning and learning environments, accountability for SY 20/21 has been waived. The school's assessment data for SY20/21 is available at:**  
[Charter School Report Card Link](#)

a) a) Based on the data available on the Delaware Schools Report Card website and data compiled by the school discuss:

- overall academic achievement,
- major challenges,
- and accomplishments over the course of the school year.
- You may also use this space to share the results of school-based data.

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#### School Comments:

##### Background

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 7<sup>th</sup> 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:

- 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
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- 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 child care, 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

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.

#### **I. Overall Academic Achievement for SY21**

Given our student demographics, over half of our students did without/with limited resources during SY21 - resources meaning financial, emotional, mental, spiritual, and physical resources as well as support systems, and relationships. The poverty in which our students live has directly affected our student’s academic achievement year to year, and the impact in SY21 was unprecedented and profound.

For SY21, La Academia measured overall academic achievement in multiple ways and through various data points:

1. Smarter Balanced Scores
2. MAP Scores
3. WIDA Scores
4. Imagine Learning
5. Reading Assist Data

The following data reflects the major academic challenges and accomplishments during SY21.

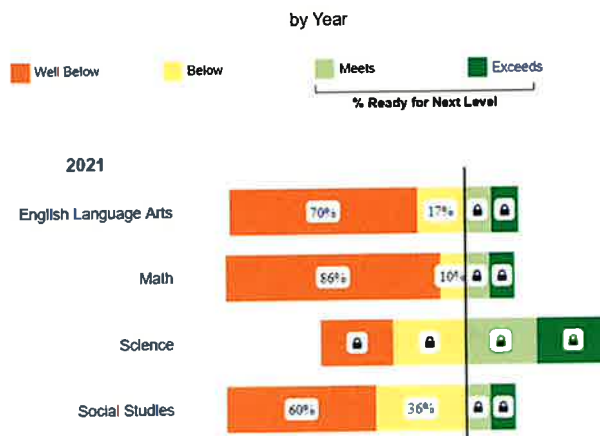
#### **Major Challenges & the Context**

##### **I. State Assessment (SBAC)**

In SY21:

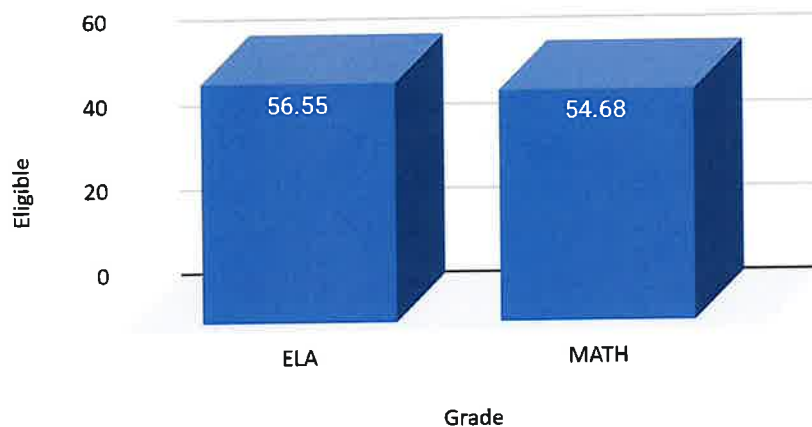
- 13.25% of students tested proficient in English language arts (ELA)
  - 4.11% of students tested proficient in math
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## Proficiency Summary



There were many factors and challenges experienced during the pandemic (SY20 & SY21) which yield the SBAC scores for SY21 inconclusive. One of the primary ones is that Delaware did not offer remote administration of the test due to validity and equity concerns. As such, in SY21 we had an overall average of 56% student participation rate in Math/ELA SBAC (151/267 students in grades 3-5).

## Participation for Smarter Balanced



It is also important to understand that of the approximate 56% that participated in SBAC in SY21,

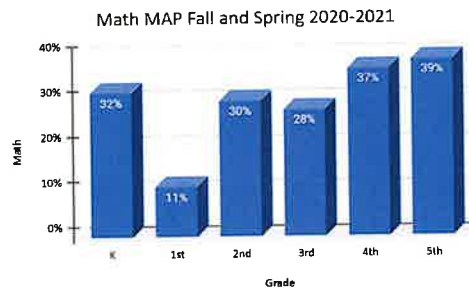
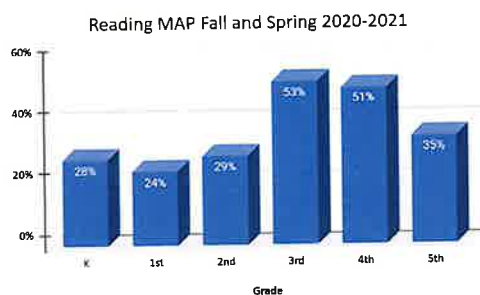
- 23 students, or 15%, were students with disabilities,
- 108 students, or 72%, were English Learners (EL),
- 82 students, or 54%, were low income,
- 18 students, or 12%, were dual tagged students.

The last **full** school year for students who participated in SBAC in SY21 was:

- for 3<sup>rd</sup> grade students it was 1<sup>st</sup> grade,
- for 4<sup>th</sup> grade it was 2<sup>nd</sup> grade,
- for 5<sup>th</sup> grade it was 3<sup>rd</sup> grade.

The impact of two years interrupted schooling unquestionably impacted state assessment scores across the state of Delaware, the nation, and La Academia's third, fourth and fifth graders were not spared.

### **NWEA MAP DATA** **Major Challenge in MAP for SY21**



1. In SY20, there is no end of year MAP data available due to the onset of COVID-19. As most schools did across the nation, La Academia went fully remote in March 2020 and was unable to test students in MAP that spring. There is, therefore, no base for comparison regarding growth from Spring SY20 to Spring SY21.
2. MAP testing in SY21 was administered both remotely and in person. In the fall of SY21, ALL students were tested remotely for the MAP benchmark since we began the year remotely (La Academia was fully remote from September 7<sup>th</sup> through October 19<sup>th</sup>). In the Spring of SY21, students were tested both in-person and remotely since there were approximately 236/39% REMOTE ONLY students and 376/61% in-person (Hybrid) students in the system. The overall quality of data/growth made in the spring, therefore remains in question as we were unable to control student testing conditions for REMOTE ONLY students. These students were tested in daycares in extremely challenging conditions, at home with little parent supervision/support, many with unreliable internet access/connection, working in rooms at home with multiple siblings on zooms etc.
3. Lastly, abrupt shifts to remote learning in SY21 for students placed in quarantine / isolation, for minimally ten days at a time, also affected negatively impacted students social, emotional/ mental well-being and academic performance & growth.

Academia Antonia Alonso Reading					
Grade	Number of Students (both test)	No Growth	Growth	Met Goal	Margin of Error
K	115	12	103	28	0
1st	89	11	76	24	3
2nd	100	15	83	29	2
3rd	90	9	78	53	1
4th	77	16	61	51	0
5th	65	19	42	35	2
Grade	Number of Students (both test)	No Growth	Growth	Met Goal	Margin of Error
All Grades	536	3%(16)	83%(443)	41%(220)	1%(8)
Students with one missing assessment - no accurate data this school year.					69

Academia Antonia Alonso Math					
Grade	Number of Students (both test)	No Growth	Growth	Met Goal	Margin of Error
K	115	6	109	37	0
1st	88	17	67	11	4
2nd	99	13	80	30	6
3rd	91	13	78	25	0
4th	82	16	66	30	0
5th	71	11	60	28	0
Grade	Number of Students (both test)	No Growth	Growth	Met Goal	Margin of Error
All Grades	546	14%(76)	84%(460)	29%(161)	2%(10)
Students with one missing assessment - no accurate data this school year.					64

### **Major Accomplishments in MAP for SY21:**

**According to the NWEA MAP Math Report for SY2020-2021, La Academia had:**

1. 84% of students (460/546 students) show growth

**According to the NWEA MAP Reading Report for SY2020-2021, La Academia had:**

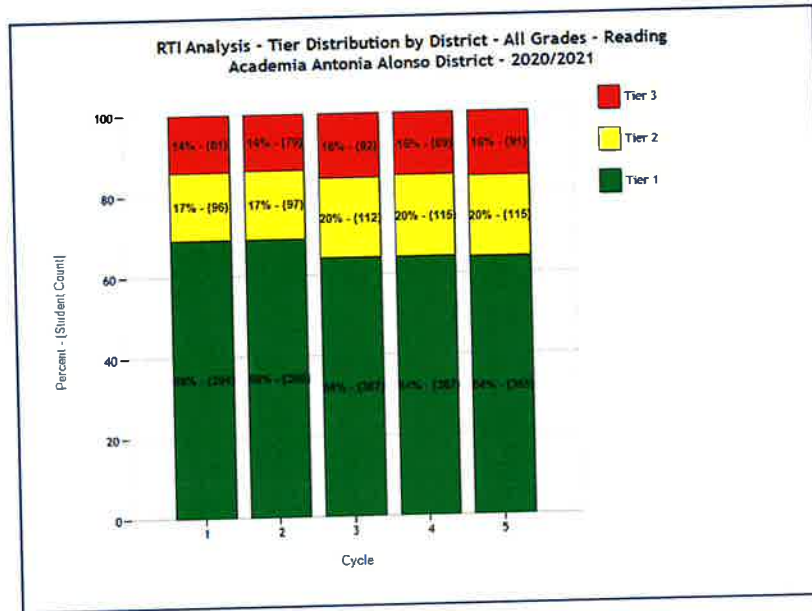
1. 83% of students (443/536 students) show growth

### **MAP Growth during SY21 is attributed to several factors:**

1. The Imagine Language and Literacy Platform (adopted SY20), and the Imagine Math and Español Platforms (adopted SY21) serve to differentiate instruction for students K-5, strengthening the L1 and supporting the L2. Imagine Learning usage correlates directly with improvement in students reading skills, in English and Spanish, especially among English Learners. Imagine Math also addresses each students needs individually, and allows us to impact more students where they are- thus maximizing student growth. If they need to slow down or are capable of moving forward, they have their needs met through this platform.
2. La Academia's school-wide teacher PD's in SY21 at La Academia on Kagan Classroom Adaptations for COVID -19 and Adapting Kagan for Distanced Learning also ensured

student engagement, grade level content support and language development in the ZOOM, as well as in the in-person hybrid classroom.

## RTI



Many factors affect students' abilities to learn how to read and reading success in the early grades, and for students at La Academia those include, but are not limited to:

- Lack of exposure to early literacy
- Quality of childcare and preschool programs- if they are fortunate enough to attend preschool at all
- English-language proficiency
- Parents' income

In SY21, despite the many challenges teachers faced we, however:

1. Re-committed our faculty to the mission of RTI- by providing PD on the fundamentals of RTI and strategies for delivering quality RTI instruction- virtually.
2. Strengthened Tier 1 interventions through to provide teachers the appropriate tools and support to carry out the highest-quality Tier 1/classroom plans and outcomes possible – despite the circumstances

With respect to challenges, it is important to note that we ended SY20 REMOTELY and began SY21 REMOTELY for all students. Data sources (NWEA MAP, Imagine Learning Benchmarks etc.) to determine RTI eligibility were, therefore, unavailable for SY20 and unreliable for SY21. Traditionally in-person assessments, in SY21 these were administered 'distanced'- under extremely challenging circumstances for many children (in loud daycares, in-small learning spaces at home with multiple siblings on zooms, food insecurity etc.). These same

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circumstances impacted RTI instructional times- making teaching challenging for teachers and learning challenging for students. Despite these challenges, on average 22% of students receiving Tier 2 and Tier 3 intervention improved in Tier placement.

**Reading Assist Data**

SY 2020-21 represented La Academia’s second year of partnership with Reading Assist. Despite a unique pandemic year, Reading Assist was able to provide one-on-one reading instruction to 34 students in kindergarten through third grade. Students on average improved 211% during SY21, and we saw a median 65% daily attendance. Nearly 65% of the 34 students served ended the year testing at grade level.

**WIDA/ ACCESS Data**

YEAR	Number EL’s	WIDA Exit Number
2020- 2021	367	11

Academia Antonia Alonso had 367 English Language Learners in SY21 which represented 60% of our student population. Three hundred and fifty-one (351) students, out of the three hundred and sixty-seven (367) students were tested for WIDA. This, in and of itself, was a major accomplishment in that ACCESS was not offered remotely, which required our REMOTE ONLY to come in-person to take the test. Many of our parents did not have proper transportation, but La Academia transported these students to and from school, as well as ensured meals were provided and individual testing settings offered for students whose parents did not feel comfortable testing their students in the larger group.

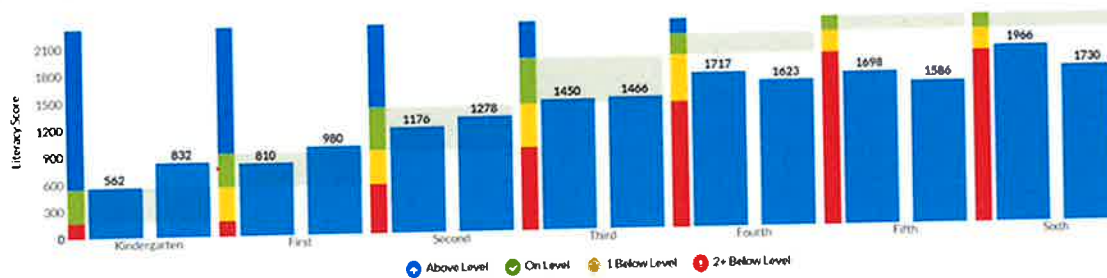
La Academia’s ELL students showed remarkable growth on the ACCESS in SY21 with 11 students exiting despite unprecedented circumstances. As such, in SY21 La Academia was one of fourteen schools across the state who was recognized for their outstanding language proficiency growth of English Learner(EL) students.

*In a school year when our schools faced extraordinary challenges, including remote and hybrid learning, these students still made extraordinary progress. I am so proud of these school communities for how they rallied to support student needs. This recognition is well deserved, - Secretary of Education Susan Bunting said.*



## Imagine Language & Literacy Data

BENCHMARK TEST GAINS



In SY20, La Academia implemented the Imagine Learning (IL) Language & Literacy program. In SY21, La Academia adopted the IL Suite to include IL Math and Español. Although the data for Math and Español is currently viewable only per student, we are able to analyze the data for Language & Literacy more comprehensibly.

When analyzing the SY21 assessment data for Language & Literacy (see above), one must consider student usage levels when interpreting results. For example, students who were REMOTE ONLY and who had limited access to internet/WIFI may not have demonstrated the same level of growth as students who were in-person (Hybrid) and used the technology with a bit more frequency because they were in school 2x per week. In SY21, the number of REMOTE ONLY students in grades 3-5 (44%) exceeded the number of REMOTE ONLY students in grades K-2 (34%) explaining, in part, the dip in growth for third through fifth grade students. When further analyzing the data, it is also important to note that the chart above does not reflect the data of 21 students in grades 3-5 who mastered the skills for the curriculum and exited the Language and Literacy program prior to the end of year benchmark. These students EOY data is not, therefore, reflected in the benchmark gains in the graph above. Instead, they are promoted to the Imagine Reading Curriculum -an enrichment program that supports advanced reading and critical thinking skills.

As depicted in the IL chart above, La Academia students continue to make strides in the Imagine Learning Platforms. Imagine Learning continues to close the achievement gap for La Academia students'. **In SY21, Academia Antonia Alonso Charter won a National School of Excellence Award for K-5 from Imagine Learning** in all subject areas- English with Imagine Learning Language & Literacy for grades K-5, Imagine Español, and Imagine Math for grade clusters K-2. This National Award represents the highest distinction in the Imagine Nation customer recognition program. IL sent the following icon which is prominently, and proudly, displayed on our website and e-mail signature



**School of Excellence**  
2020 - 2021

lines :

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## The Heart of Gold Top School Award

Lastly, the CDC states, “...physical activity can have an impact on cognitive skills, student attitude and academic behavior, all of which are important components of improved academic performance. These include enhanced concentration and attention as well as improved classroom behavior.” Finding ways of supporting our student’s physical wellness during the pandemic was a priority at La Academia during SY21. Winning the **Heart of Gold Top School in SY21** illustrated our commitment to our student’s whole body wellness that year. We consider helping students improve their own health during this unprecedented year, while bettering their character and raising life-saving donations for the American Heart Association to help kids facing heart-health issues a major accomplishment.

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## Performance Agreement

### Academic Performance Expectations

Academia Antonia Alonso Charter School'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.

- a) Discuss the school’s academic performance based on its approved Performance Agreement (see above).

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:

- 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.
- 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.

### III. 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 Specific Goal Reflection 2019-2020SY  
*Academia Antonia Alonso Charter School (AAACS)*  
Submitted: August 5, 2021

*Mission: Inspiring children to become joyful, confident, creative, bilingual learners, helping a strong bi-literate academic and cultural foundation.*

**Measure: Students will develop into fully bi-literate students by the end of fifth grade.**

***Meets Standard: 100% of learning expeditions/case studies each year will include at least one activity related to Hispanic culture (field trip, culture study, expert, music, writing, project etc.), 95% of students will demonstrate their learnings and increased understanding of culture at their Celebration of English and Spanish.***

- a) Rate the school's performance according to the criteria established by the school for its 2020-2021 mission specific goal(s).

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#### School Comments

Based on the criteria mentioned above, La Academia rates its performance during SY21 as MEETS STANDARD for the following reasons:

1. La Academia continues to use both English and Spanish for instruction through its Reading and Math Series *Maravillas/Wonders* and *Mis Matemáticas*. Through these curricula, students are taught literacy and academic content in both languages, using Common Core Standards, to help students achieve academic growth and proficiency
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while linking culture and learning. This commitment is also reflected in: unit text selections and multicultural libraries in the classrooms; bulletin boards displayed in both Spanish and English throughout the school; ensuring morning meetings touch on learning about our students- their lives, culture, families, traditions etc.; and ensuring culturally responsive teaching practices that include activating students prior knowledge, making learning contextual for students, and encouraging students to leverage their cultural capital – just to name a few.

2. La Academia also continues to engage students in Social Studies/Science project based units in which they research, produce content-specific writings and present for authentic audiences in both English and Spanish. For example, every year for Hispanic Heritage and Black History Month, La Academia adds a new multicultural element to these events. Events like these in SY21 were held virtually, however, but never lost their feeling of celebration and fun. **Please cut & paste the following link to see student work related to our SY21 Hispanic Heritage Celebration:**  
<https://sites.google.com/academiacharter.org/hispanicheritage/in-the-classroom>  
**and Black History Celebration [Black History \(google.com\)](https://www.google.com)**

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- b) 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).

#### 2020-2021 Black History Celebration

#### Essential Questions for Social Studies and Science

**Please click on the following link to see student work related to our Black History Celebration:** [Black History \(google.com\)](https://www.google.com)

#### **KINDERGARTEN**

##### **Essential Questions:**

1. What do you observe?
2. How does it relate to people?

##### **Standard:**

KLS1-1 Use observations to describe patterns of plants and animals.

**Topic:** Martin Luther King 'EGGSPERIMENT'

Students learned about the life and ideas of MLK and gained understanding of his message and beliefs through this experiment.

#### **FIRST Grade**

**Essential Questions:** In what ways did your historical figure contribute the community / the USA?

##### **Standard:**

CCSS.ELA-Literacy.w.1.2 Write informative-explanatory text for a given topic and supply facts.

**Topic:** Black Historical Figures and Their Contributions to the US

Students celebrated the impacts of African American people from the past and present in this interactive project.

#### **SECOND Grade**

##### **Essential Questions:**



How did the inventor's invention impact our daily life?

**Standards:**

K-3a Students will use artifacts and documents to gather information about past historical African American peoples.

**Topic:** African American Inventors

Students chose well know African American inventors, researched them, and then created and designed the invention of the person they researched.

**THIRD Grade**

**Essential Questions:**

What was the experience and effect of African Americans in the military?

**Standards:** Engineering Design

K-3b: Students will develop an awareness of major events and people in the United States and Delaware history

K-3a: Students will use artifacts and documents to gather information about the past.

3-5 ETS1-1 Define a simple design problem reflecting a need or want that includes specified criteria for success and constraints on materials, time or costs.

**Topics:** African Americans Military History

Students studied different military (Army & Air Force) branches and designed a military vehicle that represented the branch studied. Students filled out graphic organizers which they used to write letters to Malcom Nettingham thanking him for his service during WWII as a Tuskegee Airman. Students also wrote to Tommy Gaines expressing empathy for his suffering as an African American soldier in war.

**FOURTH Grade**

**Essential Questions:**

How did African American artists affect and inspire their communities over time?

**Standards:**

4-5a: Students will study historical events and persons within a given time-frame in order to create a chronology and identify related cause-and-effect factors.

CCSS.ELA Literacy.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.4.2.D  
Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-LITERACY.W.4.7  
Conduct short research projects that build knowledge through investigation of different aspects of a topic.

CCSS.ELA-LITERACY.W.4.8  
Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**Topic:** African American Artists

Students selected and researched an African American artist, wrote their biographies and created a piece of artwork inspired by the person they chose.

**FIFTH Grade**

**Essential Question:**

How were African American spirituals used to send secret signals/messages to fugitive slaves?

**Standard:**

History Anchor Standard One: Students will employ chronological concepts in analyzing historical phenomena.

4-5a: Students will study historical events and persons within a given time frame and identify related cause and effect factors.

4-5b: Students will draw historical conclusions and construct historical accounts from primary and secondary source materials.

**Topic:** Sounds Across Time: A History of African American Music in the United States

Students created collaborative five minute videos depicting the time of the underground railroad and songs containing hidden meaning and messages.

### **2020-2021 Hispanic Heritage Celebration Essential Questions for Social Studies and Science**

**Please click on/cut & paste the following link to see student work related to our Hispanic Heritage Celebration:**

<https://sites.google.com/academiacharter.org/hispanicheritage/in-the-classroom>

#### **KINDERGARTEN**

##### **Essential Questions:**

Where do monarch butterflies go for winter?

What does a plant need to survive?

How do butterflies help plants?

##### **Standards:**

**K-3a** Understand the nature and use of maps, globes, and geo-graphics.

**K-LS1-1** Use observations to describe patterns of what plants and animals need to survive

**Topic:** Life Cycle and Migration of the Monarch Butterfly

Students learned about the life cycle of the Monarch Butterfly and how it migrates to Mexico in the fall.

#### **FIRST Grade**

##### **Essential Questions:**

Why do some Hispanics celebrate holidays when they do?

How is the Marigold flower used in El Dia de Los Muertos celebration?

What are the similarities between countries, cultural origins, customs and beliefs of Puerto Rico, El Salvador & Mexico?

##### **Standard:**

**K-3a** Students will develop and understand similarities between countries, cultural origins, customs and beliefs around the world.

**Topic:** Traditions, Celebrations, Art & Music from Countries in Central and South America

Students learned about the cultural traditions, customs and symbols of countries throughout this region.

#### **SECOND Grade**

##### **Essential Questions:**

What makes this country/place unique in terms of climate and landforms?

How are the country's typical flora and fauna unique?

What instrument is unique to the Hispanic/Latin country you chose? Describe.

##### **Standards:**

**K-3a** students will distinguish different types of climate and landforms and explain why.

**2-ESS2-2** Develop a model to represent a musical instruments of the country?

**K-3a** Students will develop and understand similarities between countries, cultural origins, customs and beliefs around the world.

**K-3a** Students will use the concept of place and region to explain patterns of connection among places across the country and the world.

**KLS1-1** From Molecules to Organisms: Structures and Processes

The student uses observations to describe patterns of what plants and animals need to survive.



**Topic:**

**Expression of the Hispanic Culture through the Arts, Flora and Fauna**

Students learned about how people from Argentina, Guatemala, Mexico, Venezuela, Costa Rica & Puerto Rico express their culture through music, art, and food. They created musical instruments, art artifacts, and researched foods, flora and fauna found typically in their country of students.

**THIRD Grade**

**Essential Questions:**

How can we inherit traits from our parents?

**Standards:**

**3-LS3-2** Use evidence to support the explanation that traits can be influenced by the environment.

**3-LS4-2** Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

**Topics:**

1. Hispanic Celebrations - Students researched the following Hispanic & Latin American countries and how they celebrate Hispanic culture: Puerto Rico, Dominican Republic, Cuba, Costa Rica, Mexico, Colombia, Venezuela & Argentina.
2. The Heredity & Genetic DNA among Hispanic and Latin Cultures- Students researched how we inherit DNA traits and characteristics from our parents that affect our ethnicity.
- 3.

**FOURTH Grade**

**Essential Questions:**

How does a volcano form?

What type of volcanoes do different Hispanic/Latin American countries have?

How do volcanoes change over time?

**Standards:**

Earth's Systems: Processes that Shape the Earth 4-ESS1-1 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time

Geography Standard Two: Students will develop knowledge of the ways humans modify and respond to the natural environment:  
a. Distinguish different types of climate and landforms and explain why they occur

**Topic:** Volcanoes

Students learned about the different types of volcanoes that can be found in Hispanic & Latin American countries and then created an exploding like model of a volcano which they then classified.

**FIFTH Grade**

**Essential Question:**

How have Hispanic figures impacted the United States?

**Standard:**

CCSS.ELA-LITERACY.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

K-12a Students will develop historical knowledge regarding cultural origins of customs and beliefs around the world.

**Topic:** Famous Hispanic Figures and the Countries from Which They Come

Students conducted individual research on famous Hispanic and Latin American figures who have had an impact both their home countries and communities within the United States.

Students presented their research through one of the following: a slideshow, video, commercial, essay, or timeline/poster presentation.



### 3.2 Organizational Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Organizational Performance Framework](#).

The following tables will be completed by the Charter School Office. Please review for accuracy.

### SUMMARY AND OVERALL RATING

#### Academia Antonia Alonso

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	
2020-2021	M	M	M	M	M	M	M	M	M	M	Meets Standard

a) Describe the school's organizational performance over the current school year (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.)

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School Comments: **Meet Standards. No comment.**

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

---

School Comments: **Meet Standards. No comment.**

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- c) Address any measure where school did not meet standard or is approaching standard.  
**Meet Standards. No comment.**

## Performance Agreement

### Organizational Performance Expectations

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

*Academia Antonia Alonso's overall organizational rating is Meets or Exceeds Standards. By September 2022, our expectation is to achieve the overall rating of "Meets Standard," as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.*

a) Discuss the school's organizational performance based on its approved Performance Agreement (see above).

---

#### School Comments:

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.

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### 3.3 Board Financial and Governance Members and Training

a) Please complete the chart below 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.

#### Board Financial and Governance Training

First Name	Last Name	Term Begin Date	Term End Date	Role/Title	Financial Training Date	Board Governance Training Date*
Maria	Alonso	7/1/2007		Board President	3/30/2017	
Maria	Matos	2/12/2015		Treasurer	7/1/2011	
Scott	Sheridan	5/25/2020		Vice President & Secretary	3/8/2018	
Nora	Lewis	2/23/2019		Board Member	9/10/2016	
Celeste	Payne	3/30/2017		Board Member	7/31/2018	
Theresa	Sardella	11/20/2019		Board Member	5/26/2020	
William	Thompson	11/20/19		Parent Representative	9/17/2019	
Daniel	Primiani	9/28/2019		Teacher Representative	4/9/2020	
Rommel	Rivera			Teacher Representative	5/17/2020	

\*Please list only the most recent training date.

Please attach all certificates or evidence of Board Governance Training for active board members.

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School Comments: **No Comments.**

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b) Please complete the chart below with the necessary information. Pursuant to 14 Del. Admin. Code 736 6.1 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.

**Citizen Budget Oversight Committee Membership & Trainings**

First Name	Last Name	Role/Title	Financial Training Date
Rommel	Rivera		5/17/2020
Maria	Matos		7/1/2011
Richard	Riggs	DOE Representative	11/30/2015
Dr. Maria	Alonso		3/30/2017
Mercedes	Alonso	Head of School	10/22/2017
Mayara Caroline	Costa Soares		10/15/2017
Scott	Sheridan		3/8/2018
Jennifer	Jones		12/9/2018
Michelle	Hastie	Business Manager	9/1/2010

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School Comments:

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**3.4 Teacher Retention: Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teaching staff?**

2020-2021		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
84.3%	32	38

Review the table above with the school’s teacher retention trends and answer the following questions.

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

**School Comments:**

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:

- 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.

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.

b) Describe how the school's professional development plans support teachers and leadership.

---

School Comments:

Despite the pandemic, La Academia continued its Professional Development initiatives virtually in SY21:

3. Responsive Classroom PD's to support the management of behavior in the virtual modality
  4. 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.
  5. Innovative Circles on: Building virtual classrooms; Neopad; Jamboard; Kahoot; Bamboozle; Brain Pop- to name a few
  6. Administering MAP, DIBLES, Small Group Skill Focused Instruction & Smarter Balanced During COVID
  7. Thinkific Courses:
    - 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](#)
    - Responsive Classroom and You! - [Responsive Classroom and You!](#)
    - Creating Connections: Looking Back to Move Forward- [Creating Connections: Looking Back to Move Forward](#)
    - Relationship Building: Proactive Prevention- [Relationship Building: Proactive Prevention](#)
    - Health & Safety Video Series for Staff & Faculty- [Health & Safety Video Series for Staff & Faculty](#)
-

## IV. FINANCIAL PERFORMANCE

### 4.1 Financial Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Financial Performance Framework](#).

The following tables will be completed by the Charter School Office. Please review for accuracy.

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	
2020-2021	M	M	M	M	M	M	M	M	M	Meets Standard

a) Describe the school's Financial performance over the current school year (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.)

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

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

---

School Comments: **Met All Standards. No Comment.**



- d) Address any measure where school did not meet standard or is approaching standard  
**Met All Standards. No Comment.**

## Performance Agreement

### Financial Performance Expectations

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

- a) Discuss the school's financial performance based on its approved Performance Agreement.

---

School Comments: 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.

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

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School Comments: **Not Applicable**

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## V. INNOVATION

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).

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School Comments:

### 1. 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.

### CURRICULUM:

\* 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. \*After School Recreation Program is available from 2:00-5:00 pm. \*ESY ran simultaneously. \*Teaching Assistants from Westtown School in classrooms (in planning process). \*Reading Assist Staff for one-on-one reading services.

### 2. La Academia Partnerships

- **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.
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.
  4. **Outdoor Food Pantry** – available for parents 24/7 with culturally relevant nutritional items (Goya Products, beans, rice, oil etc.)

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## 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:

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:

- **COVID - 19 Facts and Myths**
- **Vaccines and Immunizations**
- **Mindfulness and Anxiety**
- **Let's Talk about Gratitude and Thankfulness**
- **WASHING HANDS 101**
- **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**

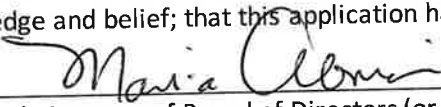
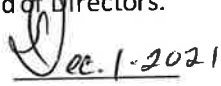
Despite Parent University sessions being held virtually during SY21, La Academia graduated approximately 30 parents from Parent University.



VII. ANNUAL REPORT CERTIFICATION STATEMENT

Name of School:	Academia Antonia Alonso
Location:	4403 Lancaster Ave, Bldg. 26

I hereby certify that the information submitted in this annual 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.

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

Print/Type Name:	Maria Alonso
Title (if designated):	President of the Board
Date of approval by board of directors:	