

*Is the Learning Program a Success?*

*Academias La Paz*

**Evaluation Rubric**

**1.1 5th Grade MCA Reading Proficiency**

Are students proficient in reading in English?

***2023-2024***

|                            |                                                                 |
|----------------------------|-----------------------------------------------------------------|
| 1 = Does not meet standard | Less than 35% of students are proficient in reading in English. |
| 2 = Approaching standard   | 35.1-40% of students are proficient in reading in English.      |
| 3 = Meets standard         | 40.1-45% of students are proficient in reading in English.      |
| 4 = Exceeds standard       | More than 45% of students are proficient in reading in English. |

***2024-2025***

|                            |                                                                 |
|----------------------------|-----------------------------------------------------------------|
| 1 = Does not meet standard | Less than 40% of students are proficient in reading in English. |
| 2 = Approaching standard   | 40.1-45% of students are proficient in reading in English.      |
| 3 = Meets standard         | 45.1-50% of students are proficient in reading in English.      |
| 4 = Exceeds standard       | More than 50% of students are proficient in reading in English. |

***2025-2026***

|                            |                                                                 |
|----------------------------|-----------------------------------------------------------------|
| 1 = Does not meet standard | Less than 45% of students are proficient in reading in English. |
| 2 = Approaching standard   | 45.1-50% of students are proficient in reading in English.      |
| 3 = Meets standard         | 50.1-55% of students are proficient in reading in English.      |
| 4 = Exceeds standard       | More than 55% of students are proficient in reading in English. |

**2026**

**Rating: 1**

**Comments:** 5.7% of fifth grade students tested as proficient in English. This is a significant drop from the 17.9% from the previous year and is well below the state average of 57.1%.

**2025**

**Rating: \_\_\_\_1\_\_**

**Comments/Evidence:** 17.9% of 5<sup>th</sup> grade students tested as proficient in English. While this is well below the state average of 57.5%, it is an increase from the 6% proficiency in SY23.

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

**1.2 MCA Proficiency**

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

1.2a Reading (English)

1.2b Mathematics

**2023-2024**

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

**2024-2025**

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

**2025-2026**

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

| Reading                              | Proficiency % | Score | Weight | Points   |
|--------------------------------------|---------------|-------|--------|----------|
| Charter School                       | 9.5%          |       |        |          |
| Average of Demographic match schools | 20.6%         | 1     | 65%    | .65      |
| Resident District                    | 38.1%         | 1     | 20%    | .2       |
| State                                | 49.6%         | 1     | 15%    | .15      |
| <b>Reading Total</b>                 |               |       |        | <b>1</b> |

| Math                                 | Proficiency | Score | Weight | Points      |
|--------------------------------------|-------------|-------|--------|-------------|
| Charter School                       | 3.7%        |       |        |             |
| Average of Demographic match schools | 12.11%      | 2     | 65%    | 1.3         |
| Resident District                    | 28.3%       | 1     | 20%    | .2          |
| State                                | 45.2%       | 1     | 15%    | .15         |
| <b>Math Total</b>                    |             |       |        | <b>1.65</b> |

**2026**

**1.2a Rating: 1**

**1.2b Rating: 1.65**

**Overall Rating: 1.33**

**Comments: In Elementary, both reading and math proficiency dropped from the previous year. High School math scores are close to the demographic match school, but all other scores are well below match schools, resident district and state.**

|         |      |      |            |          |       |
|---------|------|------|------------|----------|-------|
| Reading | SY25 | SY24 | Dem. Match | Resident | State |
|---------|------|------|------------|----------|-------|

|                    |              |            |              |              |              |
|--------------------|--------------|------------|--------------|--------------|--------------|
| <b>Elementary</b>  | <b>6%</b>    | <b>15%</b> | <b>12.5%</b> | <b>34.5%</b> | <b>49.6%</b> |
| <b>Middle</b>      | <b>13.4%</b> | <b>N/A</b> | <b>18.5%</b> | <b>33.4%</b> | <b>49.6%</b> |
| <b>High School</b> | <b>5.9%</b>  | <b>N/A</b> | <b>30.8%</b> | <b>46.3%</b> | <b>51.3%</b> |

  

|                    |             |             |                   |                 |              |
|--------------------|-------------|-------------|-------------------|-----------------|--------------|
| <b>Math</b>        | <b>SY25</b> | <b>SY24</b> | <b>Dem. Match</b> | <b>Resident</b> | <b>State</b> |
| <b>Elementary</b>  | <b>2%</b>   | <b>4.8%</b> | <b>12.9%</b>      | <b>32.4%</b>    | <b>45.2%</b> |
| <b>Middle</b>      | <b>4.7%</b> | <b>N/A</b>  | <b>11.5%</b>      | <b>21.3%</b>    | <b>45.2%</b> |
| <b>High School</b> | <b>9.1%</b> | <b>N/A</b>  | <b>11.8%</b>      | <b>31.2%</b>    | <b>35%</b>   |

  

**2025**  
  
**1.2a Rating:** \_\_1\_\_  
**1.2b Rating:** \_\_2.3\_\_  
**Overall Rating:** \_\_1.65\_\_

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

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                       |                           |                                        |              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|---------------------------|----------------------------------------|--------------|
| <b>1.3 MCA Proficiency: State Demographic Comparison by Race/Ethnicity and FRL</b><br>Are student demographic groups (with tested cell sizes greater than 10) performing as well as or better than the statewide average for that student group?<br>- Note that for schools with greater than 70% of students qualifying for FRL, demographic categories will also be filtered by FRL status.<br>- All relevant demographic groups will be individually scored per the rubric targets below and averaged to produce a score for each subject area (math/reading).<br>- The overall score for the metric is then produced by averaging the subject area scores.<br><i>1.3a Reading</i><br><i>1.3b Mathematics</i> |                                                                                                       |                           |                                        |              |
| 1 = Does not meet standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Demographic group falls more than 10 percentage points below the state average for that group.        |                           |                                        |              |
| 2 = Approaching standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Demographic group falls 6-10 percentage points below the state average for that group.                |                           |                                        |              |
| 3 = Meets standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Demographic group falls within 5 percentage points of the state average for that group.               |                           |                                        |              |
| 4 = Exceeds standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Demographic group is exceeding statewide performance for that group by more than 5 percentage points. |                           |                                        |              |
| <i>Math Proficiency</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <i>Charter % Proficient</i>                                                                           | <i>State % Proficient</i> | <i>% of Charter Student Population</i> | <i>Score</i> |

|                                                                                                                                                                                                                                                                                                    |                             |                           |                                        |              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|---------------------------|----------------------------------------|--------------|
| All                                                                                                                                                                                                                                                                                                | 3.7%                        | Informational only        | Informational only                     | N/A          |
| Hispanic                                                                                                                                                                                                                                                                                           | 4.1%                        | 22.4%                     | Informational only                     | 1            |
|                                                                                                                                                                                                                                                                                                    |                             |                           | Informational only                     |              |
| Average of math scores for each demographic group:                                                                                                                                                                                                                                                 |                             |                           |                                        | 1            |
| <i>Reading Proficiency</i>                                                                                                                                                                                                                                                                         | <i>Charter % Proficient</i> | <i>State % Proficient</i> | <i>% of Charter Student Population</i> | <i>Score</i> |
| All                                                                                                                                                                                                                                                                                                | 9.5%                        | Informational only        | Informational only                     | N/A          |
| Hispanic                                                                                                                                                                                                                                                                                           | 11.5%                       | 28.7%                     | Informational only                     | 1            |
|                                                                                                                                                                                                                                                                                                    |                             |                           | Informational only                     |              |
| Average of reading scores for each demographic group:                                                                                                                                                                                                                                              |                             |                           |                                        | 1            |
| <b>2026</b>                                                                                                                                                                                                                                                                                        |                             |                           |                                        |              |
| <b>1.3a Reading:</b> 1<br><b>1.3b Mathematics:</b> 1<br><b>Overall Rating:</b> 1                                                                                                                                                                                                                   |                             |                           |                                        |              |
| <b>Comments:</b> Proficiency for Hispanic students in math and reading were well below the State. The math scores stayed the same as in SY24 and the reading scores dropped by 3.8%.                                                                                                               |                             |                           |                                        |              |
| <b>2025</b>                                                                                                                                                                                                                                                                                        |                             |                           |                                        |              |
| <b>1.3a Reading:</b> 1<br><b>1.3b Mathematics:</b> 1<br><b>Overall Rating:</b> 1                                                                                                                                                                                                                   |                             |                           |                                        |              |
| <b>Comments/Evidence:</b> The only subgroup large enough to count was Hispanic students. In both reading and math, the proficiency was below the state average but both were increased from the previous year. In math, the scores increased by 2.3% and in reading, the scores increased by 7.1%. |                             |                           |                                        |              |
| <b>Source:</b> MCA data available on MDE Report Card                                                                                                                                                                                                                                               |                             |                           |                                        |              |

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

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

*1.4a Reading**1.4b Mathematics***2023-2024**

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

**2024-2025**

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

**2025-2026**

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

**2026****1.4a Reading: 1****1.4b Mathematics: 1****Overall Rating: 1**

**Comments:** In math, 3.2% of students are maintaining or moving toward proficiency which is a 1.6% decrease from SY24. In reading, 9.6% of students are maintaining or moving toward proficiency, which is a 5.6% decrease from SY24.

**2025****1.4a Reading: \_\_1\_\_****1.4b Mathematics: \_\_1\_\_****Overall Rating: \_\_1\_\_**

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

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

**1.5 MCA Growth (Comparison Group)**

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

*1.5a Reading**1.5b Mathematics***2023-2024**

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

**2024-2025**

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

**2025-2026**

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

| <i>Reading</i>    | <i>Proficiency %</i> | <i>Score</i> | <i>Points</i> |
|-------------------|----------------------|--------------|---------------|
| Charter School    | 26.1%                |              |               |
| Resident District | 47.8%                | 1            | 1             |
| State             | 60.6%                | 1            | 1             |
|                   |                      | Total        | 1             |

| <i>Math</i>       | <i>Proficiency</i> | <i>Score</i> | <i>Points</i> |
|-------------------|--------------------|--------------|---------------|
| Charter School    | 15.2%              |              |               |
| Resident District | 36.8%              | 1            | 1             |
| State             | 55.9%              | 1            | 1             |
|                   |                    | Total        | 1             |

**2026****Rating: 1**

**Comments:** In reading, growth decreased from SY24 by 3.2%, but in math, growth scores increased by 2.7%. Both math and reading growth scores fell below the resident district and state.

**2025**

**Rating:**   1  

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

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

### **1.6 School Selected Assessment: Reading & Math Performance**

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

*School selected assessment:* NWEA spring administration

*1.6a Reading in English*

*1.6b Mathematics*

#### ***2023-2024***

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

#### ***2024-2025***

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

#### ***2025-2026***

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

|                                                                                                                                                                                                                                                  |                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| 4 = Exceeds standard                                                                                                                                                                                                                             | Assessments indicate that a high proportion of tested students performed at or above target levels (more than 60%). |
| <b>2026</b><br><br><b>1.6a Reading in English: 1</b><br><b>1.6b Math: 1</b><br><br><b>Overall Rating: 1</b><br><br><b>Comments: In reading in English, 25% of students performed at or above target levels. In math, the percentage was 24%.</b> |                                                                                                                     |
| <b>2025</b><br><b>1.6a Reading in English: __1__</b><br><b>1.6b Math: __2__</b><br><b>Overall Rating: __1.5__</b>                                                                                                                                |                                                                                                                     |
| <b>Comments/Evidence:</b> In reading, 20% of students performed at or above target levels and in math, 22% performed at or above target levels.                                                                                                  |                                                                                                                     |
| <b>Data Source:</b> Annual Report, End of year report, Test data spreadsheets                                                                                                                                                                    |                                                                                                                     |

|                                                                                                                                                                                                                                                                                             |                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <b>1.65 School Selected Assessment: Reading &amp; Math Performance</b><br>Are students performing at or above target levels, as measured using the school's selected standardized assessments for reading in Spanish?<br><br><i>School selected assessment:</i> NWEA spring administration. |                                                                                                                       |
| <b>2023-2024</b>                                                                                                                                                                                                                                                                            |                                                                                                                       |
| 1 = Does not meet standard                                                                                                                                                                                                                                                                  | Assessments indicate that a minimal proportion of tested students performed at or above target levels (less than 30%) |
| 2 = Approaching standard                                                                                                                                                                                                                                                                    | Assessments indicate that an inadequate proportion of tested students performed at or above target levels (30.1-40%)  |
| 3 = Meets standard                                                                                                                                                                                                                                                                          | Assessments indicate that an adequate proportion of tested students performed at or above target levels (40.1-50%).   |
| 4 = Exceeds standard                                                                                                                                                                                                                                                                        | Assessments indicate that a high proportion of tested students performed at or above target levels (more than 50%).   |
| <b>2024-2025</b>                                                                                                                                                                                                                                                                            |                                                                                                                       |
| 1 = Does not meet standard                                                                                                                                                                                                                                                                  | Assessments indicate that a minimal proportion of tested students performed at or above target levels (less than 40%) |
| 2 = Approaching standard                                                                                                                                                                                                                                                                    | Assessments indicate that an inadequate proportion of tested students performed at or above target levels (40.1-50%)  |
| 3 = Meets standard                                                                                                                                                                                                                                                                          | Assessments indicate that an adequate proportion of tested students performed at or above target levels (50.1-60%).   |

|                                                                                             |                                                                                                                       |
|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| 4 = Exceeds standard                                                                        | Assessments indicate that a high proportion of tested students performed at or above target levels (more than 60%).   |
| <b>2025-2026</b>                                                                            |                                                                                                                       |
| 1 = Does not meet standard                                                                  | Assessments indicate that a minimal proportion of tested students performed at or above target levels (less than 50%) |
| 2 = Approaching standard                                                                    | Assessments indicate that an inadequate proportion of tested students performed at or above target levels (50.1-60%)  |
| 3 = Meets standard                                                                          | Assessments indicate that an adequate proportion of tested students performed at or above target levels (60.1-70%).   |
| 4 = Exceeds standard                                                                        | Assessments indicate that a high proportion of tested students performed at or above target levels (more than 70%).   |
| <b>2026</b>                                                                                 |                                                                                                                       |
| <b>Rating: 1</b>                                                                            |                                                                                                                       |
| <b>Comments: 26% of students performed at or above target levels in reading in Spanish.</b> |                                                                                                                       |
| <b>2025</b>                                                                                 |                                                                                                                       |
| <b>Rating: __2</b>                                                                          |                                                                                                                       |
| <b>Comments: 31% of students performed at or above target levels in Spanish Reading.</b>    |                                                                                                                       |
| <b>Source: Annual Report, End of year report, Test data spreadsheets</b>                    |                                                                                                                       |

|                                                                                                                                 |                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <b>1.7 School Selected Assessment: Reading &amp; Math Growth</b>                                                                |                                                                                                        |
| Are students making substantial and adequate gains over time, as measured using the school's selected standardized assessments? |                                                                                                        |
| <i>School selected assessment: NWEA fall-to-spring administration</i>                                                           |                                                                                                        |
| <i>1.7a Reading in English</i>                                                                                                  |                                                                                                        |
| <i>1.7b Mathematics</i>                                                                                                         |                                                                                                        |
| <b>2023-2024</b>                                                                                                                |                                                                                                        |
| 1 = Does not meet standard                                                                                                      | Analysis indicates that a minimal proportion of tested students made expected gains (less than 20%).   |
| 2 = Approaching standard                                                                                                        | Analysis indicates that an inadequate proportion of tested students made expected gains (20.1%-30%).   |
| 3 = Meets standard                                                                                                              | Analysis indicates that an adequate proportion of tested students made expected gains (30.1%-40%).     |
| 4 = Exceeds standard                                                                                                            | Analysis indicates that an adequate proportion of tested students made expected gains (more than 40%). |
| <b>2024-2025</b>                                                                                                                |                                                                                                        |
| 1 = Does not meet standard                                                                                                      | Analysis indicates that a minimal proportion of tested students made expected gains (less than 30%).   |

|                                                                                                                                                                                                                                        |                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 2 = Approaching standard                                                                                                                                                                                                               | Analysis indicates that an inadequate proportion of tested students made expected gains (30.1%-40%).   |
| 3 = Meets standard                                                                                                                                                                                                                     | Analysis indicates that an adequate proportion of tested students made expected gains (40.1%-50%).     |
| 4 = Exceeds standard                                                                                                                                                                                                                   | Analysis indicates that an adequate proportion of tested students made expected gains (more than 50%). |
| <b>2025-2026</b>                                                                                                                                                                                                                       |                                                                                                        |
| 1 = Does not meet standard                                                                                                                                                                                                             | Analysis indicates that a minimal proportion of tested students made expected gains (less than 40%).   |
| 2 = Approaching standard                                                                                                                                                                                                               | Analysis indicates that an inadequate proportion of tested students made expected gains (40.1%-50%).   |
| 3 = Meets standard                                                                                                                                                                                                                     | Analysis indicates that an adequate proportion of tested students made expected gains (50.1%-60%).     |
| 4 = Exceeds standard                                                                                                                                                                                                                   | Analysis indicates that an adequate proportion of tested students made expected gains (more than 60%). |
| <b>2026</b><br><br><b>1.7a Reading in English: 3</b><br><b>1.7b Math: 1</b><br><b>Overall Rating: 2</b><br><br><b>Comments: In reading, 51% of students made expected gains and 39% of students made expected gains in math.</b>       |                                                                                                        |
| <b>2025</b><br><b>1.7a Reading in English: _4_</b><br><b>1.7b Math: _3_</b><br><b>Overall Rating: __3.5__</b><br><br><b>Comments: In reading, 41% of the students tested made expected gains and in math, 38% made expected gains.</b> |                                                                                                        |
| <b>Source:</b> Annual Report, End of year report, Test data spreadsheets                                                                                                                                                               |                                                                                                        |

|                                                                                                                                                                                                                                                                        |                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <b>1.75 School Selected Assessment: Spanish Growth</b><br>Are students making substantial and adequate gains over time, as measured using the school's selected standardized assessments?<br><br><i>School selected assessment:</i> NWEA fall-to-spring administration |                                                                                                      |
| <b>2023-2024</b>                                                                                                                                                                                                                                                       |                                                                                                      |
| 1 = Does not meet standard                                                                                                                                                                                                                                             | Analysis indicates that a minimal proportion of tested students made expected gains (less than 30%). |
| 2 = Approaching standard                                                                                                                                                                                                                                               | Analysis indicates that an inadequate proportion of tested students made expected gains (30.1%-40%). |

|                                                                             |                                                                                                        |
|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 3 = Meets standard                                                          | Analysis indicates that an adequate proportion of tested students made expected gains (40.1%-50%).     |
| 4 = Exceeds standard                                                        | Analysis indicates that an adequate proportion of tested students made expected gains (more than 50%). |
| <b>2024-2025</b>                                                            |                                                                                                        |
| 1 = Does not meet standard                                                  | Analysis indicates that a minimal proportion of tested students made expected gains (less than 40%).   |
| 2 = Approaching standard                                                    | Analysis indicates that an inadequate proportion of tested students made expected gains (40.1%-50%).   |
| 3 = Meets standard                                                          | Analysis indicates that an adequate proportion of tested students made expected gains (50.1%-60%).     |
| 4 = Exceeds standard                                                        | Analysis indicates that an adequate proportion of tested students made expected gains (more than 60%). |
| <b>2025-2026</b>                                                            |                                                                                                        |
| 1 = Does not meet standard                                                  | Analysis indicates that a minimal proportion of tested students made expected gains (less than 50%).   |
| 2 = Approaching standard                                                    | Analysis indicates that an inadequate proportion of tested students made expected gains (50.1%-60%).   |
| 3 = Meets standard                                                          | Analysis indicates that an adequate proportion of tested students made expected gains (60.1%-70%).     |
| 4 = Exceeds standard                                                        | Analysis indicates that an adequate proportion of tested students made expected gains (more than 70%). |
| <b>2026</b>                                                                 |                                                                                                        |
| <b>Rating: 1</b>                                                            |                                                                                                        |
| <b>Comments: 37% of students made expected gains in reading in Spanish.</b> |                                                                                                        |
| <b>2025</b>                                                                 |                                                                                                        |
| <b>Rating: <u>  2  </u></b>                                                 |                                                                                                        |
| <b>Comments: 33% of students made expected gains in reading in Spanish.</b> |                                                                                                        |
| <b>Source: Annual Report, End of year report, Test data spreadsheets</b>    |                                                                                                        |

|                                                                                     |                                                                                       |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>1.8 High School Graduation</b>                                                   |                                                                                       |
| Is the school meeting state and authorizer-established targets for graduation rate? |                                                                                       |
| 1 = Does not meet standard                                                          | The school's 4-year graduation rate was below 52% and did not meet state requirements |
| 2 = Approaching standard                                                            | The school's graduation rate was between 52.1% and 59.9%                              |
| 3 = Meets standard                                                                  | The school's graduation rate was between 60% and 69.9%                                |
| 4 = Exceeds standard                                                                | The school's graduation rate was above 70%                                            |

**2026**

**Rating: 1**

**Comments:** The 4 year graduation rate was 21.1% The 5 year graduation rate was 27.8%.

**2025**

**Rating: 1**

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

**Source:** Annual Report, End of year report

### **1.9 Postsecondary Readiness Assessments**

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

1= Does not meet standard

a. Less than 60% of 12th grade students completed their FAFSA and scholarship applications

2 = Approaching standard

a. 60-89% of 12th grade students completed their FAFSA and scholarship applications

3 = Meets standard

a. 90-94% of 12th grade students completed their FAFSA and scholarship applications

4 = Exceeds standard

a. More than 95% of 12th grade students completed their FAFSA and 3 scholarship applications

**2026**

**Rating: 4**

**Comments:** 100% of 12<sup>th</sup> grade students completed their FAFSA and at least three scholarship applications.

**2025**

**Rating: 4**

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

**Source:** School Reported data

**1.10 School-Specific Goal**

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

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

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

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

**2023-2024**

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 = Does not meet standard | <i>1.10a</i> <ul style="list-style-type: none"><li>- Less than 75% of 5th Grade students presented their project to the community</li><li>- Less than 60% of the presenters showcased their project in both English and Spanish</li></ul> <i>1.10b</i> <ul style="list-style-type: none"><li>- Less than 75% of 8th Grade students presented their project to the community</li></ul>                                                                                               |
| 2 = Approaching standard   | <i>1.10a</i> <ul style="list-style-type: none"><li>- 75-80% of 5th Grade students presented their project to the community</li><li>- 60-65% of the presenters showcased their project in both English and Spanish</li></ul> <i>1.10b</i> <ul style="list-style-type: none"><li>- 75-80% of 8th Grade students presented their project to the community</li><li>- 50-55% of the presenters showcased their project in both English and Spanish</li></ul>                             |
| 3 = Meets standard         | <i>1.10a</i> <ul style="list-style-type: none"><li>- 80.1-85% of 5th Grade students presented their project to the community</li><li>- 65.1-70% of the presenters showcased their project in both English and Spanish</li></ul> <i>1.10b</i> <ul style="list-style-type: none"><li>- 80.1-85% of 8th Grade students presented their project to the community</li><li>- 55.1-60% of the presenters showcased their project in both English and Spanish</li></ul>                     |
| 4 = Exceeds standard       | <i>1.10a</i> <ul style="list-style-type: none"><li>- More than 85% of 5th Grade students presented their project to the community</li><li>- More than 70% of the presenters showcased their project in both English and Spanish</li></ul> <i>1.10b</i> <ul style="list-style-type: none"><li>- More than 85% of 8th Grade students presented their project to the community</li></ul>                                                                                               |
| <b>2024-2025</b>           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 1 = Does not meet standard | <i>1.10a</i> <ul style="list-style-type: none"><li>- Less than 75% of 5th Grade students presented their project to the community</li><li>- Less than 70% of the presenters showcased their project in both English and Spanish</li></ul> <i>1.10b</i> <ul style="list-style-type: none"><li>- Less than 75% of 8th Grade students presented their project to the community</li><li>- Less than 60% of the presenters showcased their project in both English and Spanish</li></ul> |

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

**1.10b Rating: 4**  
**Overall Rating: 3.5**

**Comments:** Approximately 85% of 5<sup>th</sup> grade students presented a capstone project and more than 90% of 8<sup>th</sup> graders. More than 90% of both 5<sup>th</sup> and 8<sup>th</sup> grade students presented in both English and Spanish.

**2025**

**1.10a Rating: 4**  
**1.10b Rating: 4**  
**Overall Rating: 4**

**Comments:** More than 85% of 5<sup>th</sup> and 8<sup>th</sup> grade students presented a Capstone project to the community and more than 70% presented in both English and Spanish.

**Source:** Annual report

### 1.11 English Learner Performance

*Option A:* Are English Learners (ELs) performing at or above the state average for ELs as measured by the percentage of the school's identified ELs who reached or went past their target on the ACCESS/Alternate ACCESS assessment?

*Option B:* Are students learning English (English Learners/EL students) performing at or above the state average for English Learners as measured by MCA proficiency?

*Option Selected:* Option A

|                            |                                                                |
|----------------------------|----------------------------------------------------------------|
| 1 = Does not meet standard | More than 10 percentage points below state EL performance.     |
| 2 = Approaching standard   | 6-10 percentage points below state EL performance.             |
| 3 = Meets standard         | Within 5 percentage points of state EL performance.            |
| 4 = Exceeds standard       | Exceeds state EL performance by more than 5 percentage points. |

**2026**

**Rating: 3**

**Comments:** 45.5% of English Learners reached their target rate which is only 0.7% below the state percentage.

**2025**

**Rating:** 3

**Comments:** 44.2% of English Learners at ALP reached their target rate which was slightly lower than the state average of 46.4%.

**Source:** MDE website

**1.12 Students Receiving SPED Services**

Are students receiving special education services making adequate growth as measured by NWEA MAP?

*1.12a: Reading*

*1.12b: Math*

|                            |                                                                                             |
|----------------------------|---------------------------------------------------------------------------------------------|
| 1 = Does not meet standard | Less than 10% of students receiving special education services made their target growth.    |
| 2 = Approaching standard   | Between 10 – 20% of students receiving special education services made their target growth. |
| 3 = Meets standard         | Between 21 – 35% of students receiving special education services made their target growth. |
| 4 = Exceeds standard       | Over 35% of students receiving special education services made their target growth.         |

**2026**

**1.12a Reading: 1**

**1.12b Math: 1**

**Overall Rating: 1**

**Comments:** The proficiency scores for students receiving special education services are cause for concern with 0% of students achieving proficiency in math and 2.8% in reading. These scores are lower than the scores in SY24 and well below the state proficiency scores.

**2025**

**1.12a: Reading: \_\_2\_\_**

**1.12b: Math: \_\_1\_\_**

**Overall Rating: \_\_1.5\_\_**

**Comments:** In reading, 12.9% of students receiving special education services made adequate growth and in math 3.2% of students receiving special education services made adequate growth.

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

**1.13 Early Learning**

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

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

|                            |                                                                                                                        |
|----------------------------|------------------------------------------------------------------------------------------------------------------------|
| 1 = Does not meet standard | Assessments indicate that a minimal proportion of tested students performed at or above target levels (less than 40%). |
| 2 = Approaching standard   | Assessments indicate that an inadequate proportion of tested students performed at or above target levels (40%-50%).   |

|                                                                                                                                                                                                                |                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| 3 = Meets standard                                                                                                                                                                                             | Assessments indicate that an adequate proportion of tested students performed at or above target levels (50.1%-65%). |
| 4 = Exceeds standard                                                                                                                                                                                           | Assessments indicate that a high proportion of tested students performed at or above target levels (more than 65%).  |
| <b>2026</b><br><br><b>Rating: TBD</b><br><br><b>Comments: These scores were not included in the annual report and were not made available. Please submit the scores to achieve a score for this benchmark.</b> |                                                                                                                      |
| <b>2025</b><br><br><b>Rating: 1</b><br><br><b>Comments: The school uses the COR Advantage assessment and administers the assessment twice per year. The results of the assessment were not available.</b>      |                                                                                                                      |
| <b>Source:</b> Annual Report, School Selected Assessment Data Spreadsheet                                                                                                                                      |                                                                                                                      |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.14 Exemplary Learning Program</b><br>Does the school's learning program exemplify the mission and vision of the school?                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                         |
| 1 = Does not meet standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | The learning program does not exemplify the mission and vision of the school in policy or practice, and school leadership and/or the Board do not recognize the need to synchronize the two.                            |
| 2 = Approaching standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | The learning program does not exemplify the mission and vision of the school. School leadership and the Board recognize the need to synchronize the two.                                                                |
| 3 = Meets standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | The learning program exemplifies the mission and vision of the school. Staff are able to articulate this through daily teaching.                                                                                        |
| 4 = Exceeds standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | The learning program exemplifies the mission and vision of the school. Staff are able to articulate this through daily teaching. Board, academic, and operational decisions are made with the school's mission in mind. |
| <b>2026</b><br><br><b>Rating: 3</b><br><br><b>Comments: This has been a particularly difficult year for ALP for a variety of reasons, but the sense of community is very apparent, from the high attendance rate at the "town hall" meetings held by the Executive Director to the high participation rate at school events. The administrative team has put a lot of time into professional development to ensure teachers have what they need in the classroom. The school is continually working to improve the educational program and the school environment and culture.</b> |                                                                                                                                                                                                                         |
| <b>2025</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                         |

**Rating:** \_\_3\_\_

**Comments:** Based on discussions during site visits, it is clear that teachers, parents and students are fully behind the mission and vision of the school. There was an excitement for learning that was present in the classrooms and with the teachers when discussing the direction the school was heading. Parents felt that their children were being served well at the school and felt that they were an important part of the school community.

**Source:** Site visits, ongoing correspondence, strategic plan or other documentation

**1.15 Post-Secondary Acceptance**

Are students accepted to and enrolling in post-secondary programs at a high rate? Note: Post-secondary programs can include training in the trades, vocational programs, and 2 and 4 year college programs.

|                            |                                                                                                                                                                       |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 = Does not meet standard | a. Less than 55% of students in the graduating class have been accepted into a post-secondary program<br>b. Less than 10% of students enrolled in a secondary program |
| 2 = Approaching standard   | a. Between 55-65% of students in the graduating class have been accepted into a post-secondary program<br>b. 11 – 20% of students enrolled in a secondary program.    |
| 3 = Meets standard         | a. Between 66-85% of students in the graduating class have been accepted into a post-secondary program<br>b. 21 – 30% of students enrolled in a secondary program.    |
| 4 = Exceeds standard       | a. Over 85% of students in the graduating class have been accepted into a post-secondary program<br>b. Over 30% of students enrolled in a secondary program.          |

**2026****1.15a. Rating: 4****1.15b. Rating: 3****Overall Rating: 3.5**

**Comments: 100% of students who applied were accepted into post-secondary programs. Per the annual report, approximately 25% of students enrolled in a secondary program, including training programs.**

**2025****1.15a. Rating: 4****1.15b. Rating: 2****Overall Rating: 3**

**Comments: 100% of students who applied were accepted into post-secondary programs. Per the MDE report card, 14% of students enrolled in a secondary program within 16 months.**

**Data Source: Annual Report, School-reported data**

**1.16 Post-Secondary Preparation Opportunities**

Are students equitably accessing college and/or career preparation opportunities (e.g. AP, IB, CIS, PSEO, Honors, apprenticeships, internships) at high rates?

|                            |                                                                                                                            |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------|
| 1 = Does not meet standard | Less than 30% of all 12 <sup>th</sup> grade students accessed one or more rigorous courses by the end of their senior year |
| 2 = Approaching standard   | 30-45% of all 12th grade students accessed one or more rigorous courses by the end of their senior year                    |
| 3 = Meets standard         | 46 – 60% of all 12th grade students accessed one or more rigorous courses by the end of their senior year                  |
| 4 = Exceeds standard       | Over 60% of all 12th grade students accessed one or more rigorous courses by the end of their senior year                  |

**2026****Rating: 4**

**Comments:** Per the annual report, 22/27 (81%) of eligible students participated in either a college in the schools course or in PSEO. All 9 – 12 students are enrolled in Escalera College and Career readiness.

**2025****Rating: 1**

**Comments:** Per the MDE report card, 14% of students were enrolled in rigorous courses by the end of their senior year.

**Data Source:** Annual Report, School-reported data

## Section 2: Financial Viability

*Does the school exhibit strong fiscal health?*

| <b>2.1 Finance Committee</b>                                                                                                                                                                                                                                           |                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Does the school have an active finance committee that meets regularly and reports to the full board?                                                                                                                                                                   |                                                                                                                                                                                           |
| 1 = Does not meet standard                                                                                                                                                                                                                                             | The school has no active finance committee                                                                                                                                                |
| 2 = Approaching standard                                                                                                                                                                                                                                               | The school's finance committee meets only as needed and only to review financials and/or the finance committee does not report its findings to the full board.                            |
| 3 = Meets standard                                                                                                                                                                                                                                                     | The finance committee meets monthly, examines financial statements, and provides a thorough report of its findings to the full board.                                                     |
| 4 = Exceeds standard                                                                                                                                                                                                                                                   | The finance committee meets at least monthly and examines financial statements, as well as short and long-range financial issues. Thorough reports of findings are provided to the board. |
| <b>2026</b><br><br><b>Rating: 3</b><br><br><b>Comments: The board treasurer, secretary, Associate Superintendent and Designs for Learning make up the finance committee and meet at least monthly. This committee reports to the full board at each board meeting.</b> |                                                                                                                                                                                           |
| <b>2025</b><br><b>Rating: 3</b>                                                                                                                                                                                                                                        |                                                                                                                                                                                           |
| <b>Comments:</b> The finance committee at ALP is active and meets at least monthly. The committee presents financial information at each board meeting.                                                                                                                |                                                                                                                                                                                           |
| <b>Source:</b> Monthly board packets; Annual Report, Site visits                                                                                                                                                                                                       |                                                                                                                                                                                           |

| <b>2.2 Fund Balance Policy</b>                                                        |                                                                                                |
|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Does the board have a fund balance policy that includes fund balance goals over time? |                                                                                                |
| 1 = Does not meet standard                                                            | The school board does not have a fund balance policy                                           |
| 2 = Approaching standard                                                              | The school board has a fund balance policy but it does not include established goals over time |
| 3 = Meets standard                                                                    | The school board has a fund balance policy including goals over time                           |
| 4 = Exceeds standard                                                                  | <i>Not Applicable</i>                                                                          |
| <b>2026</b>                                                                           |                                                                                                |

**Rating: 3**

**Comments:** The school maintains a fund balance policy that stipulates the school maintain a fund balance of between 20-25%.

**2025**

**Rating:** \_\_3\_\_

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

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

### **2.3 Financial Audit**

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

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

**2026**

**Rating: TBD**

**Comments:** The audit report has not been completed at the time of this evaluation.

**2025**

**Rating:** \_\_1\_\_

**Comments:** The audit cited 4 findings including:

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

Source: Annual financial audit

## 2.4 Budget

Does the school establish and maintain a balanced budget?

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

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

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

**2026**

**Rating: 3**

**Comments:** The budget is approved prior to June 30 with a conservative enrollment projection. The budget is adjusted as necessary throughout the school year. The budget meets the fund balance policy goals.

**2025**

**Rating: 3**

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

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

## 2.5 Budget Enrollment Realization

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

*Calculated as actual ADM divided by budgeted ADM.*

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

**2026**

**Rating: 3**

**Comments:** The target ADM in the budget was 550 and the actual ADM was 537 for an enrollment realization of 98%.

**2025**

**Rating: 2**

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

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

## 2.6 Cash on Hand

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

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

**2026**

**Rating: 2**

**Comments:** Per the annual report, the cash on hand is 44 days.

**2025**

**Rating: 3**

|                                                                                                             |                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2.7 Current Fund Balance</b>                                                                             |                                                                                                                                                |
| For established schools (in operation for at least 4 years) does the school have a sufficient fund balance? |                                                                                                                                                |
| 1 = Does not meet standard                                                                                  | The school's fund balance is less than 10% of annual expenditures.                                                                             |
| 2 = Approaching standard                                                                                    | The school's fund balance is between 10-15% of annual expenditures.                                                                            |
| 3 = Meets standard                                                                                          | The school's fund balance is more than 15% of annual expenditures.                                                                             |
| 4 = Exceeds standard                                                                                        | The school's fund balance is more than 20% of annual expenditures <i>and</i> overall academic outcomes fall within the "meets standard" range. |
| <b>2026</b>                                                                                                 |                                                                                                                                                |
| <b>Rating: 4</b>                                                                                            |                                                                                                                                                |
| <b>Comments: The school's current fund balance is 23%.</b>                                                  |                                                                                                                                                |
| <b>2025</b>                                                                                                 |                                                                                                                                                |
| <b>Rating: 4</b>                                                                                            |                                                                                                                                                |
| <b>Comments:</b> The current fund balance is 48%.                                                           |                                                                                                                                                |
| <b>Source:</b> Annual Report, Auditor Report, Financial Statements, Board policies                          |                                                                                                                                                |
| <b>Comments: The school has maintained a minimum of 60 days cash on hand.</b>                               |                                                                                                                                                |
| <b>Source:</b> Annual Report, Auditor Report, Financial Statements, Board policies                          |                                                                                                                                                |

|                                                                                |                                                                                                                                                  |
|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2.8 Bond Covenants</b>                                                      |                                                                                                                                                  |
| Is the school meeting bond covenants (if applicable)?                          |                                                                                                                                                  |
| 1 = Does not meet standard                                                     | The school is not meeting one or more bond covenants.                                                                                            |
| 2 = Approaching standard                                                       | The school is meeting all bond covenants in the current year, but has been out of compliance with one or more covenants in the past three years. |
| 3 = Meets standard                                                             | The school has consistently met all bond covenants.                                                                                              |
| 4 = Exceeds standard                                                           | <i>Not Applicable</i>                                                                                                                            |
| <b>2026</b>                                                                    |                                                                                                                                                  |
| <b>Rating: TBD</b>                                                             |                                                                                                                                                  |
| <b>Comments: This will be scored once the audit report has been submitted.</b> |                                                                                                                                                  |

**2025**

**Rating:** 1

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

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

### **Section 3: Organizational Effectiveness**

*Is the organization effective and well run?*

#### **3.1 Board Training**

Do all board members meet the statutory requirements for initial and ongoing training on board roles and responsibilities, governance, finance and employment practices?

|                            |                                                                                     |
|----------------------------|-------------------------------------------------------------------------------------|
| 1 = Does not meet standard | Three or more board members are/have been out of compliance during the school year. |
| 2 = Approaching standard   | Two or fewer board members are/have been out of compliance during the school year.  |
| 3 = Meets standard         | All board members meet training requirements                                        |
| 4 = Exceeds standard       | <i>Not Applicable</i>                                                               |

**2026**

**Rating:** **3**

**Comments:** All board members are currently in compliance with training requirements.

**2025**

**Rating:**   2  

**Comments:** Per the board template, two board members have not received annual training since SY22. If this is a result of not updating the template, please ensure the template includes all annual training completed for all board members.

**Source:** Monthly board packets, UST site visits, Statement of compliance sheet

### **3.2 Open Meeting Law**

Does the board understand and comply with the Open Meeting Law and maintain orderly records including its bylaws, policies, board/committee minutes, and board packets?

|                            |                                                                                                                                                                                                               |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 = Does not meet standard | The board does not understand the requirements of the Open Meeting Law and has been out of compliance more than once in the last year and/or the board does not maintain its records in an orderly fashion.   |
| 2 = Approaching standard   | The board exhibits working knowledge of the requirements of the Open Meeting Law and has been out of compliance no more than once in the last year and maintains its records properly, with minor exceptions. |
| 3 = Meets standard         | The board understands and meets the requirements of the Open Meeting Law and maintains its records in an orderly fashion.                                                                                     |
| 4 = Exceeds standard       | <i>Not Applicable</i>                                                                                                                                                                                         |

**2026**

**Rating:** **3**

**Comments:** The board understands and complies with Open Meeting Law. Records and board packets are maintained in an orderly fashion.

**2025**

**Rating:**   3  

**Comments:** The board understands and follows Open Meeting Law. Board records are maintained in both digital and print form.

**Source:** Board minutes, ongoing correspondence, UST site visits

### **3.3 Staff Licensure**

Are all the school's educational staff appropriately licensed?

|                            |                                                                                                                                                        |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 = Does not meet standard | At least one educational staff is not appropriately licensed or does not hold appropriate and current waivers, variances, or out-of-field permissions. |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|

|                          |                                                                                         |
|--------------------------|-----------------------------------------------------------------------------------------|
| 2 = Approaching standard | At least one educational staff has been on a waiver or variance for more than one year. |
| 3 = Meets standard       | All educational staff are appropriately licensed.                                       |
| 4 = Exceeds standard     | <i>Not Applicable</i>                                                                   |

**2026**

**Rating: 1**

**Comments:** Per MDE license look-up, there are numerous staff that are teaching out of field. Please update if this is incorrect information:

- Adela Costilla – not licensed to teach 7<sup>th</sup> grade
- Ana Cecilia Giron Jaimes – not licensed to teacher Kindergarten
- Sandra Huge – license expired
- Tamara Ramirez Torres – not licensed for high school
- Antonio Arellano – not licensed for math
- Efren Capistran – not licensed for 6 – 8
- Mayra Nunez – licensed in ELA

**2025**

**Rating:** 1

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

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

### 3.4 Background Checks

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

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

**2026**

**Rating: 3**

**Comments:** Background checks are completed for all staff and board members as well as volunteers who work with the students.

**2025**

**Rating:**   3  

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

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

### 3.5 Legal Compliance

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

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

1 = Does not meet standard

The school is not in compliance with other applicable law.

2 = Approaching standard

*Not Applicable*

3 = Meets standard

The school is in compliance with other applicable law.

4 = Exceeds standard

*Not Applicable*

**2026**

**Rating:** 3

**Comments:** The school recently updated the bylaws and the enrollment policy. The Articles of Incorporation were also updated and submitted to the Secretary of State.

**2025**

**Rating:**   3  

**Comments:** The school is in compliance with all applicable laws.

**Source:** Website compliance check, Quarterly Report, UST site visit, board chair interview

### 3.6 Governance Best Practices

Do all board members exhibit understanding of the role of the board and utilize nonprofit governance best practices including:

- Understanding of board and school leader roles (governance vs. management)
- Annual board self-evaluation
- Annual school-leader evaluation
- Annual approval of professional development plan for school leader (if applicable)
- Annual evaluation of Educational Service Provider (CMO/EMO) if applicable
- Orientation process for new members
- Regular Strategic planning (at least once every five years)

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

2026

**Rating: 3**

**Comments: The board has initiated an orientation process for new members which is taken care of by the school leader and the board chair. The school leader is evaluated on an annual basis and follows a leader development plan. The board has undergone various trainings and also recently completed a strategic plan.**

|                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2025</b>                                                                                                                                                                                                                                                                                             |
| <b>Rating:</b> <u>  3  </u>                                                                                                                                                                                                                                                                             |
| <b>Comments:</b> The board and the school leadership understand their roles with regard to one another. The board engaged in strategic planning when going through the merger. The board undertakes a self-evaluation in the spring and also conducts an evaluation process with the school leadership. |
| <b>Source:</b> Site visits, ongoing correspondence, board minutes, interview with board chair                                                                                                                                                                                                           |

|                                                                                                                                                            |                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3.7 Board Bylaws &amp; Policies</b>                                                                                                                     |                                                                                                                                                                     |
| Does the board regularly review, update, and approve its bylaws and policies such that they maintain compliance with state law and current best practices? |                                                                                                                                                                     |
| 1 = Does not meet standard                                                                                                                                 | Board policies and/or bylaws are outdated and not reviewed regularly.                                                                                               |
| 2 = Approaching standard                                                                                                                                   | Board policies and/or bylaws are reviewed and approved as needed, but are not comprehensively reviewed on a regularly scheduled basis.                              |
| 3 = Meets standard                                                                                                                                         | Board policies and bylaws are reviewed for content and legal compliance, updated, and approved on a regularly scheduled basis, no less than once every three years. |
| 4 = Exceeds standard                                                                                                                                       | <i>Not Applicable</i>                                                                                                                                               |
| <b>2026</b>                                                                                                                                                |                                                                                                                                                                     |
| <b>Rating: 3</b>                                                                                                                                           |                                                                                                                                                                     |
| <b>Comments:</b> The bylaws were recently updated and the policies are reviewed and updated regularly.                                                     |                                                                                                                                                                     |
| <b>2025</b>                                                                                                                                                |                                                                                                                                                                     |
| <b>Rating:</b> <u>  3  </u>                                                                                                                                |                                                                                                                                                                     |
| <b>Comments:</b> With the merger the bylaws and policies were updated and are reviewed regularly.                                                          |                                                                                                                                                                     |
| <b>Source:</b> Board minutes, board policies, Governance binder, Quarterly Report, UST site visit                                                          |                                                                                                                                                                     |

|                                                                                                                                                                                                                                                                                                                                                |                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| <b>3.8 Board Packets</b>                                                                                                                                                                                                                                                                                                                       |                                                                   |
| Does the board submit a complete board packet (including agenda, minutes, director report, other relevant documents, check register, cash flow sheet, enrollment report, balance sheet and income and expense report), to be received by all members of the board, school leadership, and UST at least three days prior to all board meetings? |                                                                   |
| 1 = Does not meet standard                                                                                                                                                                                                                                                                                                                     | Board packets are not submitted on time <i>and</i> are incomplete |

|                                                                                                                   |                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 = Approaching standard                                                                                          | Board packets are submitted on time (more than 75 percent of the time) but incomplete <i>or</i> not submitted on time (less than 75 percent of the time) but complete |
| 3 = Meets standard                                                                                                | Board packets are submitted on time (more than 75 percent of the time) and complete                                                                                   |
| 4 = Exceeds standard                                                                                              | <i>Not Applicable</i>                                                                                                                                                 |
| <b>2026</b><br><br><b>Rating: 3</b><br><br><b>Comments: Board packets are complete and are submitted on time.</b> |                                                                                                                                                                       |
| <b>2025</b><br><br><b>Rating: 3</b><br><br><b>Comments:</b> Board packets are complete and submitted on time.     |                                                                                                                                                                       |
| <b>Source:</b> Monthly board packets; Board materials tracking document (G-1 CS info)                             |                                                                                                                                                                       |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| <b>3.9 EL Compliance</b><br>Is the school fulfilling its legal obligations related to access and services to English Learners (ELs)?<br>This includes: <ul style="list-style-type: none"> <li>- Following MN Standardized Statewide EL Procedures for identification</li> <li>- Following MN Standardize Statewide EL Procedures for entrance and exit.</li> <li>- Maintaining an established EL program with a written plan for service at all grade and proficiency levels</li> <li>- Securing appropriate staffing levels with staff who hold appropriate licenses and have knowledge of current legislation and research based best practices for serving EL students.</li> <li>- Supplying relevant professional development to all staff</li> <li>- Ensuring that information on student EL status is available to all classroom teachers</li> <li>- Providing staff with appropriate training.</li> </ul> |                                                                                                              |
| 1 = Does not meet standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | The school is <i>not</i> fulfilling its legal obligations regarding ELs and requires substantial improvement |
| 2 = Approaching standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | The school is fulfilling all of its legal obligations regarding ELs but requires some improvements           |
| 3 = Meets standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | The school is fulfilling its legal obligations regarding ELs and requires no considerable improvements       |
| 4 = Exceeds standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <i>Not Applicable</i>                                                                                        |
| <b>2026</b><br><br><b>Rating: 3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                              |

**Comments:** 75% of students at ALP qualify for English Learner services. All teachers are trained in Guided Language Acquisition Design (GLAD). In High School, all classes are offered in English and Spanish. In all grades, EL instruction is integrated into the dual language program. In Grades K – 2, there is a dedicated English teacher who provides targeted English instruction to students who qualify. In Grades 3 – 5, EL allocation teachers provide content in English and in Middle School, an EL teacher/coordinator supports multilingual learners and ensures that student language needs are met. In High School, there is an EL teacher/coordinator and an EL endorsed teacher to provide support. All teachers and staff undergo professional development to learn strategies that strengthen the multi-lingual program.

**2025**

**Rating:** 3

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

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

### 3.10 SPED IEP Compliance

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

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

|                            |                                                                                                                                |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| 1 = Does not meet standard | The school is not fulfilling its legal obligations regarding students with special needs and requires substantial improvement  |
| 2 = Approaching standard   | The school is fulfilling all of its legal obligations regarding students with special needs but requires some improvements     |
| 3 = Meets standard         | The school is fulfilling its legal obligations regarding students with special needs and requires no considerable improvements |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| 4 = Exceeds standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <i>Not Applicable</i> |
| <b>2026</b><br><br><b>Rating: 3</b><br><br><b>Comments:</b> To help to develop the Special Education program, a Director of Specialized Services was hired to help teachers target their instruction and increase teacher professional development. The school continues to use Indigo Education for Special Education Director services. Nine special education teachers and 6 paraprofessionals help to support students at the ACC campus and at the high school, 2 licensed special education teachers and 4 paraprofessionals support students in the classroom. A Due Process Coordinator manages the Child Find process and helps teachers with the intervention process. An instructional coach, Director of Teaching and Learning and Head of Elementary work with teachers to develop strategic plans to support different levels of need in the classroom. ALP relies on the pull-out model with small group instruction and push-in with support. Along with the in-house support, ALP utilizes contracted services for social work, ECSE, school psychology, Occupational Therapy, Physical Therapy, Speech services and audiology. |                       |
| <b>2025</b><br><br><b>Rating: 3</b><br><br><b>Comments:</b> 13.4% of students at ALP qualify for special education services. At ACC, 9 licensed teachers and 6 paraprofessionals serve 65 students receiving special education services. At El Colegio, 2 teachers and 4 paraprofessionals serve 16 students. The school has hired a Director of Specialized Services who helps with the day to day operations of special education and the school also contracts with Indigo Education for a Special Education Director. ALP contracts for a school social worker, ECSE, School Psychologist, Occupational Therapy, Speech/language pathology, Audiology and Blind/Visual Impairments.                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                       |
| <b>Source:</b> Quarterly report, UST site visits, Reference: special education investigation search on MDE website and special education training materials; Special education director interview                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                       |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <b>3.11 PreKindergarten Program Compliance</b><br>Is the school fulfilling its legal obligations related to the delivery of a quality PreKindergarten instructional program? This includes: <ul style="list-style-type: none"> <li>- Ensuring Early Childhood Health and Developmental Screening is completed,</li> <li>- Securing appropriate staffing,</li> <li>- Supplying relevant professional development to all staff</li> <li>- Implementing culturally responsive comprehensive child assessment(s),</li> <li>- Utilizing the Early Childhood Indicators of Progress (ECIPs),</li> <li>- Supporting an effective transition to Kindergarten, and</li> <li>- Referring students to community-based resources as needed.</li> </ul> |                                                                                                                 |
| 1 = Does not meet standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | The school is not fulfilling its legal obligations regarding PreK students and requires substantial improvement |

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

**2026**

**Rating: 3**

**Comments:** As a part of the PreK program, thematic units are developed and tie in with the dual language program as well as the Eureka math curriculum and Estrellira literacy curriculum. There are two sections of pre-K and there is a 1:10 student/teacher ratio. Professional development for pre-K focuses on dual language instruction and teachers and staff receive training from the instructional coach once per month. The COR Advantage assessment is utilized to inform teachers and parents of child development.

Screening is conducted as a part of the enrollment process. ACC uses the Minneapolis Preschool Screening Instrument-Revised screening tool. The Pre-K program also uses a Pediatric Symptom checklist to engage parents in the screening process.

**2025**

**Rating: 3**

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

**Source:** Site Visits, Interviews, Quarterly Reports

### **3.12 Attendance**

Does the school have a high attendance rate?

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

**2026**

**Rating: 1**

**Comments:** Per the MDE report card, the consistent attendance rate for SY25 was 64%. The state percentage was 75.5%.

|                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>2025</b>                                                                                                                          |
| <b>Rating:</b> <u>  1  </u>                                                                                                          |
| <b>Comments:</b> Per MDE's consistent attendance report, the consistent attendance rate at ALP is 45.7%. The state average is 74.5%. |
| <b>Source:</b> Annual reports, MDE website (data downloads)                                                                          |

|                                                                                                                                                                                              |                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| <b>3.13 Teacher Retention</b>                                                                                                                                                                |                                                                        |
| Is the school able to maintain a high percentage of teacher retention?                                                                                                                       |                                                                        |
| <i>Excluding Retirement, Educator Outside Minnesota, Other Educational Occupation, Licensed to Non-licensed Position, or Not Offered Reemployment For Reason Other Than Staff Reduction.</i> |                                                                        |
| <b>2023-2024</b>                                                                                                                                                                             |                                                                        |
| 1 = Does not meet standard                                                                                                                                                                   | Fewer than 35% of teachers remained at the school last year.           |
| 2 = Approaching standard                                                                                                                                                                     | Between 35.1-45% of teachers remained at the school last year.         |
| 3 = Meets standard                                                                                                                                                                           | Between 45.1-50% percent of teachers remained at the school last year. |
| 4 = Exceeds standard                                                                                                                                                                         | More than 50% of teachers remained at the last school year.            |
| <b>2024-2025</b>                                                                                                                                                                             |                                                                        |
| 1 = Does not meet standard                                                                                                                                                                   | Fewer than 50% of teachers remained at the school last year.           |
| 2 = Approaching standard                                                                                                                                                                     | Between 50.1-55% of teachers remained at the school last year.         |
| 3 = Meets standard                                                                                                                                                                           | Between 55.1-65% of teachers remained at the school last year.         |
| 4 = Exceeds standard                                                                                                                                                                         | More than 65% of teachers remained at the school last year.            |
| <b>2025-2026</b>                                                                                                                                                                             |                                                                        |
| 1 = Does not meet standard                                                                                                                                                                   | Fewer than 75% of teachers remained at the school last year.           |
| 2 = Approaching standard                                                                                                                                                                     | Between 75.1-80% of teachers remained at the school last year.         |
| 3 = Meets standard                                                                                                                                                                           | Between 80.1-85% of teachers remained at the school last year.         |
| 4 = Exceeds standard                                                                                                                                                                         | More than 85% of teachers remained at the school last year.            |
| <b>2026</b>                                                                                                                                                                                  |                                                                        |
| <b>Rating: 3</b>                                                                                                                                                                             |                                                                        |
| <b>Comments: The teacher retention rate for SY25 was 82%.</b>                                                                                                                                |                                                                        |
| <b>2025</b>                                                                                                                                                                                  |                                                                        |

|                                                      |
|------------------------------------------------------|
| <b>Rating:</b> __4__                                 |
| <b>Comments:</b> The teacher retention rate was 81%. |
| <b>Source:</b> Annual Report                         |

### 3.14 Staff Development

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

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

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

**2026**

**Rating: 4**

**Comments:** Some staff were sent to a summer training in restitution, E3 and Ethnic studies. ALP has a partnership with Dual Language Education of New Mexico and teachers are involved in trainings in innovative practices and research as well as access to a network of colleagues. Staff and administration use data from assessments to inform the professional development opportunities offered. This helps the school to stay responsive to student needs. A wide variety of professional development opportunities were offered on many topics including restitution, GLAD, NWEA test preparation and data interpretation, trauma informed practices, mandated reporting, support for students on IEPs to name a few.

**In SY25, a new initiative was introduced that allowed for teacher planning days to provide time for collaboration and planning. This initiative was very well received and will continue in the SY26 school year.**

**2025**

**Rating:** \_\_4\_\_

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

**Source:** Annual report (Professional Development Tracking Chart)

### **3.15 Student Retention**

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

1 = Does not meet standard

Student retention rates are at or below 84%

2 = Approaching standard

Student retention rates are between 85 – 89%

3 = Meets standard

The student retention rates are at or above 90%

4 = Exceeds standard

*Not Applicable*

**2026**

**Rating:** 2

**Comments:** The student retention rates for SY25 were 86%.

**2025**

**Rating:** \_\_3\_\_

**Comments:** Student retention rates are at 95%.

**Source:** Annual report, renewal application

**3.16 Parent Satisfaction**

Does the school exhibit a high level of parent satisfaction as measured by the following?

*3.16a The percentage of parents surveyed who “agree” or “strongly agree” that they are satisfied with the school overall.*

*3.16b Survey response rate*

|                            |                                                                                                                                                                 |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 = Does not meet standard | 3.16a - Less than 70% of parents surveyed indicate they are satisfied with the school overall.<br>3.16b - The school’s survey response rate was less than 20%.  |
| 2 = Approaching standard   | 3.16a - 75-85% of parents surveyed indicate they are satisfied with the school overall.<br>3.16b - The school’s survey response rate was 20-25%.                |
| 3 = Meets standard         | 3.16a - 85.1-95% of parents surveyed indicate they are satisfied with the school overall.<br>3.16b - The school’s survey response rate was more than 25-30%.    |
| 4 = Exceeds standard       | 3.16a - 95% or more of parents surveyed indicate they are satisfied with the school overall.<br>3.16b - The school’s survey response rate was greater than 30%. |

**2026**

**3.16a Rating: 3**

**3.16b Rating: 4**

**Overall Rating: 3.5**

**Comments: 87% of parents surveyed indicated they are satisfied with the school. The response rate was 70.7%.**

**2025**

**3.16a Rating:   3**

**3.16b Rating:   2**

**Overall Rating:   2.5**

**Comments: 92% of parents indicate an overall satisfaction with the school. The survey response rate was 21%.**

**Source:** Annual report, School parent satisfaction survey--overall satisfaction indicator

### 3.17 School Safety

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

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

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

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| 4 = Exceeds standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>All health and safety code requirements are being met <i>and</i> the facility generally provides a safe environment that is conducive to learning, based on conditions such as:</p> <ul style="list-style-type: none"> <li>- a design well-suited to meet the curricular and social needs of its students, faculty, and community members;</li> <li>- a size appropriate for the enrollment and student-teacher ratios in each class;</li> <li>- adequate maintenance and security;</li> <li>- well-maintained equipment and furniture that match the educational needs of the students; and/or</li> <li>- accessibility to all students.</li> </ul> <p>Additionally, the facility meets the mission of the school.</p> |
| <p><b>2026</b></p> <p><b>Rating: 3</b></p> <p><b>Comments:</b> The school is working with an architectural firm to upgrade the buildings and to determine where changes can be made. This will help to accommodate more of the needs of the school in the near future. The school has increased security measures and is always looking for ways to ensure safety for all students and staff. With the addition of support staff, the teacher/student ratio remains low and each student receives the support they need. The facility meets the mission of the school and will continue to do so with the improvements that are planned.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>2025</b></p> <p><b>Rating: __3__</b></p> <p><b>Comments:</b> The school facility needs some upgrades which the school is aware of and is in the process of rectifying. The move to fully dual language programming is nearly 100% complete and the school has made a great effort in this area. Curriculum for the program is difficult to find, but between creating their own and purchasing from international companies, the school is working to build their curricular offerings.</p>                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Source:</b> Authorizer observation</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

### 3.18 MTSS

Does the school have systems and structures in place, including an effective multi-tiered system of support (MTSS), to effectively identify and support students needing academic and/or behavioral supports in a timely fashion? This includes:

- A clear process to identify students needing support, understood and implemented consistently
- A robust system of tiered supports
- Timely execution of these supports
- Use of data to evaluate the effectiveness of supports and the system
- Effective communication between stakeholders (teachers, school staff, families, and students)

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|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 = Does not meet standard | <ul style="list-style-type: none"><li>- The school does not have adequate systems to identify students needing support.</li><li>- When students are identified the systems in place move slowly, taking weeks or months to execute the eventual support.</li><li>- Communication within systems is poor and internal/external stakeholders (teachers, school staff, parents, students) do not always receive timely or adequate communication.</li></ul>                                                                                                                                                                                                                                                                                    |
| 2 = Approaching standard   | <ul style="list-style-type: none"><li>- The school has systems to identify students needing support, but they may not always work as designed.</li><li>- When students are identified the systems in place move at a moderate pace, taking several weeks to a month to execute the eventual support.</li><li>- Communication within systems is patchy and internal/external stakeholders (teachers, school staff, parents, students) receive communication, but it may not always be timely or adequate.</li></ul>                                                                                                                                                                                                                          |
| 3 = Meets standard         | <ul style="list-style-type: none"><li>- The school has systems to identify students needing support, which work reliably and are understood and used regularly by individuals throughout the system (teachers, paraprofessionals, administrators, counselors, parents, etc.).</li><li>- When students are identified the systems in place move efficiently, taking days or weeks to execute the needed support.</li><li>- Communication within systems is reliable and internal/external stakeholders (teachers, school staff, parents, students) receive all necessary communication in a clear and timely fashion.</li></ul>                                                                                                              |
| 4 = Exceeds standard       | <ul style="list-style-type: none"><li>- The school has systems with built in redundancies (multiple opportunities for reporting) to identify students needing support. The systems work reliably and are understood and used regularly by individuals throughout the system (teachers, paraprofessionals, administrators, counselors, parents, etc.).</li><li>- When students are identified the systems in place move efficiently, taking hours or days to execute the needed support unless mandated timelines are longer.</li><li>- Communication within systems is reliable and internal/external stakeholders (teachers, school staff, parents, students) receive all necessary communication in a clear and timely fashion.</li></ul> |

**Rating: 3**

**Comments:** The school has instituted data cycles to guide instructional decisions. The mClass platform is in place in the Elementary school to deliver targeted instruction and to monitor progress in English and Spanish. Math intervention has been enhanced and additional professional development was added to increase teacher effectiveness. Data from assessments is used to identify students who may benefit from interventions and this process is tracked by the Head of School and the Instructional Coach.

**2025**

**Rating:** 3

**Comments:** The school has implemented various teaching positions to support students who are struggling in reading and/or math. These additional positions allow for small groups and more targeted instruction for students who are struggling. Classroom teachers meet with instructional coaches, the director of curriculum and instruction and the head of Elementary to develop plans to support different levels of need in the classroom. In middle school, students may be scheduled for additional classes, especially in math as needed. In High School, classrooms have a lower number of students per class. This allows students to receive specialized and focused instruction.

**Source:** Quarterly report, Site visits, ongoing correspondence, interviews

### 3.19 Family Engagement

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

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

1 = Does not meet standard

- a. The school does not have a plan to communicate academic performance and other pertinent school information. Communication is not available in languages other than English.
- b. The school has a plan to elicit feedback from families, or the plan reaches only a limited set of families.
- c. Less than 25% of families participated in any engagement opportunity.

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|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 = Approaching standard | <ul style="list-style-type: none"> <li>a. The school has a plan to communicate academic performance and other pertinent school information, however the implementation of this plan is inconsistent or in the development phase.</li> <li>b. The school has a plan for eliciting feedback from families representing the broad school community, however, implementation of this plan is inconsistent or in the development phase.</li> <li>c. Between 25.1-40% of families/guardians participated in an engagement opportunity.</li> </ul>                                                                                                                                                                                                                                                                                                  |
| 3 = Meets standard       | <ul style="list-style-type: none"> <li>a. The school has a comprehensive plan to communicate academic performance and other pertinent school information with families, which is consistently executed. The plan includes an awareness of the language preferences and needs of families and strategies for providing communication in multiple languages as needed.</li> <li>b. The school has a comprehensive plan to elicit feedback from all families. The plan includes an awareness of the language preferences and needs of families, strategies for providing communication in multiple languages as needed and methods for ensuring representation from the broad school community.</li> <li>c. Between 40.1-55% of families/guardians participated in an engagement opportunity.</li> </ul>                                        |
| 4 = Exceeds standard     | <ul style="list-style-type: none"> <li>a. The school has a comprehensive plan to communicate academic performance and other pertinent school information with families, which is executed with fidelity. School survey data and interviews with families provide evidence of parent satisfaction with home-school communications.</li> <li>b. The school has a formalized process to elicit feedback from families reflective of the broad school community, which is executed with fidelity. The school is able to demonstrate how family feedback is reviewed and utilized in a timely manner. School survey data and interviews with families provide evidence of parent knowledge of and satisfaction with feedback opportunities.</li> <li>c. More than 55% of families/guardians participated in an engagement opportunity.</li> </ul> |

**2026**

**Rating 3.19a: 4**

**Rating 3.19b: 3**

**Rating 3.19c: 4**

**Overall Rating: 3.7**

**Comments: Town hall meetings with the Executive Director have continued and due to a variety of issues, have been offered more frequently than in previous years and are even more well-attended. Various surveys and interviews are conducted at family engagement events, which has resulted in a much higher response rate. 94.3% of parents participated in at least one engagement opportunity. An average of 60% of parents attended conferences throughout the school year.**

2025

Rating 3.19a: 4

Rating 3.19b: 3

Rating 3.19c: 3

Overall Rating: 3.33

**Comments:** The school continues to conduct monthly or bi-monthly Zoom meetings for parents to keep them informed about happenings at school as well as to provide a time for parents to ask questions. Approximately 41% of parents attended conferences throughout the school year. Parent education classes are held on a monthly basis which allow parents a space to learn parenting tips as well as more about how to help their child at school.

**Source:** Site visits, ongoing correspondence, interviews

### 3.20 Equity & Inclusion

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

- 3.20a. Marketing/outreach targets socioeconomically and racially diverse populations, which includes having materials available in multiple languages.
- 3.20b. Enrollment policies and practices are accessible and transparent. Supports are available to families as needed to navigate the application and enrollment process.
- 3.20c. The school demonstrates a commitment to cultivating a board and staff that is reflective of the student population.

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 = Does not meet standard | <ul style="list-style-type: none"><li>a. The school's marketing strategy marginalizes or ignores students from diverse backgrounds and/or those who are low income. Materials are only available in English.</li><li>b. Enrollment policies and practices are not transparent and/or result in accessibility barriers for low income students and students of color.</li><li>c. The board and staff are not representative of the students the school serves.</li></ul>                                                                                                                                                                                                 |
| 2 = Approaching standard   | <ul style="list-style-type: none"><li>a. The school's marketing strategy includes a plan to recruit students from diverse backgrounds and/or those who are low income. However, implementation of the plan is inconsistent and materials are only available in English.</li><li>b. Enrollment policies and practices are transparent. However, families encounter challenges navigating the enrollment process.</li><li>c. While the board and/or staff are not representative of the students the school serves, the school is committed to recruiting board members and staff who are representative and has identified recruitment strategies to this end.</li></ul> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 = Meets standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>a. The school's marketing strategy includes an actionable plan to recruit students from diverse backgrounds and/or those who are low income. The plan is actively utilized. Materials are available in multiple languages.</p> <p>b. School enrollment policies and practices are clear and easily navigated by families. Methods for accessing support for families needing assistance are readily apparent.</p> <p>c. The school employs strategies to recruit and retain board members and staff who are representative of the student population. Board and staff composition reflect these efforts.</p> |
| 4 = Exceeds standard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <i>Not Applicable</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>2026</b><br><br><b>3.20a Rating: __3__</b><br><b>3.20b Rating: __3__</b><br><b>3.20c Rating: __3__</b><br><b>Overall Rating:</b><br><br><b>Comments: The school continues to make an effort to recruit students from all backgrounds and is working to broaden the scope of their marketing strategies. Materials are available in multiple languages. Family engagement specialists are employed to assist families with the navigation of the school system and materials. The board is representative of the school population.</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>2025</b><br><br><b>3.20a Rating: __3__</b><br><b>3.20b Rating: __3__</b><br><b>3.20c Rating: __3__</b><br><b>Overall Rating: __3__</b>                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Comments:</b> The school makes a very conscious effort to recruit students from all backgrounds and have materials that parents are able to access. Policies and procedures are available in English and Spanish and the website is in both languages as well. The school goes out of its way to recruit teachers who support the mission and vision of the school and who are representative of the student population.                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Source:</b> Quarterly report, Site visits, ongoing correspondence, interviews                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |