



Annual Report

2020-2021

Achieve Language Academy
www.achievemn.org

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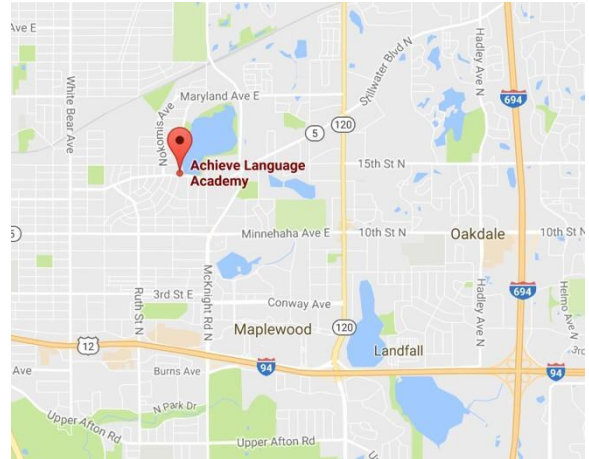
SCHOOL INFORMATION

This report provides the Minnesota Department of Education, our authorizer (Novation Education Opportunities or NEO), parents of Achieve Language Academy (ALA), and the general public with information describing the progress of ALA and its students.

2169 Stillwater Ave E
St. Paul, MN 55119
Phone: 651-738-4875
Website: www.achievemn.org

Grades Served: PK-8

Year opened: 1996 (approved in 1995)



ALA is an urban charter school that offers a second language and serves students in pre-kindergarten through eighth grade. The 2015-2016 school year marked ALA's 20th year of operations. The school was granted its charter in 1996. In July of 2012, Novations Education Opportunities (NEO) became the authorizer. Achieve is located in the city limits of St. Paul, Minnesota. During the 2019-2020 school year, Achieve enrolled approximately 462 (PK-8) students.

ALA is built on the beliefs that good schools transform communities; that community is created by shared values and common goals; that all children can learn and achieve; and that education is essential to a fulfilling life.

At ALA, students:

- WORK cooperatively with other students of various cultural backgrounds and toward personal high academic goals;
- RESPECT each individual's uniqueness, cultural heritage and opinions and ideas; and
- BELONG to a community that gives back to the larger community and are active members of a challenging learning community.

Unique Characteristics

- Students have an opportunity to become literate in two languages: English and either Hmong or Spanish.
- Extended summer programming available for all students.
- 5-day a week preschool program (4-year-old).
- English is considered the second language for approximately half of the students.
- ALA has Smart Board Technology in every classroom.
- The ratio of computers to students is 1:1.
- Achieve students are exposed to a variety of in-school and out of school arts, athletic, and academic enrichment activities.

Mission Statement

The mission of Achieve Language Academy is to provide a rigorous, standards-based,

data-driven, best practices educational program for students in grades Pre-K through 8. Achieve educates the whole child in a safe environment that values diversity and promotes the Hmong and Spanish languages and cultures.

Philosophy

The underlying philosophy statements underscore the commitment that Achieve has for preparing students for success once they leave the school.

- Learner success is based on a partnership where:
 - Teachers facilitate;
 - Learners participate; and
 - Families engage.
- Proficiency in Hmong or Spanish will prepare our learners to thrive in a diverse society.
- Small learning communities create a welcoming, safe, and nurturing environment. Learning is centered in the classroom.
- Achieve focuses on the whole learner's:
 - Emotional health;
 - Social development; and
 - Academic achievement.
- A culturally diverse student population enriches each learner's experience
- Achieve continues to improve through the active participation of:
 - Learners;
 - Families;
 - Community;
 - Staff; and the
 - School Board.
- Teachers work in learning teams to ensure the success of all learners
- Achieve strives for academic success by:
 - Using standards-based curricula;
 - Making data driven decisions in planning for each student; and
 - Using research based instructional practices.

School Calendar/Hours of Operation:

In 2020-2021, Achieve Language Academy had 173 instructional days scheduled, though fewer instructional days were held to allow preparation for changes to learning models due to the ongoing COVID-19 pandemic. The majority of the year was held in distance learning due to the pandemic. Students began returning to in-person learning in March of 2021. 53% of students choose to return to in-person learning, while 47% of students opted to remain in distance learning for the entire school year due to ongoing concerns regarding the pandemic. School was in session, Monday through Friday, from 8:05 a.m. to 2:35 p.m. Summer programming was offered again in summer 2021 after being closed in 2020 due to the pandemic.

Authorizer Information

Novation Education Opportunities (NEO)
3432 Denmark Avenue, Suite 130, Eagan, MN 55123
Wendy Swanson Choi, Executive Director
Phone – 612-889-2103

KEY DEMOGRAPHIC TRENDS

Student Characteristics:

During the 2020-2021 school year a total of 450 students attended ALA in grades pre-kindergarten through eighth grade. The student body is very diverse and many qualify for free or reduced lunch, though like many schools during the 2020-2021 school year, it was challenging to obtain completed applications for Free/Reduced Lunch from families due to students remaining in distance learning for much of the 20-21 school year. Some new students were not able to be screened for EL services due to students remaining in distance learning throughout the 20-21 school year. These students will be screened at the beginning of 21-22. The table below outlines demographic characteristics of ALA students.

	2015-2016	2016-2017	2017-2018	2019-2020	2019-2020	2020-2021
Total Enrollment (Oct 1 count)	404	456	446	451	462	450
Special Education	10.1%	9.6%	8.5%	9.3%	12.1%	11.1%
LEP	62.6%	53.7%	50.7%	40.4%	37.9%	35.3%
Asian	40.1%	36.8%	33.4%	31.9%	32.7%	32%
Black	12.4%	12.5%	12.6%	13.1%	10.2%	11.1%
White	13.1%	11.6%	10.5%	9.3%	9.5%	9.1%
Hispanic	33.7%	34.6%	39.2%	40.8%	43.5%	43.1%
American Indian	0.7%	0.7%	0.7%	0.2%	0.4%	0.4%
F/R Lunch	83.2%	83.1%	48.2%	82.3%	75.9%	42.3%

**reported numbers are based on October 1 enrollment data

Student Enrollment

Over the past 6 years ALA has had a very stable population, averaging 448 students in grades pre-kindergarten through 8th grade each year.

	2015-2016	2016-2017	2017-2018	2019-2020	2019-2020	2020-2021
Pre-Kindergarten		34	35	34	39	37
Kindergarten	42	49	49	45	49	46
1st Grade	45	46	48	45	48	50
2nd Grade	48	43	46	46	48	45
3rd Grade	48	49	50	51	43	42
4th Grade	40	47	48	48	47	45
5th Grade	49	45	45	48	49	46
6th Grade	48	49	49	47	44	47
7th Grade	44	50	50	48	49	46
8th Grade	40	44	44	39	46	46
Total	404	456	466	451	462	450

**reported numbers are based on October 1 enrollment data

Student Attendance, Attrition & Mobility

	2015-2016	2016-2017	2017-2018	2019-2020	2019-2020	2020-2021
Attendance Rate	78.77%	86.17%	90.69%	86.80%	86.40%	**

Students are considered to be attending consistently for the North Star accountability reporting if the student is in attendance for 90% of possible instructional days.

**Due to the COVID-19 Pandemic, North Star Consistent Attendance accountability data regarding consistent attendance was not published for 2020-2021.

Admissions

Even though Achieve Language Academy is a public school, an application must be filled out and submitted before starting school. Admission is limited by grade level. The deadline for application (for the upcoming school year) was March 1 for the 2020-2021 school year. If there was space available, new students were enrolled by the date of application prior to the March 1 deadline. If there were more students than the number of spaces available on March 1, a lottery (by grade level) was held, which included all students with current applications. Families who submitted applications after the March 1 application deadline were placed on the bottom of the waiting list in the order received unless they have sibling or staff preference. If openings became available, and there was no waiting list, students were enrolled on a first come, first serve basis.

Enrollment Priorities

Once enrolled, a student retains their enrollment spot until they unenroll at Achieve or enroll in another school/district.

- Requests for admission shall give priority for attendance to siblings and foster children in the household of children currently enrolled.
- Employees of the school shall receive priority admission after all above enrollment requests.
- Transportation: It shall be at the discretion of the school to provide transportation outside the normal transportation radius.

Once a student is accepted, staff will review the application in order to determine the best placement. No placement will be considered finalized or may be held up until all necessary information has been received. Due to the Minnesota State law regarding immunizations, a student is not current with his/her immunizations, the family may be asked to complete this process before the child starts at Achieve Language Academy.

WORLD'S BEST WORKFORCE COMPONENTS

ALA had been undergoing a period of transition with both its administrative team and school board prior to the 2020-2021 school year. The former 2013-2018 Strategic Framework expired had not yet been revised. This was a top priority for the new School Board during the 2020-2021 school year. Committees have been established and the Board is currently in the process of collecting vital feedback from our stakeholders at every level to determine the direction the Achieve Language Academy community would like to see our school take in the next five years. Surveys will be completed early in the 2021-2022 school year, and a new Strategic Plan will be completed and work will begin.

School Improvement Plan (SIP) Goals NEO Performance Framework

I. All Children are Ready for School					
I.A Early Literacy and Early Numeracy Goals					
Performance Rating	NWEA MAP for Primary Math Targets (Grade K)			Point Value	Points Earned
Exemplary	More than 75 percent of kindergarten students will meet their individualized growth targets.			2	
Satisfactory	60-74 percent of kindergarten students will meet their individualized growth targets in the combined FY 2020-FY 2025 AND/OR the school improves from the baseline FY 2015-2020 (57.69%) by at least 10 percentage points.			1	
Not Satisfactory	Less than 60 percent of kindergarten students will meet their individualized growth targets AND/OR the school does not improve from the baseline year by at least 10 percentage points.			0	
Results	Year	Number of Students Meeting Growth Targets	Total Students Tested	Percent of Students Meeting Growth Targets	
	Baseline 2015-2020	75	130	57.69%	
	2020-2021	N/A	N/A	N/A	
	2021-2022				
	2022-2023				
	2020-2023				
Analysis					
Performance Rating	NWEA MAP for Primary Reading Targets (Grade K)			Point Value	Points Earned
Exemplary	More than 75 percent of kindergarten students will meet their individualized growth targets.			2	
Satisfactory	60-74 percent of kindergarten students will meet their individualized growth targets in the combined FY 2020-FY 2025 AND/OR the school improves from the baseline FY16 (49.13%) by at least 10 percentage points.			1	
Not Satisfactory	Less than 60 percent of kindergarten students will meet their individualized growth targets AND/OR the			0	

	school does not improve from the baseline year by at least 10 percentage points.				
Results	Year	Number of Students Meeting Growth Targets	Total Students Tested	Percent of Students Meeting Growth Targets	
	Baseline 2015-2020	85	173	49.13%	
	2020-2021	N/A	N/A	N/A	
	2021-2022				
	2022-2023				
	2020-2023				
Analysis					
II. All Students are Ready for Career and College, Including Third Grade Literacy (As Measured by Grade Level Proficiency)					
II.A Attain Grade-level Proficiency- All Students State Comparison					
Performance Rating	MCA-Math (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.			2	
Satisfactory	The school's combined FY 2020-FY 2025 proficiency rate exceeds the state combined FY 2020-FY 2025 proficiency rate AND/OR the school improves its proficiency rate from the baseline years of FY 2015-2020 (43.74%) by at least 10 percentage points by FY 2025.			1	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			0	
Results	Year	Proficient Students	Total Students Tested	Achieve Percent Proficient	State Percent Proficient
	Baseline 2015-2020	604	1381	43.74%	60.76%
	2020-2021	8	147	5.44%	44.20%
	2021-2022				
	2022-2023				
	2020-2023				
Analysis					

Performance Rating	MCA- Reading (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.			2	
Satisfactory	The school's combined FY 2020-FY 2025 proficiency rate exceeds the state combined FY 2020-FY 2025 proficiency rate AND/OR the school improves its proficiency rate from the baseline years of FY 2015-2020 (46.27%) by at least 10 percentage points by FY 2025.			1	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			0	
Results	Year	Proficient Students	Total Students Tested	Achieve Percent Proficient	State Percent Proficient
	Baseline 2015-2020	639	1381	46.27%	60.67%
	2020-2021	38	145	26.21%	52.50%
	2021-2022				
	2022-2023				
	2020-2023				
Analysis					

II.B Attain Grade-level Proficiency- All Students Resident District (St Paul) Comparison					
Performance Rating	MCA-Math (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.			2	
Satisfactory	The school's combined FY 2020-FY 2025 proficiency rate exceeds the resident district average by up to 10 percentage points.			1	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.			0	
Results	Year	Proficient Students	Total Students Tested	Achieve Percent Proficient	St Paul Percent Proficient
	Baseline 2015-2020	604	1381	43.74%	36.49%

	2020-2021	8	147	5.44%	21.40%
	2021-2022				
	2022-2023				
	2020-2023				
Analysis					
Performance Rating	MCA- Reading (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.			2	
Satisfactory	The school's combined FY 2020-FY 2025 proficiency rate exceeds the resident district average by up to 10 percentage points.			1	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.			0	
Results	Year	Proficient Students	Total Students Tested	Achieve Percent Proficient	St Paul Percent Proficient
	Baseline 2015-2020	639	1381	46.27%	39.09%
	2020-2021	38	145	26.21%	33.30%
	2021-2022				
	2022-2023				
	2020-2023				
Analysis					
III. All Racial and Economic Achievement Gaps Between Students are Closed (As Measured by Grade Level Focus Proficiency)					
III.A Attain Grade-level Proficiency- FRP Focus Group State Comparison					
Performance Rating	MCA-Math (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.			2	
Satisfactory	The school's combined FY 2020-FY 2025 proficiency rate exceeds the state combined FY 2020-FY 2025 proficiency rate AND/OR the school improves its proficiency rate from the baseline years of FY 2015-2020 (42.31%) by at least 10 percentage points by FY 2025.			1	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			0	

Results	Year	Proficient Students	Total Students Tested	Achieve Percent Proficient	State Percent Proficient
	Baseline 2015-2020	432	1021	42.31%	40.43%
	2020-2021	6	88	6.82%	22.70%
	2021-2022				
	2022-2023				
	2020-2023				

Analysis	
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Performance Rating	MCA- Reading (Grades 3-8)	Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.	2	
Satisfactory	The school's combined FY 2020-FY 2025 proficiency rate exceeds the state combined FY 2020-FY 2025 proficiency rate AND/OR the school improves its proficiency rate from the baseline years of FY 2015-2020 (45.54%) by at least 10 percentage points by FY 2025.	1	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.	0	

Results	Year	Proficient Students	Total Students Tested	Achieve Percent Proficient	State Percent Proficient
	Baseline 2015-2020	465	1021	45.54%	41.64%
	2020-2021	22	86	25.58%	32.40%
	2021-2022				
	2022-2023				
	2020-2023				

Analysis	
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III.B Attain Grade-level Proficiency- FRP Focus Group Resident District Comparison

Performance Rating	MCA-Math (Grades 3-8)	Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.	2	

Satisfactory	The school's combined FY 2020-FY 2025 proficiency rate exceeds the resident district average by up to 10 percentage points.			1	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.			0	
Results	Year	Proficient Students	Total Students Tested	Achieve Percent Proficient	St Paul Percent Proficient
	Baseline 2015-2020	432	1021	42.31%	25.28%
	2020-2021	6	88	6.82%	9.70%
	2021-2022				
	2022-2023				
	2020-2023				
Analysis					
Performance Rating	MCA- Reading (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.			2	
Satisfactory	The school's combined FY 2020-FY 2025 proficiency rate exceeds the resident district average by up to 10 percentage points.			1	
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.			0	
Results	Year	Proficient Students	Total Students Tested	Achieve Percent Proficient	St Paul Percent Proficient
	Baseline 2015-2020	465	1021	45.54%	26.96%
	2020-2021	22	86	25.58%	20.30%
	2021-2022				
	2022-2023				
	2020-2023				
Analysis					
III.C Attain Grade-level Proficiency- EL Focus Group State Comparison					
Performance Rating	MCA-Math (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.			2	

Satisfactory	The school's combined FY 2020-FY 2025 proficiency rate exceeds the state combined FY 2020-FY 2025 proficiency rate AND/OR the school improves its proficiency rate from the baseline years of FY 2015-2020 (33.73%) by at least 10 percentage points by FY 2025.			1	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			0	
Results	Year	Proficient Students	Total Students Tested	Achieve Percent Proficient	State Percent Proficient
	Baseline 2015-2020	256	759	33.73%	23.23%
	2020-2021	3	51	5.88%	9.20%
	2021-2022				
	2022-2023				
	2020-2023				
Analysis					
Performance Rating	MCA- Reading (Grades 3-8)			Point Value	Points Earned
Exemplary	The school's proficiency rate is greater than 10 percentage points above the state average.			2	
Satisfactory	The school's combined FY 2020-FY 2025 proficiency rate exceeds the state combined FY 2020-FY 2025 proficiency rate AND/OR the school improves its proficiency rate from the baseline years of FY 2015-2020 (32.28%) by at least 10 percentage points by FY 2025.			1	
Not Satisfactory	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			0	
Results	Year	Proficient Students	Total Students Tested	Achieve Percent Proficient	State Percent Proficient
	Baseline 2015-2020	245	759	32.28%	16.57%
	2020-2021	1	51	1.96%	9.10%
	2021-2022				
	2022-2023				
	2020-2023				

Analysis	

III.D Attain Grade-level Proficiency- EL Focus Group Resident District Comparison

Performance Rating	MCA-Math (Grades 3-8)	Point Value	Points Earned		
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.	2			
Satisfactory	The school's combined FY 2020-FY 2025 proficiency rate exceeds the resident district average by up to 10 percentage points.	1			
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.	0			
Results	Year	Proficient Students	Total Students Tested	Achieve Percent Proficient	St Paul Percent Proficient
	Baseline 2015-2020	256	759	33.73%	20.34%
	2020-2021	3	51	5.88%	5.90%
	2021-2022				
	2022-2023				
	2020-2023				

Analysis

Performance Rating	MCA- Reading (Grades 3-8)	Point Value	Points Earned		
Exemplary	The school's proficiency rate is greater than 10 percentage points above the resident district average.	2			
Satisfactory	The school's combined FY 2020-FY 2025 proficiency rate exceeds the resident district average by up to 10 percentage points.	1			
Not Satisfactory	The school's proficiency rate does not exceed the resident district average.	0			
Results	Year	Proficient Students	Total Students Tested	Achieve Percent Proficient	St Paul Percent Proficient
	Baseline 2015-2020	245	759	32.28%	14.68%
	2020-2021	1	51	1.96%	7.20%
	2021-2022				
	2022-2023				

	2020-2023				
Analysis					
IV. All Students are Ready for Career and College (as Measured by Growth)					
IV.A Meet or Exceed National Growth Norms- Students Below Grade Level Making High Growth					
Performance Rating	NWEA MAP Fall-Spring Growth- Math (Grades 3-8)			Point Value	Points Earned
Exemplary	Students will achieve a combined growth of at least 129 percent of the average NWEA growth target for the students below grade level as measured by the NWEA MAP Fall-Spring assessment.			2	
Satisfactory	Students will achieve a combined growth of 120-129 percent of the average NWEA growth target for the students below grade level as measured by the NWEA MAP Fall-Spring assessment.			1	
Not Satisfactory	Students achieve a combined growth of less than 120 percent of the average NWEA growth target for the students below grade level as measured by the NWEA MAP Fall-Spring assessment.			0	0
Results		Aggregate of Actual RIT Growth Points Made	Aggregate of Expected RIT Growth Points	Percent of Growth Made	
	Year				
	Baseline 2015-2020	6775	5435	124.66%	
	2020-2021	318	969	32.82%	
	2021-2022				
	2022-2023				
Analysis					
Performance Rating	NWEA Fall- Spring MAP Reading Growth Targets (Grades 3-8)			Point Value	Points Earned
Exemplary	Students will achieve a combined growth of more than 129 percent of the average NWEA growth target for the students below grade level as measured by the NWEA MAP Fall-Spring assessment.			2	
Satisfactory	Students will achieve a combined growth of 120-129 percent of the average NWEA growth target for the students below grade level as measured by the NWEA MAP Fall-Spring assessment.			1	
Not Satisfactory	Students achieve a combined growth of less than 120 percent of the average NWEA growth target for the			0	0

	students below grade level as measured by the NWEA MAP Fall-Spring assessment.				
Results	Year	Aggregate of Actual RIT Growth Points Made	Aggregate of Expected RIT Growth Points	Percent of Growth Made	
	Baseline 2015-2020	6064	5119	118.46%	
	2020-2021	388	782	49.62%	
	2021-2022				
	2022-2023				
	2020-2023				
Analysis					
IV.B Meet or Exceed National Growth Norms- Students At or Above Grade Level Making Medium or High Growth					
Performance Rating	NWEA MAP Fall-Spring Growth- Math (Grades 3-8)			Point Value	Points Earned
Exemplary	Students will achieve a combined growth of more than 109 percent of the average NWEA growth target for the students at or above grade level as measured by the NWEA MAP Fall-Spring assessment.			2	
Satisfactory	Students will achieve a combined growth of 100-109 percent of the average NWEA growth target for the students at or above grade level as measured by the NWEA MAP Fall-Spring assessment.			1	
Not Satisfactory	Students achieve a combined growth of less than 100 percent of the average NWEA growth target for the students at or above grade level as measured by the NWEA MAP Fall-Spring assessment.			0	0
Results	Year	Aggregate of Actual RIT Growth Points Made	Aggregate of Expected RIT Growth Points	Percent of Growth Made	
	Baseline 2015-2020	4608	4528	101.77%	
	2020-2021	-30	741	-4.05%	
	2021-2022				
	2022-2023				
	2020-2023				
Analysis					
Performance Rating	NWEA Fall- Spring MAP Reading Growth Targets (Grades 3-8)			Point Value	Points Earned

Exemplary	Students will achieve a combined growth of more than 109 percent of the average NWEA growth target for the students at or above grade level as measured by the NWEA MAP Fall-Spring assessment.			2	
Satisfactory	Students will achieve a combined growth of 100-109 percent of the average NWEA growth target for the students at or above grade level as measured by the NWEA MAP Fall-Spring assessment.			1	
Not Satisfactory	Students achieve a combined growth of less than 100 percent of the average NWEA growth target for the students at or above grade level as measured by the NWEA MAP Fall-Spring assessment.			0	0
Results		Aggregate of Actual RIT Growth Points Made	Aggregate of Expected RIT Growth Points	Percent of Growth Made	
	Baseline 2015-2020	2153	2360	91.23%	
	2020-2021	-94	533	-17.64%	
	2021-2022				
	2022-2023				
	2020-2023				
Analysis					
These are the Climate Performance Indicators. They are 9.38% of the points possible.					
V. The School Conditions Promote a Climate of Engagement					
V.A Attendance Rates					
Performance Rating	Attendance Rate (Grades K-8)			Point Value	Points Earned
Exemplary	More than 95 percent attendance rate.			2	
Satisfactory	90-95 percent attendance rate in the combined FY 2020-FY 2025.			1	
Not Satisfactory	Below 90 percent attendance rate.			0	1
Results	Year	Attendance Rate			
	Baseline 2014-2018	92.41%			
	2018-2019	95.08%			
	2019-2020	93.18%			
	2020-2021	89.95%			
	2021-2022				

	2018-2022	92.74%			
Analysis	The combined attendance rate over 2018-2022 is 92.74%.				
V.B Parent Satisfaction					
Performance Rating	5-Point Parent Satisfaction Survey (Grades K-8)			Point Value	Points Earned
Exemplary	At least 90 percent or more of parents agree (4) or strongly agree (5) that they are satisfied with the school.			2	
Satisfactory	75-89 percent of parents agree (4) or strongly agree (5) that they are satisfied with the school in the combined FY 2020-FY 2025.			1	
Not Satisfactory	Less than 75 percent of parents agree (4) or strongly agree (5) that they are satisfied with the school.			0	
Results	Year	Number of Parents Agreeing or Strongly Agreeing	Total Number of Parents	Parent Satisfaction Survey Percent	Percent Participation of Parent Respondents
	Baseline 2015-2019	222	238	93.28%	23.97%
	2019-2020	95	97	97.94%	32.33%
	2020-2021	167	189	88%	36.21%
	2021-2022				
	2022-2023				
	2019-2023				
Analysis					
V.C Mobility					
Performance Rating	Mobility (Grades K-8)			Point Value	Points Earned
Exemplary	Fewer than 10 percent of students transfer out of school after October 1 based on most recent MDE Mobility Report data available at the MDE Data and Analytics site.			2	2
Satisfactory	10 - 15 percent of students transfer out of school after October 1 in the combined FY 2020-FY 2025.			1	
Not Satisfactory	More than 15 percent of students transfer out of school after October 1.			0	
Results	Year	Students Transferring After October 1	Total Students Enrolled October 1	Mobility Percent	

	Baseline 2014-2017	85	1294	6.57%	
	2017-2018	10	455	2.20%	
	2018-2019	12	460	2.61%	
	2019-2020	12	465	2.58%	
	2020-2021	19	450	4.22%	
	2017-2021	53	1830	2.90%	
Analysis	The mobility rate from 2017-2021 was 2.90%.				

Student Needs

ALA uses a comprehensive process to determine student progress and growth toward career and college readiness. The system incorporates an assessment system that begins in the classroom and expands to state and national assessments. This system provides a profile of achievement by individual students, subgroups, and the school. Data from assessments is regularly reviewed by school stakeholders to screen, progress monitor, determine curriculum effectiveness, guide student instruction, evaluate program effectiveness, gauge instructional strategy effectiveness, determine student program placement, diagnose learning difficulties, determine state/federal accountability, determine professional development needs, and inform parents of student progress.

School Assessments

Achieve uses several forms of assessment data to determine the needs of students in the learning community. The Northwest Education Association (NWEA) Measurement of Academic Progress (MAP) assessment is a nationally normed test that all students at Achieve take at least twice annually in the areas of reading and math. During the 20-21 school year, kindergarten teachers piloted the Educational Software for Guiding Instruction (ESGI) assessments as an alternative method of tracking student growth. Fastbridge was also used as the reading assessment for grade 2 due to Achieve's participation in the Rock N'Read program.

State assessments were not administered in spring of 2020 due to the COVID-19 pandemic. During the Spring of 2021, the Minnesota Comprehensive Assessment III (MCA III) was administered to students in grades 3-8 who chose to return to in-person learning. Achieve Language Academy made the determination that the school did not have the space, resources, or staffing to support bringing students who remained in distance learning on-site to complete the MCAs. Students who remained in distance learning were excused from taking the MCAs. The ACCESS test was also available to all students who qualified for English Learner services during the 2020-2021 school year. Families were given the option as to whether their student would complete the ACCESS assessments. Families who opted not to send students to take the assessment were excused.

Due to the COVID-19 pandemic, assessments were conducted remotely for the fall 2020 test date, which made ensuring the reliability and validity of the assessments a challenge. For students who returned to in-person learning for the end of the school year,

assessments were completed in person. Students who remained in distance learning completed end-of-year assessments remotely for spring of 2021.

For the 2021-2022 school year, all grades K-8 will return to the NWEA MAP assessment for both math and reading. Fastbridge will be used as a progress monitoring tool and a dyslexia screening tool for students in grades K-3. The Benchmark Assessment System (BAS) will also be administered to all students in grades K-5 to ensure fidelity with our Language Arts curriculum.

Identified Student Needs (Based on Data)

Data collection and continuity was a challenge during the 2020-2021 school year due to the ongoing COVID-19 pandemic and a change in the administrative team at the school. Assessments were not administered during the spring of 2020 because of the pandemic, and data collected during the fall and winter of the 20-21 school year was done remotely. Remote collection of data not only presented a challenge in terms of logistically completing assessments for many students, but it also created a challenge in determining the reliability and validity of the resulting data.

The Minnesota Department of Education directed schools to focus on not exacerbating gaps between students and demographic/racial/ethnic/socioeconomic groups due to school, attendance, and assessment requirements during the pandemic. Student, family, and staff mental, emotional, social, and physical health were at the forefront of efforts when identifying students who were struggling during the 2020-2021 school year. Achieve Language Academy was able to help provide our families with access to mental health professionals, direct services support during the winter season, and food service throughout the school year.

Assessment data collected during the 2020-2021 school year is being examined in addition to other factors that affected all students during distance learning. The focus for the 2021-2022 school year will be on addressing learning loss due to the pandemic, and assessments will again be able to be administered in person with validity and reliability. This will allow Achieve to get back to a more structured method of collecting and reviewing academic data in order to monitor student progress and needs.

Identified Teacher Needs

Teacher needs were identified through the use of staff surveys and input from the Achieve academic committee. It was identified that teachers would benefit from additional training in the areas of Social Emotional Learning (SEL) and phonics and word study as a part of the ELA curriculum. In addition, teaching staff that have not completed the initial four-day training in the Responsive Classroom method were identified in order to increase consistency with the school-wide usage of this approach.

CURRENT EDUCATIONAL APPROACH AND CURRICULA

ALA is built on the beliefs that: good schools transform communities; community is created by shared values and common goals; all children can learn and achieve; and education is essential to a fulfilling life. Our mission is to facilitate dual language proficiency and the appreciation of diverse cultures for all learners.

ALA provides a core program of language arts, mathematics, science, and social studies,

based on the Minnesota Academic and Common Core National Standards with an overall focus on literacy and math skills. A portion of every day is spent on each student acquiring the necessary literacy skills they will need for academic success in the world of work. The focus in all classrooms is on hands-on and concrete experiences in all subject areas to reinforce skills and concepts. At Achieve, teachers understand that each child learns in their own way and work with students to help them identify their learning styles, strengths and interests. Teachers plan and modify classroom experiences around the individual strengths, interests, cultural backgrounds, and needs of their students.

The middle level program is designed to build on each student's skills and interests in a holistic approach to subject areas. The program is committed to the unique needs of middle level learners, which include developmental, academic, and social needs, and personal attributes specific to their age. This is accomplished by providing for a variety of learning modalities, focusing on utilizing community-based learning resources outside the traditional classroom, and emphasizing transition.

Common Instructional Strategies

ALA continues to build a common set of instructional strategies that all teachers implement in their classrooms. This practice is reviewed and updated annually based on student needs by the Leadership Team.

Currently, practices include:

- Sheltered Instructional Observation Protocol (SIOP);
- Non-fiction writing
- Gradual Release
- Reciprocal Teaching
- Identified Content, Language and Social Learning Targets
- Guided Groups

Major Content Areas

The language arts program is based on the Fountas and Pinnell Classroom Curriculum. The common core standards are the basis for all instruction in the classrooms, with teachers developing grade level pacing guides and curriculum maps. During the 2019-2020 school year, a new English Language Arts curriculum was purchased. Grades K-5 use Fountas and Pinnell, and grades 6-8 use Pearson My Perspectives. Plans are adopted each year to best meet the needs of the students at each individual grade level. During the 2020-2021 school year students in grades K-8 were assessed using a variety of assessments, though distance learning made reliably assessing student progress challenging.

A new math curriculum was purchased for the 2019-2020 school year. K-8 used Envisions, and K-5 also had access to Investigations.

The K-8 science program was reviewed during the 2014-2015 school year. The original curriculum materials (adopted in 2006) have been Foss kits and teacher generated materials. The science units are aligned to the Minnesota State Science Standards. The science committee chose to update the Foss Kits in the summer of 2015 in alignment with the science standards. The science curriculum will be under review in the 2021-2022 school year in keeping with the New Generation Science Standards the state will adopt.

The K-8 social studies program was under review during the 2020-2021 school year and a new curriculum will be purchased for the 2021-2022 school year. The Northern Lights Curriculum was purchased during the 2020-2021 school year for sixth grade social studies which aligns to the Minnesota State Standards focusing on Minnesota history.

Curriculum Review Process

ALA has an identified cycle in place for the formal review and evaluation of language arts, math, social studies, and science curricula. ALA has also utilized a more informal process as needs arise or if there are changes in the MDE content standards, testing requirements, etc. In both cases, the ALA Academic Committee is involved in determining any changes.

Professional Development Model

- PLCs;
- Mentoring/coaching;
- Educator choice in Professional Development/ Workshop attendance; and
- In-house workshops throughout the school year.

Remediation and Acceleration Practices

- Response to Intervention (RTI) for all;
- Study Island
- Guided groups across all content areas.

Special Education Services

ALA special education services focus on collaboration between the special education staff and classroom teachers. Approximately 25% or more of all instructional time provided by the special education staff is completed in the mainstream classroom using a cooperative teaching model. During the 2020-2021 school year the identified special education population represented approximately 11% of the student population. There were four special education teachers, a social worker (Special Education Coordinator), contracted speech, occupational and physical therapists, autism teacher, Deaf/Hard of Hearing teacher, school psychologist and paraprofessionals (as needed) working with the students.

The Comprehensive Teaming to Assure Resilient Students (CTARS) team is the ALA version of a child-find team. This team is coordinated by the Special Education Coordinator who oversees the process of identifying students for academic, social, and emotional and behavior support beyond the classroom.

Academic Support Services

ALA has taken a broad view of academic services needed for our students to be successful in the classroom. English language programming is embedded in the mainstream classroom. There is an English language (EL) teacher assigned to each grade level team. The EL teacher provides most service to the English language learners through a cooperative teaching model within those grade levels. The reading intervention teachers provide reading intervention support for identified K-3 students outside the mainstream classrooms. Educational assistants provide support within the classroom to general education students.

ALA Prekindergarten Program

ALA opened its current prekindergarten program for students turning age four by

September 1st of each year in 2004. The program has been a five-day a week, half-day program up until the 2013-14 school year. During 2013-14, the program grew to offer both a morning and afternoon section. This program has continued to be in great demand for parents with young children and has continually had a significant wait-list. Due to MDE mandates, ALA applied for and was granted an affidavit of expansion to continue the program. The program was staffed with licensed teachers and funded with VPK funds. For at least the last four years at least 95% of the children that attend ALA preschool enroll in the ALA kindergarten program. We received a four-star Parent Aware rating for our program in 2019. During the 20-21 school year, Achieve worked with NEO to apply for permission to conduct Early Childhood Screenings with Achieve students for the 21-22 school year.

ALA Summer Program

ALA summer programming has been in place since 2001 and has utilized MDE learning year funding in the past. The program focus continues to be on the acceleration of academic skills in primarily reading and math. 2013-14 was the last year that the state funding was available to charter schools and was the last year that ALA provided (in-house) programming. Due to the COVID-19 pandemic, summer program services were not available during the summer of 2020. The summer program was again held in 2021. Due to the COVID-19 pandemic qualifying was open to everyone who showed learning loss. The final student count was 116 students with staffing at 1:20 teacher to student ratio.

INNOVATIVE PRACTICES & IMPLEMENTATION

Academic Program Best Practices

- PLCs and the use of the Continuous Improvement Cycle;
- Staff training around Culturally and Linguistically Responsive Teaching strategies, which includes academic use of language and expanding vocabulary.
- Reading intervention groups (Tier II RtI) in grades K-6 as an approach to ensure quality instruction in the classroom and timely, relevant interventions for students in need of help beyond classroom instruction;
- Visible learning targets in all classrooms including content, language and social targets
- The online assessment program Study Island is used as a formative assessment for students in all grades 2-8. It is aligned to MN state standards in the areas of math, reading, science and social studies. Teachers are able to use this information to re-teach and/or recommend students for intervention;
- School-wide and grade-level parent/family events are created by teams. Family involvement is consistent and reaches across all grade levels.
- Comprehension Strategies: SIOP, Fab 4, and Math Big 5 instructional strategies are used to enhance student learning and comprehension of material; and
- Triangulation of data to drive interventions and teach at all levels in the classroom and in tiered groups deliver concise knowledge of students' learning.
- Comprehensive implementation of RtI process
- Use of the Responsive Classroom and Developmental Designs models throughout the building and maintaining a community within the school

Program Strengths

- Data is used in PLCs to drive student instruction. There are several forms of data available to staff, parents and students;
- Curriculum – All teaching is standards-based. It's about teaching the whole child in an individualized way. There is a large pool of resources available for staff for focused instruction.
- Intervention programming – Tier I strategies and planning within each classroom and a coordinator for the Reading Intervention program, which became a more formal, structured approach in the 2009-2010 academic year and has continued to evolve through 2020-2021 school year;
- Culture of Learners – The overall focus at Achieve is on learning for both students and staff. A high majority of students want to come to school daily, which is evident from the consistently high attendance. In addition to student learning, our staff has a high proportion of advanced degrees.
- Conference Attendance – Parents attend conferences 3 times per year at a rate of 90% or higher. Teachers reach out to families through phone calls and/or flexible meeting scheduling to ensure communication. Due to COVID-19, conferences were held virtually during the 20-21 school year.
- In-school professional development and support – Teachers are supported in a variety of ways, including peer coaching, model teaching, professional training, etc.
- After-school activities offered: various sports, rock band, concert band, clubs, volleyball, running, flag football
- Five-day a week, half-day preschool
- Well attended family events
- Work, Respect, and Belong are the Core Values of Achieve the Spring Awards are tied to this values system. An active ALA Student Council helps to foster the values among their fellow students;
- Achieve welcomes many Community Partnerships: Beaver Lake Church Community volunteers time and donates food and school supplies; Minnehaha Academy volunteers it's time at our school,
- Diverse support staff.

STAFFING

Staff Information: During the 2020-2021 school year there were 18 K-8 classrooms and 1 preschool classroom. The goal has been to keep class sizes at the ratio of 24:1 across all grade levels.

In 2020-2021, the specialists in Hmong, Spanish, Music, and Physical Education provided preparation time for the classroom teachers and specialists saw all K-8 students on a four-day rotation. The Special Services teaching staff including Special Education, English Language, and Academic Support provided a combination of co-teaching classroom support for identified students and pullout programming for students needing extended services.

Student/Classroom Teacher Ratio: Achieve employed 18 licensed K-8 classroom teachers, 1 pre kindergarten teacher, 6 licensed specialists/cultural experts, 4 special education teachers, 8 licensed intervention staff, 1 executive director, 1 academic director, 1 social worker, 1 technology coordinator, and 12 paraprofessionals. The ratio of students to

licensed teachers in the building was 12:1.

Teaching Staff Demographics

	2020-2021
Number of Teachers	39
Experienced Teachers (3+ Years) %	74.36%
Teachers with Advanced Degrees	56.41%

2020-2021 Teaching Faculty

This table contains information for all instructional staff employed by the school or providing services contractually (e.g. special education teacher, reading specialist, speech therapist, etc.).

Name	File Folder Number	Assignment	Left During 20-21	Not Returning for 21-22
Tourville, Jill	428211	Prekindergarten		
Bradfield, Sara	442199	Kindergarten		
Ney, Anna	424473	Kindergarten		
Gorman, Heather	514802	1st Grade		
Yang, Ka	431550	1 st Grade		
Vernstrom, Denise	496504	2 nd Grade		
Mandt, Kristen	377219	2 nd Grade		
Linne, David	418625	3 rd /4 th Grade		
Videen, Cindy	366864	3 rd /4 th Grade		
Brandt, Beth	374188	3 rd /4 th Grade		
Hall, Lindsay	476396	3 rd /4 th Grade		
Grunau, Henry	369020	5th Grade		x
Lund, Jackson	501702	5th Grade		
Gueltzow, Kaylee	505978	6 th Grade		
Flanagan, Marissa	502402	6th Grade		
Vang, Chee	489388	7 th -8 th Grade Language Arts		
Vondriska, Emily	300513	7 th -8 th Grade Science		
Seegebarth, James	502737	7 th -8 th Grade Social Studies		
Woodington, Scott	518572	7th-8th Grade Math		
Schley, Renee	442556	Technology Integration (TOSA)		
Wagers, Mary	443578	English Language Development		
Yang, Goly	517738	English Language Development		
Roling, Lisa	362241	English Language Development		
Regalado, Elizabeth	502105	English Language Development		
Lenhart, Sharon	280983	English Language Development		
Sorenson, Marlene	357680	Reading Intervention		
Hanson, Kelly	465579	Reading Intervention		
Snavely, Katherine	418193	Reading Intervention		
Wagner, Laurie	334403	Special Education Teacher		
Glickman, Nicole	446982	Special Education Teacher		

Petschauer, Amy	385053	Special Education Teacher		
Strand, Rosalynn	476800	Special Education Teacher		
Chapdelaine, Allen	449355	Physical Education		
Schramke, Julie	397038	Music Teacher		
Reyes, Eryln	100673 3	Spanish Language/Culture		
Nelson, Brad	405739	Spanish Language/Culture		
Vang, Chria	513278	Hmong Language/Culture		
Hartman, Erin	441525	Building Substitute		
Anderson, Zach	438601	Building Substitute		

2020-2021 Non-Instructional Staff

Name	File Folder (if applicable)	Assignment	Left during 20-21	Not Returning for 21-22
Serres, Karolina		SPED Paraprofessional		
Whitney, Dania		SPED Paraprofessional		
Meador, Bobbi		SPED Paraprofessional		
Carter, Perry		SPED Paraprofessional		
Buckhanan, Alysia		SPED Paraprofessional		
Vandal, Noemi	374662	Educational Assistant		
Chavez Zacarias, Daniela		Educational Assistant		
Estrada, Tracey		Educational Assistant		
Lara Tello, Gabriela		Educational Assistant		
Nelson, Sydney		Educational Assistant		
Reyes, Tulio		Educational Assistant		
Boie, Amber		Preschool Educational Assistant		
Davila, Daniel		Student Service Manager		
Rios, Carol		Food Service Assistant		
Vang, Yee		Food Service Manager		
Olson, Jamie		Maintenance Supervisor		
Prewedo, Donna		Operations Director		
Beaumont, Richard		Custodian		
Ramkhalawon, Clea		Custodian		
Vega, Daniel		School Office/Family Liaison		
Lee, Mai		Office Generalist		
Vang, Ker		Health Assistant		x
Windham, Curtis	483311	Executive Director		
McGovern, Taryn	471626	Academic Director		
Hegna-Oezle, Kathy	363833	Social Worker		
Giebink, Erin		Compliance, Data, and Policy Director		

Licensed Teacher Turnover

Approximately 2.56% of the teaching staff does not plan to return for 2021-2022.

GOVERNANCE AND MANAGEMENT

Board of Directors

- School Board elections are currently held in late May/early June of each year.
- The Board membership includes 3 teachers, 3 community members, and 3 parents.
- Terms can be one, two or three-year positions. Terms are staggered to ensure board continuity.
- 2020-2021 Board meetings were held at the school on the fourth Tuesday.
- Board meeting schedule and meeting minutes are posted on the www.achievemn.org web site.
- Board meetings are conducted with Robert's Rules of Order and comply with Minnesota Open Meeting Law.
- Board policies go through an adoption cycle that includes a first-read process before the actual adoption at a later meeting.
- The school board is developing a 5-year strategic plan with goals aligned to the charter contract.

School Board Members

Member Name	Board Position	Relation to School	Term	Met Training Goals G/E/F*
Dave Linne	Director	Teacher	7/2018-1/2020	yes/yes/yes
Sam Rivard	Director	Parent	7/2017-3/2021	yes/yes/yes
Patricia Forestal-Ortiz	Director	Parent	7/2018-9/2020	yes/yes/yes
Cindy Videen	Director	Teacher	7/2017-11/2020	no/no/no
Barbara Young	Chair	Community Member	7/2018-11/2020	yes/yes/yes
Elizabeth Brandt	Chair	Teacher	11/2020-6/2021	yes/yes/yes
Brad Nelson	Vice Chair	Teacher	11/2020-6/2021	yes/no/no
Goly Yang	Secretary	Teacher	11/2020-6/2021	yes/yes/yes
Sandra Castro-Pearson	Director	Parent	11/2020-6/2021	yes/no/no
Ofir Germanic	Director	Community	11/2020-6/2021	yes/no/no
Mateo Martinez	Director	Community	11/2020-6/2021	no/no/no

*G=Governance E=Employment practices and policies F=Financial management

MANAGEMENT

Management Structure

In August of the 2020-2021 school year, ALA hired an executive director. The new executive director was able to hire three additional administration team members as the Operations Director, Academic Director and the Compliance, Data and Policy Director. The school's Social Worker/Special Education Coordinator rounds out the school directors.

The director of special education position is a contract position through Indigo Education. The day-to-day operations of the special education program are overseen by the school social worker/Special Education Coordinator.

Educational Administrative Team

Name	Title	Description	Status	File Folder #
Dr. Curtis Windham	Executive Director / Principal	Oversee all operations of the school	New Hire	483311
Kathy Oelze	SpEd Coordinator	Coordinate special education services and social services, supervise students	Continued employment	363833
Taryn McGovern	Academic Director	Coordinates all academic programs, teacher licensures, professional development, and classroom support	New Hire	471626
Kate Snavelly	Reading/RTI Coordinator	Oversee language arts, reading, and intervention programs, serve as a mentor for teaching staff	Continued employment	418193

Currently, ALA utilizes a team approach to oversee the educational management of the school (see above). Each team member has clear and specific roles within the school structure. Each individual has built a professional development plan around the goals of the school and his/her individual duties.

Leadership Team

Within the overall structure at ALA, there is also a leadership team made up of other department directors, which includes the school's Compliance, Data and Policy Director and the Operations Director. This group is responsible for reviewing, developing, and implementing the annual school improvement plan, and advising on school issues.

OPERATIONS

Regulations

Achieve used Skyward, a state compliant software for student management through the end of the 2020-2021 school year. During the summer of 2021, the school transitioned to Infinite Campus after a thorough research and review process to determine how to best continue to serve and integrate technology into our student and program management and operations, as well as family access. Infinite Campus will provide a more robust management system for receiving and processing student applications, intake forms,

grading, and other systems into the future.

All state finance reports were submitted on time. Lease aid was applied for and granted in the fall for the school year. All state and federal taxes, pensions, and insurance were paid as required. At the beginning of the 2020-2021 school year, payroll and accounts payable were completed by ALA staff. The financial audit was completed on time and submitted to the state by the required deadline. The 2020 audit was filed on time and was presented to the board in January 2021 by our auditor from MMKR. The audit contained no findings.

Facility and Grounds

ALA meets or exceeds all necessary building and content insurance as per state statute. The building and grounds maintenance is managed well by the lead custodian with an eye to the long-term service of the building. Achieve is a positive feature on the east edge of St. Paul.

Health and Safety

Achieve had a contracted school nurse during the 2020-2021 school year. The nurse was responsible for state immunization reports, vision and hearing tests, as well as working with the special education department when needed on student evaluations. Achieve had an on-site health aid that assisted with daily medications and managing student health plans.

Achieve has a written Crisis Management Plan that is reviewed each year. Staff members and students routinely practice emergency procedures during the year to ensure safety measures are followed. Evacuation maps are reviewed, and displayed in every room, showing appropriate routes to safety.

Due Process and Privacy Rights

The Achieve Parent – Student Handbook outlined the disciplinary procedures for students. The handbook is updated yearly.

Employment

The procedures for hiring include defining staffing needs, reviewing or developing job descriptions of a new position, posting the openings, and interviewing. References are checked, and the candidate meets with the director to learn more about the employment terms and benefits. New employees meet with the office manager upon hiring to fill out all forms and review employment policies and procedures.

All new employees undergo background checks upon hiring. All school board members and volunteers also undergo background checks upon beginning service at Achieve. No problems were found in 2020-2021.

Food Service

For the 2020-2021 school year, Achieve provided its own food service program using a contracted caterer, Done Right Foods. This is the final contracted year of programming.

FINANCES

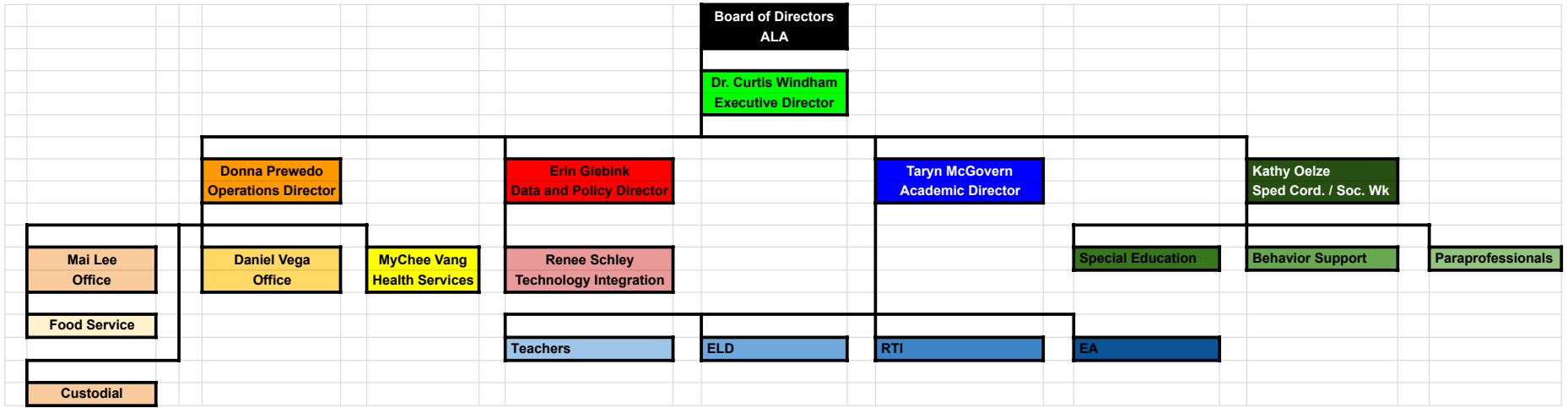
Questions regarding 2021 financial practices and records can be directed to Student

Management Services.

FUTURE PLANNING

Plans for the 2021-2022 school year include:

- ALA will purchase a new social studies curriculum for grades K-5.
- ALA will begin exploring science curriculum options for future purchase.
- The Tier II RTI team will be expanded to include tier II support in math.
- The school schedule will be adjusted to include an intervention block for each grade. During this time, academic and English Language interventions will be implemented in order to combat learning loss without causing students to miss core content or instruction.
- ALA will work to adopt a curriculum review cycle to ensure curriculum maps and resources are updated regularly.
- ALA will develop a mentorship program to support new teachers.



FINANCIAL ANALYSIS OF THE ACADEMY AS A WHOLE

Table 1 is a summarized view of the Academy's Statement of Net Position:

	<u>2021</u>	<u>2020</u>
Assets		
Current and other assets	\$ 6,727,074	\$ 6,817,284
Capital assets, net of depreciation	<u>4,324,818</u>	<u>4,547,984</u>
Total assets	<u>\$ 11,051,892</u>	<u>\$ 11,365,268</u>
Deferred outflows of resources		
Pension plan deferments	<u>\$ 1,826,561</u>	<u>\$ 2,378,473</u>
Liabilities		
Current liabilities	\$ 698,944	\$ 703,107
Long-term liabilities, including due within one year	<u>8,183,446</u>	<u>7,315,611</u>
Total liabilities	<u>\$ 8,882,390</u>	<u>\$ 8,018,718</u>
Deferred inflows of resources		
Pension plan deferments	<u>\$ 2,438,908</u>	<u>\$ 3,593,143</u>
Net position		
Net investment in capital assets	\$ 281,896	\$ 194,902
Restricted for debt service	317,000	756,600
Restricted for loan covenants	1,650,710	1,645,567
Restricted for Building Company purposes	(11,999)	64,753
Restricted for community service	5,450	5,850
Unrestricted	<u>(685,902)</u>	<u>(535,792)</u>
Total net position	<u>\$ 1,557,155</u>	<u>\$ 2,131,880</u>

The Academy's financial position is the product of many factors. For example, determination of the Academy's net investment in capital assets involves many assumptions and estimates, depreciable lives, and capitalization thresholds. A conservative versus liberal approach to depreciation estimates, as well as capitalization policies, will produce a significant difference in the calculated amounts. Unrestricted net position includes the Academy's long-term liability for pensions, which are not fully funded.

Total net position decreased by \$574,725 from current year operating results. Total assets and deferred outflows of resources decreased \$865,288, while total liabilities and deferred inflows of resources decreased \$290,563. The changes in long-term liabilities, deferred outflows and inflows of resources, and the unrestricted portion of net position, were primarily related to changes in the Academy's proportionate share of the state-wide pension plans administered by the Public Employees Retirement Association (PERA) and the Teachers Retirement Association (TRA).

Table 2 presents a condensed version of the change in net position of the Academy:

Table 2		
Change in Net Position		
Years Ended June 30, 2021 and June 30, 2020		
	<u>2021</u>	<u>2020</u>
Revenue		
Program revenue		
Charges for services	\$ 4,120	\$ 20,005
Operating grants and contributions	1,501,226	1,769,839
General revenue		
General grants and aids	4,919,603	4,446,778
Other	523,371	76,178
Total revenue	<u>6,948,320</u>	<u>6,312,800</u>
Expenses		
Administration	246,833	200,222
District support services	635,030	607,074
Elementary and secondary regular instruction	3,847,944	3,320,163
Special education instruction	877,569	719,552
Instructional support services	53,196	115,868
Pupil support services	402,191	449,209
Sites and buildings	990,296	392,841
Fiscal and other fixed cost programs	59,805	40,155
Food service	264,611	306,498
Community service	400	-
Interest and fiscal charges	145,170	153,029
Total expenses	<u>7,523,045</u>	<u>6,304,611</u>
Change in net position	<u>\$ (574,725)</u>	<u>\$ 8,189</u>

This statement is presented on an accrual basis of accounting and includes all of the governmental activities of the Academy. This statement includes depreciation expense, but excludes capital asset purchase costs, debt proceeds, and the repayment of debt principal.

The increase in general grants and aids and significant increase in expenses reflects the change in the state-wide PERA and TRA benefit pension plans mentioned earlier.