

Annual Report

2021-2022



Achieve Language Academy
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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 2021-2022 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:

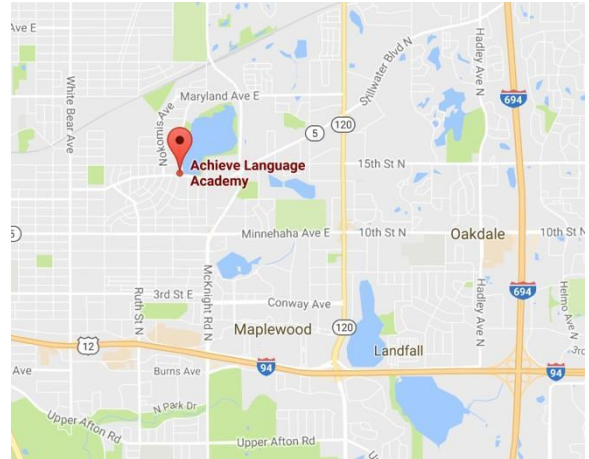
- WORK cooperatively with other students of various cultural backgrounds and toward personal high academic goals;
- RESPECT each individual's uniqueness, cultural heritage and opinions and ideas; and
- BELONG to a community that gives back to the larger community and are active members of a challenging 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 2021-2022, Achieve Language Academy had 170 instructional days scheduled, though the school did transition to distance learning for two school weeks in response to a rise in community cases of COVID-19. Aside from those two weeks, the rest of the school year was held in-person for all students for the first time since the beginning of the COVID-19 pandemic. School was in session Monday through Friday, from 7:45 a.m. to 2:30 p.m. Summer programming was offered during the summer 2022, with an enrollment of 120.

Authorizer Information

Novation Education Opportunities (NEO)
3432 Denmark Avenue, Suite 130, Eagan, MN 55123
Wendy Swanson Choi, Executive Director
Phone – 612-889-2103
Email – executive.director.neo@gmail.com

KEY DEMOGRAPHIC TRENDS

Student Characteristics:

During the 2021-2022 school year a total of 441 students attended ALA in grades pre-kindergarten through eighth grade. The student body is very diverse and many qualify for free or reduced lunch. The table below outlines demographic characteristics of ALA students.

	2016-2017	2017-2018	2019-2020	2019-2020	2020-2021	2021-2022
Total Enrollment (Oct 1 count)	456	446	451	462	450	441
Special Education	9.6%	8.5%	9.3%	12.1%	11.1%	7.9%
LEP	53.7%	50.7%	40.4%	37.9%	35.3%	40.6%
Asian	36.8%	33.4%	31.9%	32.7%	32%	33.8%
Black	12.5%	12.6%	13.1%	10.2%	11.1%	8.8%
White	11.6%	10.5%	9.3%	9.5%	9.1%	7.2%
Hispanic	34.6%	39.2%	40.8%	43.5%	43.1%	45.4%
American Indian	0.7%	0.7%	0.2%	0.4%	0.4%	0.1%
F/R Lunch	83.1%	48.2%	82.3%	75.9%	42.3%	72.5%

**reported numbers are based on October 1 enrollment data

Student Enrollment

Over the past 6 years ALA has had a very stable population, averaging 454 students in grades pre-kindergarten through 8th grade each year.

	2016-2017	2017-2018	2019-2020	2019-2020	2020-2021	2021-2022
Pre-Kindergarten	34	35	34	39	37	35
Kindergarten	49	49	45	49	46	48
1st Grade	46	48	45	48	50	49
2nd Grade	43	46	46	48	45	42
3rd Grade	49	50	51	43	42	43
4th Grade	47	48	48	47	45	48
5th Grade	45	45	48	49	46	46
6th Grade	49	49	47	44	47	44
7th Grade	50	50	48	49	46	44
8th Grade	44	44	39	46	46	42
Total	456	466	451	462	450	441

**reported numbers are based on October 1 enrollment data

Student Attendance, Attrition & Mobility

Achieve Language Academy, like many schools, struggled with attendance during distance learning due to the COVID-19 pandemic. Attendance improved during the 21-22 school year, though some students and families did struggle with the transition back into full-time, in-person learning. The attendance rate for 2021-2022 was 91.78%. ALA will continue to support families and monitor attendance closely during the 2022-2023 school year.

ALA has traditionally had very low attrition and mobility, leading to a stable student body. In 2021-2022, the mobility rate was 5%.

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 2021-2022 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 created and approved a new strategic plan during the 2021-2022 school year. Board committees will begin work on the different goal and program areas during the 2022-2023 school year.

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	0
Satisfactory	60-74 percent of kindergarten students will meet their individualized growth targets AND/OR the school improves from the baseline 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 2021-2022	18	43	41.86%	
	2020-2021	N/A	N/A	N/A	
	2021-2022	18	43	41.86%	
Analysis	The 2020-2025 combined percent of students meeting their individualized growth targets is 41.86%.				
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	0
Satisfactory	60-74 percent of kindergarten students will meet their individualized growth targets AND/OR the school improves from the baseline 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 2021-2022	15	45	33.33%	
	2020-2021	N/A	N/A	N/A	
	2021-2022	15	45	33.33%	

Analysis	The 2020-2025 combined percent of students meeting their individualized growth targets is 33.33%.				
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 proficiency rate exceeds the state combined proficiency rate AND/OR the school improves its proficiency rate from the baseline year by at least 10 percentage points.			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 2021-2022	19	179	10.61%	46.49%
	2020-2021	8	147	5.44%	44.20%
	2021-2022	19	179	10.61%	46.49%
	2020-2025	19	179	10.61%	46.49%
Analysis	The school's combined proficiency rate of 10.61% is 35.87% lower than the state's proficiency rate of 46.49%.				
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 proficiency rate exceeds the state combined proficiency rate AND/OR the school improves its proficiency rate from the baseline year by at least 10 percentage points.			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 2021-2022	43	178	24.16%	51.14%
	2020-2021	38	145	26.21%	52.50%

	2021-2022	43	178	24.16%	51.14%
	2020-2025	43	178	24.16%	51.14%
Analysis	The school's combined proficiency rate of 24.16% is 26.98% lower than the state's proficiency rate of 51.14%.				
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	0
Satisfactory	The school's combined 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 2021-2022	19	179	10.61%	26.26%
	2020-2021	8	147	5.44%	21.40%
	2021-2022	19	179	10.61%	26.26%
	2020-2025	19	179	10.61%	26.26%
Analysis	The school's combined proficiency rate of 10.61% is 15.64% lower than the resident district's proficiency rate of 26.26%.				
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	0
Satisfactory	The school's combined 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 2021-2022	43	178	24.16%	34.22%
	2020-2021	38	145	26.21%	33.30%
	2021-2022	43	178	24.16%	34.22%
	2020-2025	43	178	24.16%	34.22%

Analysis	The school's combined proficiency rate of 24.16% is 10.06% lower than the resident district's proficiency rate of 34.22%.				
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	0
Satisfactory	The school's combined proficiency rate exceeds the state combined proficiency rate AND/OR the school improves its proficiency rate from the baseline year by at least 10 percentage points.			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 2021-2022	14	138	10.14%	24.41%
	2020-2021	6	88	6.82%	22.70%
	2021-2022	14	138	10.14%	24.41%
	2020-2025	14	138	10.14%	24.41%
Analysis	The school's combined proficiency rate of 10.14% is 14.26% lower than the state's proficiency rate of 24.41%.				
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	0
Satisfactory	The school's combined proficiency rate exceeds the state combined proficiency rate AND/OR the school improves its proficiency rate from the baseline year by at least 10 percentage points.			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 2021-2022	43	178	24.16%	31.27%
	2020-2021	22	86	25.58%	32.40%

	2021-2022	29	139	20.86%	31.27%
	2020-2025	29	139	20.86%	31.27%
Analysis	The school's combined proficiency rate of 20.86% is 10.41% lower than the state's proficiency rate of 31.27%				
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	0
Satisfactory	The school's combined 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 2021-2022	14	138	10.14%	14.62%
	2020-2021	6	88	6.82%	9.70%
	2021-2022	14	138	10.14%	14.62%
	2020-2025	14	138	10.14%	14.62%
Analysis	The school's combined proficiency rate of 10.14% is 4.48% lower than the resident district's proficiency rate of 14.62%				
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	0
Satisfactory	The school's combined 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 2021-2022	43	178	24.16%	21.50%
	2020-2021	22	86	25.58%	20.30%
	2021-2022	29	139	20.86%	21.50%
	2020-2025	29	139	20.86%	21.50%

Analysis	The school's combined proficiency rate of 20.86% is 0.63% lower than the resident district's proficiency rate of 21.50%.				
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 proficiency rate exceeds the state combined proficiency rate AND/OR the school improves its proficiency rate from the baseline year by at least 10 percentage points.			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 2021-2022	4	63	6.35%	12.17%
	2020-2021	3	51	5.88%	9.20%
	2021-2022	4	63	6.35%	12.17%
	2020-2025	4	63	6.35%	13.19%
Analysis	The school's combined proficiency rate of 6.35% is 6.84% lower than the state's proficiency rate of 13.19%.				
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 proficiency rate exceeds the state combined proficiency rate AND/OR the school improves its proficiency rate from the baseline year by at least 10 percentage points.			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 2021-2022	5	62	8.06%	12.17%
	2020-2021	1	51	1.96%	9.10%
	2021-2022	5	62	8.06%	12.17%
	2020-2025	5	62	8.06%	12.17%

Analysis	The school's combined proficiency rate of 8.06% is 4.10% lower than the state's proficiency rate of 12.17%.

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	0
Satisfactory	The school's combined 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 2021-2022	4	63	6.35%	11.15%
	2020-2021	3	51	5.88%	5.90%
	2021-2022	4	63	6.35%	11.15%
	2020-2025	4	63	6.35%	11.15%

Analysis	The school's combined proficiency rate of 6.35% is 4.80% lower than the state's proficiency rate of 11.15%.
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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 resident district average.			2	0
Satisfactory	The school's combined 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 2021-2022	5	62	8.06%	9.78%
	2020-2021	1	51	1.96%	7.20%
	2021-2022	5	62	8.06%	9.78%
	2020-2025	5	62	8.06%	9.78%

Analysis	The school's combined proficiency rate of 8.06% is 1.71% lower than the state's proficiency rate of 9.78%.
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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 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	1
Satisfactory	Students will achieve a combined growth of 110-129 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 110 percent of the average NWEA growth target for the students below grade level as measured by the NWEA MAP Fall-Spring assessment.			0	
Results	Year	Aggregate of Actual RIT Growth Points Made	Aggregate of Expected RIT Growth Points	Percent of Growth Made	
	2020-2021	318	969	32.82%	
	2021-2022	1946	1667	116.74%	
	2020-2025	1946	1667	116.74%	
Analysis	The school's 2020-2025 combined average NWEA MAP for math projected growth is 116.74%.				
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	1
Satisfactory	Students will achieve a combined growth of 110-129 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 110 percent of the average NWEA growth target for the students below grade level as measured by the NWEA MAP Fall-Spring assessment.			0	
Results	Year	Aggregate of Actual RIT Growth Points Made	Aggregate of Expected RIT Growth Points	Percent of Growth Made	
	2020-2021	388	782	49.62%	
	2021-2022	1581	1419	111.42%	
	2020-2025	1581	1419	111.42%	
Analysis	The school's 2020-2025 combined average NWEA MAP for reading projected growth is 111.42%.				

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	
Results	Year	Aggregate of Actual RIT Growth Points Made	Aggregate of Expected RIT Growth Points	Percent of Growth Made	
	2020-2021	-30	741	-4.05%	
	2021-2022	539	549	98.18%	
	2020-2025	539	549	98.18%	
Analysis	The school's 2020-2025 combined average NWEA MAP for reading projected growth is 98.18%.				
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	
Results	Year	Aggregate of Actual RIT Growth Points Made	Aggregate of Expected RIT Growth Points	Percent of Growth Made	
	2020-2021	-94	533	-17.64%	
	2021-2022	301	449	67.04%	
	2020-2025	301	449	67.04%	

Analysis	The school's 2020-2025 combined average NWEA MAP for reading projected growth is 67.04%.				
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	1
Satisfactory	90-95 percent attendance rate.			1	
Not Satisfactory	Below 90 percent attendance rate.			0	
Results	Year	Attendance Rate			
	Baseline 2014-2018	92.41%			
	2018-2019	95.08%			
	2019-2020	93.18%			
	2020-2021	89.95%			
	2021-2022	91.78%			
	2018-2025	92.50%			
Analysis	The combined attendance rate over 2018-2022 is 92.50%.				
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	2
Satisfactory	75-89 percent of parents agree (4) or strongly agree (5) that they are satisfied with the school.			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%	58.51%
	2021-2022	140	143	97.90%	41.57%
	2019-2025	134	143	93.71%	14.79%

Analysis	The combined 2019-2022 parent satisfaction rate is 93.71%.				
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			2	2
Satisfactory	10 - 15 percent of students transfer out of school after October 1.			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%	
	2021-2022	22	441	4.99%	
	2017-2022	75	2271	3.30%	
Analysis	The mobility rate from 2017-2022 was 3.30%.				

School Assessments & Identified Student Needs

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.

The 2021-2022 school year was the first year since 2018-2019 that we have been able to administer fall and spring assessments in person to all of our students. All students completed the NWEA in math and reading for both fall and spring. Administering the NWEA during distance learning led to uncharacteristic results and growth patterns, and called into question the reliability and validity of assessments not administered in person. Results from 21-22 following typical growth patterns and showed many of our students meeting or exceeding their expected growth. ALA is confident that scores will continue to improve to pre-pandemic levels now that we are able to consistently remain in-person and students have readjusted to the expectations of being in the classroom.

Much of the focus on student needs during the 2021-2022 school year focused on addressing student learning loss and helping students readjust to the expectations and schedule of being at school in-person. Many students had not been in school for almost

over a full calendar year, and it was a significant adjustment for some in terms of behavioral expectations, social interaction, and academic requirements.

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.

For 2022-2023, the NWEA will be administered during the winter testing window in addition to fall and spring. Grade level teams will meet with the District Assessment Coordinator following fall and winter testing periods to closely examine student achievement and what expected growth for each student looks like. Additional resources will also be available to ensure teachers have the knowledge and support to utilize student NWEA results to inform their instruction.

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 aligning curriculum to state standards, vertical alignment across the grades, and the creation and use of proficiency scales. Teachers also requested training on the new Minnesota state science standards. Newer 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 Academic Committee.

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.

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 was reviewed in the 2021-2022 school year in keeping with the New Generation Science Standards the state will adopt. The decision was made to delay purchase of a new science curriculum for an additional year in order to provide additional training to teachers on the updated state standards prior to making a decision on which curriculum to purchase.

The K-8 social studies program was reviewed during the 2020-2021 school year. The myWorld social studies curriculum from Savvas was purchased for the 2021-2022 school year for kindergarten through fifth grade. 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 2021-2022 school year the identified special education population represented approximately 7% 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 intervention teachers provide reading and math intervention support for identified K-6 students outside the mainstream classrooms. Educational assistants provide support within the classroom to general education students.

ALA Pre-Kindergarten 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. 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 has noted a challenge in enrollment for FY23 in this program. As birth rates continue to drop, and SPPS has expanded their full-day PreK program, enrollment has not met charter goals. ALA will continue to monitor this program and work on marketing this program to remain competitive in securing a full enrollment.

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 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 and math 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 Tier 2 program. This program expanded during the 2021-2022 school year to include both math and reading interventions.

- 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. Conferences were held both virtually and in-person during the 21-22 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, 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, and 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.
- Diverse support staff.

STAFFING

Staff Information: During the 2021-2022 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 2021-2022, 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 licensed pre kindergarten teacher, 6 licensed specialists/cultural experts, 4 special education teachers, 10 licensed intervention staff, 1 executive director, 1 academic director, 1 social worker, 1 technology coordinator, and 13 paraprofessionals. The ratio of students to licensed teachers in the building was 12:1.

Teaching Staff Demographics

	2021-2022
Number of Teachers	39
Experienced Teachers (3+ Years) %	71.79%
Teachers with Advanced Degrees	58.97%

2021-2022 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 21-22	Not Returning for 22-23
Tourville, Jill	428211	Prekindergarten		
Bradfield, Sara	442199	Kindergarten		
Ney, Anna	424473	Kindergarten		
Gorman, Heather	514802	1st Grade		
McDonough, Jalen	1009173	1st Grade		
Vernstrom, Denise	496504	2 nd Grade		
Sonsalla, Brittny	1009301	2 nd Grade		
Videen, Cindy	366864	3 rd Grade		
Brandt, Beth	374188	3 rd Grade		
Hall, Lindsay	476396	4 th Grade		
Linne, David	418625	4 th Grade		
Joslin-Zirngible, Rachel	1007452	5th Grade		
Lund, Jackson	501702	5th Grade		
Gueltzow, Kaylee	505978	6 th Grade		
Flanagan, Marissa	502402	6th Grade		
Lind, Audra	399001	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		
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		
Yang, Ka	431550	Reading/Math Intervention		
Mandt, Kristen	377219	Reading/Math Intervention		
Daley, Hannah	1012817	Reading/Math 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		x
Gonia, Theresa	502471	Speech Language Pathologist		
Chapdelaine, Allen	449355	Physical Education		
Schramke, Julie	397038	Music Teacher		
Reyes, Erlyn	1006733	Spanish Language/Culture		
Nelson, Brad	405739	Spanish Language/Culture	x	

Vandal, Noemi	374662	Spanish Language/Culture		
Vang, Chria	513278	Hmong Language/Culture		x
Vang, Chee	489388	Hmong Language/Culture	x	
Hartman, Erin	441525	Building Substitute		
Anderson, Zach	438601	Building Substitute		

2021-2022 Non-Instructional Staff

Name	File Folder (if applicable)	Assignment	Left during 21-22	Not Returning for 22-23
Serres, Karolina		SPED Paraprofessional		
Whitney, Dania		SPED Paraprofessional		
Meador, Bobbi		SPED Paraprofessional		x
Carter, Perry		SPED Paraprofessional		
Buckhanan, Alysia		SPED Paraprofessional	x	
Crowley, Deb	512451	SPED Paraprofessional		
Moua, Pankou		SPED Paraprofessional		
Boie, Amber		SPED Paraprofessional	x	
Chavez Zacarias, Daniela		Preschool Educational Assistant		
Estrada, Tracey		Educational Assistant		
Lara Tello, Gabriela		Educational Assistant		
Nelson, Sydney		Educational Assistant		
Reyes, Tulio		Educational Assistant		
Yang, Kalia		Educational Assistant		
Vang, Lia		Educational Assistant		
Her, Mong		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		
Vega, Daniel		School Office/Family Liaison		
Lee, Mai		Office Generalist		
Vang, MyChee		Health Assistant		
Windham, Curtis	483311	Executive Director		
McGovern, Taryn	471626	Academic Director		
Hegna-Oezle, Kathy	363833	Social Worker		
Giebink, Erin		Compliance, Data, and Policy Director		
Schley, Renee	442556	Technology Integration Specialist		

Licensed Teacher Turnover

Approximately 5.13% of the teaching staff does not plan to return for 2022-2023.

GOVERNANCE AND MANAGEMENT

Board of Directors

- School Board elections are currently held in late May/early June of each year.
- The Board membership can include 3 teachers, 3 community members, and 3 parents.
- Terms can be one, two or three-year positions. Terms are staggered to ensure board continuity.
- 2021-2022 Board meetings were held at the school on the fourth Tuesday for most of the year. Board meetings have been moved to the second 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 and second read process before the actual adoption at a later meeting.
- The school board is developing a 3-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	7/2022-1/2023	yes/yes/yes
Angelica Perez-Garcia	Treasurer	Parent	7/2021-11/2024	yes/yes/yes
Elizabeth Brandt	Chair	Teacher	11/2021-6/2024	yes/yes/yes
Goly Yang	Secretary	Teacher	11/2021-6/2022	yes/yes/yes
Sandra Castro-Pearson	Director	Parent	11/2021-6/2023	yes/yes/yes
Ofir Germanic	Director	Community	11/2021-6/2023	yes/yes/yes

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

MANAGEMENT

Management Structure

The current administrative structure of the school consists of the Executive Director, Social Worker/Special Education Coordinator, Operations Director, Academic Director and the Compliance, Data and Policy Director. This group is responsible for reviewing, developing, and implementing any annual school improvement plan, and advising on school issues. Five additional support staff work in the administrative areas.

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	Continued employment	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	Continued employment	471626
Kate Snively	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.

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 2021-2022 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 2021-2022.

Food Service

For the 2021-2022 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 the Executive Director and BerganKDV, the schools business management company (effective 11/1/22).

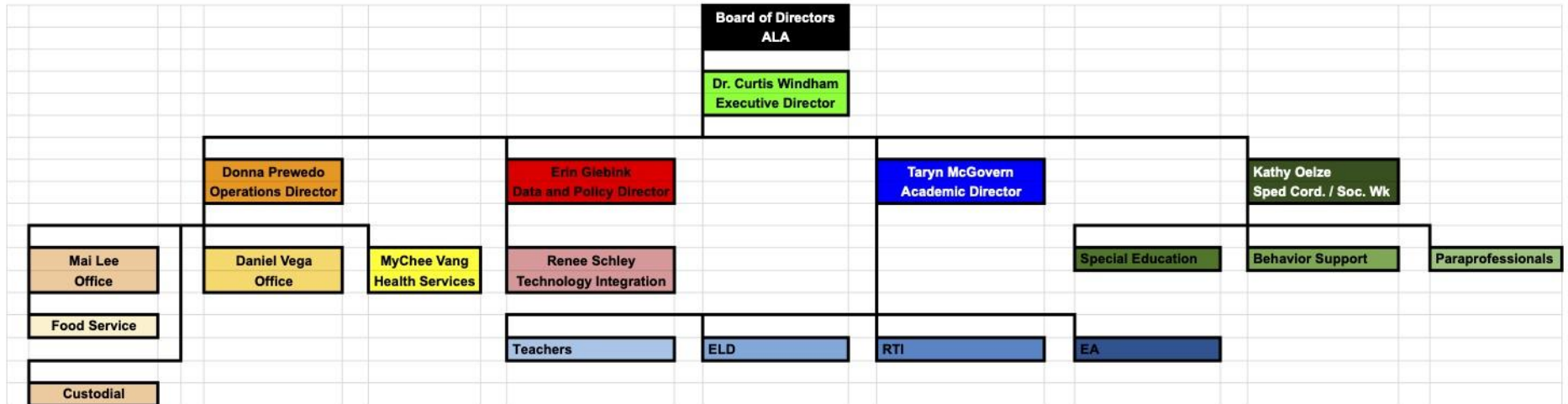
FUTURE PLANNING

Plans for the 2022-2023 school year include:

- The school schedule will be adjusted to allow for more effective intervention blocks in grades 1-6 per teacher feedback. An intervention block will be added to the daily schedule for grades 7-8.
- Teacher professional development will focus on aligning curriculum to state standards, prioritizing standards, vertical alignment, and creation of proficiency scales. Professional development focused on the updated Minnesota state standards in science will also occur throughout the year.

- Spontaneous drop-in observations will occur for all teaching staff periodically throughout the year in order to provide more authentic feedback.
- Families will receive training on accessing student grades via ALA's student information system in order to increase collaboration between school and home.
- Additional community events, which had been decreased due to covid, will be planned for the 22-23 school year.
- The school has shifted to Infinite Campus as the SIS. With this shift comes an opportunity to further engage families with the available parent portal. This will be rolled out during the 2022-2023 school year and allow parents to track and participate in ongoing student educational growth and measurements. Families will also be able to update their own contact information and make changes to household members, emergency contacts, and submit applications for Free and Reduced Lunch. It also provides more convenient options for paying lunch balances, purchasing uniforms, before and after school fees.

Appendix A. Organizational Structure.



Government-wide Financial Analysis

As noted earlier, net position may serve over time as a useful indicator of a government's financial position. In the case of the School, assets and deferred outflows of resources liabilities exceeded deferred inflows of resources by \$1,109,982 at the close of the most recent fiscal year.

A portion of the School's net position reflects its net investment in capital assets (e.g., building, building improvements, and equipment), less any related debt used to acquire those assets that are still outstanding. The School uses these capital assets to provide services to students; consequently, these assets are *not* available for future spending.

Achieve Language Academy's Net Position

	Governmental Activities		
	2022	2021	Increase (Decrease)
Assets			
Current and other assets	\$ 5,933,237	\$ 6,727,074	\$ (793,837)
Capital assets	4,140,067	4,324,818	(184,751)
Total Assets	10,073,304	11,051,892	(978,588)
Deferred Outflows of Resources			
Deferred pension resources	1,632,168	1,826,561	(194,393)
Liabilities			
Current and other liabilities	779,297	698,944	80,353
Noncurrent liabilities	6,302,504	8,183,446	(1,880,942)
Total Liabilities	7,081,801	8,882,390	(1,800,589)
Deferred Inflows of Resources			
Deferred pension resources	3,513,689	2,438,908	1,074,781
Net Position			
Net investment in capital assets	481,969	281,895	200,074
Restricted	1,978,946	1,967,710	11,236
Unrestricted	(1,350,933)	(697,900)	(653,033)
Total Net Position	\$ 1,109,982	\$ 1,557,155	\$ (447,173)

At the end of the current fiscal year, the School reports \$481,969 for its net investment in capital assets, \$1,978,946, in its restricted net position, and \$1,350,933 in its deficit unrestricted net position.

Governmental Activities. Governmental activities decreased the School's net position by \$447,173. Key elements of this decrease are shown in the table below.

Achieve Language Academy's Changes in Net Position

	Governmental Activities		
	2022	2021	Increase (Decrease)
Revenues			
Program revenues			
Charges for services	\$ 1,402	\$ 4,120	\$ (2,718)
Operating grants and contributions	3,096,589	1,506,214	1,590,375
General revenues			
State aid-formula grants	3,803,609	4,914,615	(1,111,006)
Other general revenues	4,565	25,571	(21,006)
Unrestricted investment earnings	9,014	-	9,014
Total Revenues	<u>6,915,179</u>	<u>6,450,520</u>	<u>464,659</u>
Expenses			
Administration	291,130	246,833	44,297
District support services	932,000	635,030	296,970
Elementary and secondary regular instruction	3,776,598	3,847,944	(71,346)
Special education instruction	752,446	877,569	(125,123)
Instructional support services	13,453	53,196	(39,743)
Pupil support services	568,858	402,191	166,667
Sites and buildings	474,567	492,496	(17,929)
Fiscal and other fixed cost programs	58,700	59,805	(1,105)
Food service	342,723	264,611	78,112
Community service	18,535	400	18,135
Interest on long-term debt	133,342	145,170	(11,828)
Total Expenses	<u>7,362,352</u>	<u>7,025,245</u>	<u>337,107</u>
Change in Net Position	(447,173)	(574,725)	127,552
Net Position, July 1	<u>1,557,155</u>	<u>2,131,880</u>	<u>(574,725)</u>
Net Position, June 30	<u>\$ 1,109,982</u>	<u>\$ 1,557,155</u>	<u>\$ (447,173)</u>

The primary reason for the decrease in net position is due to the change in pension liability and related balances.