



AURORA CHARTER SCHOOL
ISD # 4067
2013-2014 CHARTER SCHOOL ANNUAL REPORT
&
WORLD'S BEST WORKFORCE ANNUAL REPORT

Table of Contents

1. School Information	Page 3
2. Student Enrollment & Demographics	Page 4
3. Student Attendance, Attrition & Mobility	Page 5
4. World's Best Workforce	page 7
a. Educational Approach and Curriculum	Page 7
b. Innovative Practice and Implementation	Page 12
c. Academic Performance	Page 14
d. Student and Parent Satisfaction	Page 22
5. Environmental Education	Page 25
6. Staffing	Page 29
7. Governance and Management	Page 32
8. Operational Performance	Page 37
9. Finances	Page 41
10. Future Plans	Page 43

1. School Information

Aurora Charter School
2101 East 26th Street
Minneapolis, MN 55404
Serves Grades Kindergarten-4
Opened in 2000

Aurora Middle School
2103 East 26th Street
Minneapolis, MN 55404
Serves Grades 5-8
Opened in 2007

The Mission of Aurora Charter School is to operate a center of learning that embraces academic excellence and celebrates the gift of Latino culture.

The Vision of Aurora Charter School is to be a high-achieving learning environment where the student is nurtured academically, socially, and physically. Students will be held to learning standards mandated by the State of Minnesota through a dual language curriculum in English and Spanish, and with the instruction of highly qualified teachers and other support staff, will strive to close the achievement gap within the school.

Aurora Charter School has been proudly authorized by Audubon Center of the North Woods since its inception and looks forward to continued partnership for years to come. ACNW was also a key contributor to Aurora Charter School's success during the 2013-2014 school year.

Audubon Center of the North Woods
Charter School Division
43 Main St. S.E., Suite #238
Minneapolis, MN 55414
612-331-4181
www.audubon-center.org

David Greenberg, Director of Charter School Authorizing

2. Student Enrollment

Number of Students Enrolled

Enrollment at Aurora Charter School (ACS) has been steadily growing throughout the years, and due to a high demand and a long wait list, the school hopes to increase its enrollment by a large percentage next year.

	2012-2013	2013-2014	2014-2015 (est.)
Kindergarten	40	37	40
1 st Grade	41	41	42
2 nd Grade	37	39	42
3 rd Grade	37	42	41
4 th Grade	35	40	42
5 th Grade	37	33	45
6 th Grade	34	41	41
7 th Grade	33	33	45
8 th Grade	33	27	40
Total	327	333	378
Total ADM (Average Daily Membership) for year	307	331	378

Key Demographic Trends

Aurora Charter School's demographic trends tend to remain fairly consistent. The vast majority of students are Latino, and there is a consistently large free/reduced lunch population. Because Aurora Charter School is a dual-immersion program which teaches Spanish at all levels to native speakers, all students continue to receive ESL services and support even after they have passed their ACCESS tests.

	2012-2013	2013-2014	2014-2015
Total Enrollment	327	333	378
Male	140	140	167
Female	187	193	211
Special Education	10	17	16
LEP	332	280	282
African American	3	3	2
Latino	323	329	375
Asian/PI	0	0	0
American Indian	0	0	0
White	1	1	1
F/R Lunch	315	319	347

3. Student Attendance, Attrition & Mobility

STUDENT ATTENDANCE

	2011-2012	2012-2013	2013-2014
Overall Attendance Rate	96.9%	96.7%	96.9%

Aurora Charter School’s students consistently exceed the 2012-2013 State attendance rate of 93.3% by more than 3%.

STUDENT ATTRITION

Aurora Charter School strives to build positive relationships with the students’ parents and families, which in turn brings in extended family members and friends of its existing families. When families are happy with the school and their children’s educational experience, those families will most likely enroll more of their children in the school and will encourage others to do the same. Charter schools such as ACS will always struggle to retain all of their students when other schools can offer desirable services such as after school clubs and sports, but many of ACS’s families remain loyal to the school, and several have since its inception in 2000. There are several plans to increase parent and student satisfaction in the coming school years.

Percentage of students* who are continuously enrolled between October 1 of 2012-2013 school year and October 1 of 2013-2014 school year.	85.1%
--	-------

*This percentage does not include graduating students (8th grade).

Percentage of students* who continue enrollment in the school from Spring 2013 to October 1, 2013	89.2%
---	-------

* This percentage does not include graduating students (8th grade).

The school’s retention rates have improved over the course of the last few years, which means that the attrition rate (student losses) has decreased. If one were to compare the attrition rates from 2012-2013 to the rates from 2013-2014, retention rates from October 1 of one year to October 1 of the next have increased from 77.35% to 85.1%, and students continuously enrolled from the end of one school year to October 1 of the next has increased from 80.56% to 89.2%. We truly hope that the transition into the 2014-2015 school year reflects numbers that either show a retention rate similar to or higher than 2013-2014.

STUDENT MOBILITY

	Summer Transfers In	Number of Students on Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index*
2010-11	4	312	11	21	32	10.25%
2011-12	25	321	7	15	22	6.85%
2012-13	26	324	12	12	24	7.41%
2013-14	50	333	6	5	11	3.30%

*Total mid-year transfers divided by number of students on Oct. 1.

Over the past few years, Aurora has seen an increase of students who enter into the district, both at the beginning of the year and mid-year, and a decrease in the number of students who leave the district during the year. When students enter the district, the goal is to serve the families with care and respect so that those families choose to continue their education at ACS. When they choose to stay from one year to the next, student enrollment naturally increases with each year. Due to a planned campaign to increase enrollment for the coming school year, these numbers are expected to grow.

Percentage of students who were enrolled for 95% or more of the 2013-2014 school year.	95.94%
--	--------

Despite the change in administration during the 2013-2014 school year and the challenges that arose with that transition, the new administration was proud to retain most of its families throughout the school year. Having students leave part way through the year is normal for any district, but the only students who left during this school year left due to health issues or because they had moved outside the local district.

Part of the plan for the 2014-2015 school year is to increase student enrollment, so the percentage of students who were enrolled for 95% or more of the coming school year is expected to be much lower because more students will be entering the school after the start date.

4. World's Best Workforce Components

4a. Educational Approach and Curriculum

Key Pedagogical Approach:

The primary pedagogical approach at Aurora Charter School (ACS) is a transitional dual language program in both Spanish and English. The goal of the curriculum at ACS is that students achieve bi-literacy in Spanish and English. The instructional day for students in kindergarten through second grade is taught primarily in Spanish. Students receive all of their core classes in Spanish. Physical Education, Educational Technology, and Music are taught in English. This equates to about 88% of their school day being taught in Spanish and 12% in English. In third grade, the students begin a more intense transition to English. The instructional day for 3rd grade through 5th grade is structured so that they receive Social Studies and Science instruction in Spanish and Language Arts and Math instruction in English. This equates to about 45% of their day being taught in Spanish and 55% being taught in English. When students reach middle school they receive instruction for all of their core classes and specials classes in English with a Spanish Language Arts class designed for native speakers of Spanish. This equates to 88% of their day being taught in English and 12% being taught in Spanish.

Strategies for Improving Instruction, Curriculum and Student Achievement:

Aurora Charter School's leadership team has designed a professional development program for teachers to receive training in the areas of Math, Reading, Science, ESL, and Technology. There are five instructional coaches that research and develop trainings for the teachers to attend. Each instructional coach is also responsible for monitoring the professional development plan of five teachers. These five teachers and the instructional coach meet in professional learning communities to analyze student data and discuss strategies on which teachers received training.

Instructional coaches submitted a professional development plan, in which they designed six training sessions throughout the school year. Each instructional coach had a focus for their trainings that they designed. The math coach focused her professional development plan on using critical thinking skills in the math classroom. Using critical thinking skills in the math requires students to go beyond the traditional methods of solving problems using math. The reading coach focused her professional development plan on student questioning. This is an area that facilitates thinking while reading and increases of the comprehension reader. The Science Coach focused her professional development sessions on the 5E Learning Cycle. The 5E Learning Cycle includes elements of Engagement, Exploration, Explanation, Elaboration, and Evaluation. The ESL coach focused her professional development sessions on Sheltered Instruction. Sheltered Instruction is a very important aspect of the instructional strategies used at ACS given our high English Learner population. The technology coach focused his professional development sessions on using educational technology as a tool to support 21st Century student learning.

Remediation Practices:

The Empowerment Committee (EC) at Aurora Charter School provides a forum for general education teachers to bring student concerns related to behavioral or academic student performance. Teachers may present information defining current concerns they are experiencing in their classrooms with individual students. The EC will provide suggestions and identify resources available to help the teachers remedy the concerns. The EC is the venue that provides suggestions for appropriate classroom interventions that may be used prior to referring a student for special education evaluation.

The EC meets bi-weekly at a regularly scheduled time. Currently, the Team meets every other Thursday at 2:45. A Gmail account has been created especially for this Committee at: empowermentcommittee@gmail.com to help streamline the process and assist with communication (i.e., organize and manage email, submit and review documents, and view calendar and scheduled events, etc.).

Empowerment Committee Procedures:

1. The teacher with concern completes the required form on Google Docs. The assigned grade level designee will review the form for completion and schedule the meeting.
2. Teachers concerned about a student's academic achievement and/or behavior complete a referral form and e-mail it to the Empowerment Committee. The teacher is also expected to review the student's cumulative folder prior to submitting the form to the Empowerment Committee. The appropriate Team member will review the form and schedule an Empowerment Committee meeting to discuss the student.
3. Empowerment Committee meetings are held on a bi-weekly basis in the intervention room. Attendees include a special education teacher, administrator, school psychologist, Title One teachers, ELL teachers, intervention teachers, and the referring teacher.
4. At the Empowerment Committee meeting, the teacher shares student concerns, reviews current progress, and presents data regarding the interventions already attempted (if any). The Team brainstorms what scientifically research-based interventions are needed, determines the specific interventions that will be implemented for 4-6 weeks, and identifies the method of data collection.
5. Interventionists and/or support staff carry out the specified interventions for 4-6 weeks, collecting data on a weekly basis while being provided guidance and support. Depending on the nature of the intervention, it is possible that the data is collected on a bi-weekly basis, rather than weekly. The Empowerment Committee will inform the teacher and other staff involved.
6. The Team reassembles to discuss the data and the overall effectiveness of the interventions implemented. If the data demonstrates that the interventions were not successful, another scientifically research-based intervention is determined by the Team and will be implemented for an additional 3-4 weeks in the specific area of concern.
7. After 6-8 weeks of targeted intervention(s), the Team reviews all intervention data, student progress, and overall performance to determine whether to continue with

the intervention, modify the intervention, or even add another intervention for 3-4 additional weeks if the student has shown progress.

8. If the student did not make adequate progress (as demonstrated by the data) after receiving a minimum of two scientifically research-based interventions, the Empowerment Committee may refer that student to the Child Study Team in order to plan an initial special education evaluation. Other possible options are:
 - a. Recommend the classroom teacher continue current interventions for extended time and/or implement other suggested interventions.
 - b. Recommend increasing ELL services
 - c. Recommend pursuit of services such as Title I
 - d. Recommend After School Tutoring
 - e. Recommend a 504 evaluation for students with a current diagnosis or condition that meet the definition of “disabled” under ADA
 - f. Recommend pursuit of special education evaluation.
 - g. No further consideration required.

Special Education Services:

Aurora Charter School provides a continuum of educational service alternatives. All students with disabilities are provided special instruction and services which are appropriate to meet their needs. The following is representative of Aurora Charter School’s method of providing special education services for the identified pupils, environment and location where special education service may occur and the instructional and related services that are available should they be required.

Appropriate program alternatives to meet the special education needs, goals, and objectives of a pupil are determined on an individual basis. Choices of specific program alternatives are based on the pupil’s current levels of performance, special educational needs, goals, and objectives, and must be written in the IEP. Program alternatives are comprised of the type of services provided, the setting in which services are located, and the amount of time and frequency in which special education services occur.

1. Special Education Support and Services:
 - a. Direct instruction in general education setting
 - b. Small group instruction in general education
 - c. Direct 1:1 instruction in resource room
 - d. Small group instruction in resource room
 - e. Paraprofessional/Instructional Assistance (IA) support in general education
 - f. Indirect instruction

2. Related Services available:
 - a. Speech/Language and Articulation Therapy services
 - b. Occupational Therapy services
 - c. Psychological services/Behavior Skills
 - d. Social Work/School Counseling services

- e. Deaf/Hard of Hearing services
- f. Audiological services
- g. Blind/Visual Impairment services
- h. Developmental Adaptive Physical Education (DAPE) services

* Students in Kindergarten through Grade 2 who qualify under the category of Speech/Language either as the Primary Disability or Related Service must receive their instruction and therapy in Spanish, which is consistent with their programming model at Aurora Charter School. To accommodate this, Aurora Charter School contracts with Presence Learning, which is an online program that delivers speech/language instruction in Spanish. Beginning in third grade, student's transition to the Speech/Language Pathologist on-site as their instruction and therapy will be delivered in English.

English Learner Program:

Aurora Charter School provides ESL services to students who are identified as English Language Learners (ELL). In the primary grades (K-2), English as a Second Language (ESL) classes are delivered four times per week for 30 minutes each session. These classes are primarily designed to give students exposure to the English language while learning to read, write, and speak in Spanish. At the intermediate grade levels (3-5), Language Arts is co-taught with an ESL teacher. Co-teaching Language Arts with an ESL teacher provides sheltered instruction support for ELL students. Students with the lowest Limited English Proficiency (LEP) status, according to the W-APT or WIDA ACCESS tests are pulled-out for small group instruction. At the Middle School level all students have an ESL class in addition to their English Language Arts class. They receive sheltered English instruction in Science, Social Studies, and Language Arts. Students with the lowest LEP status according to the W-APT or WIDA ACCESS tests are pulled out for small group instruction.

Staffing to meet the mission of Aurora Charter School:

Aurora Charter School staff of 42 includes 26 teachers. Our teachers in grades (Child Care Program) through second grade are native Spanish speakers and are bilingual in Spanish and English. They have the knowledge and skills to teach the Spanish curriculum. These skills are fundamental to teaching these grade levels because the first language of literacy for our students (Child Care Program) through second grade is Spanish. Beginning in the third grade through fifth grade, students split their day between Spanish and English, increasing English literacy while maintaining their first language. Beginning in the 6th grade through 8th grade, the language of instruction is English along with a Spanish Language Arts class designed for native speakers of Spanish to maintain their Spanish language. Eighty (80%) of Aurora's staff are bilingual or native Spanish speakers. Various grade levels share a teaching assistant. There are eight teaching assistants and all are native Spanish speakers or bilingual. Due to the increase in student population of students with disabilities who have IEPs, the role of specific teaching assistants has slowly shifted from a classroom assistant to working part-day and/or primarily with students with disabilities who require this service per their IEP, either as a "child-specific" paraprofessional or a classroom special education paraprofessional. Key support staff are also native Spanish speakers or bilingual. By having Spanish-speaking and bilingual staff, it

assures that language barriers for the parents are drastically minimized or eliminated altogether and allows for parents to stay involved in their children's education.

2013-2014 School Calendar:

Aurora Charter School's school year is a bit longer than traditional school districts. During the 2013-2014 school year, the district had 185 scheduled school days. Due to inclement weather in the winter, the school closed for six total days during the winter, which resulted in 179 days of instruction. Below was the calendar for the 2013-2014 school year.

Calendar	2013-2014	Aurora Charter/Middle School	Elementary and Middle School																																																																																																																																																																																																				
August	<table border="1"> <tr><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td></tr> <tr><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </table>	M	T	W	Th	F				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	<table border="1"> <tr><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td></tr> </table>	M	T	W	Th	F	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31				<table border="1"> <tr><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td></tr> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>28</td><td>29</td><td>30</td><td></td><td></td></tr> </table>	M	T	W	Th	F		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30			<table border="1"> <tr><td>Aug 5-9</td><td>Staff Return/Staff Develop. Wk. no classes</td><td></td></tr> <tr><td>August</td><td>12</td><td>First Day of classes for students (All grades)</td></tr> <tr><td>Sept.</td><td>2</td><td>Labor Day/no classes</td></tr> <tr><td>Sept.</td><td>12</td><td>Mid Quarter 1</td></tr> <tr><td>Sept.</td><td>16</td><td>No Classes/Mex. indep. Day/Indep. Latino America</td></tr> <tr><td>October</td><td>16</td><td>End of Quarter 1/Half day Dismissal 11:50</td></tr> <tr><td>October</td><td>17</td><td>Staff Development/No Classes</td></tr> <tr><td>October</td><td>18</td><td>Conferences/No Classes</td></tr> <tr><td></td><td></td><td>46 Days</td></tr> <tr><td>November</td><td>21</td><td>Mid Quarter 2</td></tr> <tr><td>Nov 25-29</td><td></td><td>Thanksgiving Wk Break/no classes</td></tr> <tr><td>Dec 23-Jan 3</td><td></td><td>No classes/Winter Break</td></tr> <tr><td>January</td><td>15</td><td>End of Quarter 2/Half day Dismissal 11:50</td></tr> <tr><td>January</td><td>16</td><td>Staff Development Day/no classes</td></tr> <tr><td>January</td><td>17</td><td>Conferences/no classes</td></tr> <tr><td></td><td></td><td>48 days</td></tr> <tr><td>January</td><td>20</td><td>Martin Luther King Day/no classes</td></tr> <tr><td>February</td><td>17</td><td>President's Day/no classes</td></tr> <tr><td>February</td><td>21</td><td>Mid Quarter 3</td></tr> <tr><td>March</td><td>26</td><td>End of Quarter 3/Half day Dismissal 11:50</td></tr> <tr><td>March</td><td>27</td><td>Staff Development/No Classes</td></tr> <tr><td>March</td><td>28</td><td>Conferences/no classes</td></tr> <tr><td></td><td></td><td>46 days</td></tr> <tr><td>April 14-18</td><td></td><td>Spring Break/No Classes</td></tr> <tr><td>May</td><td>5</td><td>No Classes/"Cinco De Mayo"</td></tr> <tr><td>May</td><td>8</td><td>Mid Quarter 4</td></tr> <tr><td>May</td><td>26</td><td>Memorial Day no classes</td></tr> <tr><td>June</td><td>9</td><td>Field Day M.S.</td></tr> <tr><td>June</td><td>10</td><td>Field Day K-4/Last Day for Students</td></tr> <tr><td>June</td><td>11</td><td>End of Quarter 4/no classes</td></tr> <tr><td>June</td><td>11</td><td>Kinder Graduation 11:00 - 1:00</td></tr> <tr><td>June</td><td></td><td>8th Grade Graduation 2:00-4:00</td></tr> <tr><td>June</td><td>12</td><td>Staff Development/No Classes</td></tr> <tr><td>June</td><td>13</td><td>Conferences/No Classes</td></tr> <tr><td></td><td></td><td>45 days</td></tr> </table>	Aug 5-9	Staff Return/Staff Develop. Wk. no classes		August	12	First Day of classes for students (All grades)	Sept.	2	Labor Day/no classes	Sept.	12	Mid Quarter 1	Sept.	16	No Classes/Mex. indep. Day/Indep. Latino America	October	16	End of Quarter 1/Half day Dismissal 11:50	October	17	Staff Development/No Classes	October	18	Conferences/No Classes			46 Days	November	21	Mid Quarter 2	Nov 25-29		Thanksgiving Wk Break/no classes	Dec 23-Jan 3		No classes/Winter Break	January	15	End of Quarter 2/Half day Dismissal 11:50	January	16	Staff Development Day/no classes	January	17	Conferences/no classes			48 days	January	20	Martin Luther King Day/no classes	February	17	President's Day/no classes	February	21	Mid Quarter 3	March	26	End of Quarter 3/Half day Dismissal 11:50	March	27	Staff Development/No Classes	March	28	Conferences/no classes			46 days	April 14-18		Spring Break/No Classes	May	5	No Classes/"Cinco De Mayo"	May	8	Mid Quarter 4	May	26	Memorial Day no classes	June	9	Field Day M.S.	June	10	Field Day K-4/Last Day for Students	June	11	End of Quarter 4/no classes	June	11	Kinder Graduation 11:00 - 1:00	June		8th Grade Graduation 2:00-4:00	June	12	Staff Development/No Classes	June	13	Conferences/No Classes			45 days
M	T	W	Th	F																																																																																																																																																																																																			
			1	2																																																																																																																																																																																																			
5	6	7	8	9																																																																																																																																																																																																			
12	13	14	15	16																																																																																																																																																																																																			
19	20	21	22	23																																																																																																																																																																																																			
26	27	28	29	30																																																																																																																																																																																																			
M	T	W	Th	F																																																																																																																																																																																																			
2	3	4	5	6																																																																																																																																																																																																			
9	10	11	12	13																																																																																																																																																																																																			
16	17	18	19	20																																																																																																																																																																																																			
23	24	25	26	27																																																																																																																																																																																																			
30	31																																																																																																																																																																																																						
M	T	W	Th	F																																																																																																																																																																																																			
	1	2	3	4																																																																																																																																																																																																			
7	8	9	10	11																																																																																																																																																																																																			
14	15	16	17	18																																																																																																																																																																																																			
21	22	23	24	25																																																																																																																																																																																																			
28	29	30																																																																																																																																																																																																					
Aug 5-9	Staff Return/Staff Develop. Wk. no classes																																																																																																																																																																																																						
August	12	First Day of classes for students (All grades)																																																																																																																																																																																																					
Sept.	2	Labor Day/no classes																																																																																																																																																																																																					
Sept.	12	Mid Quarter 1																																																																																																																																																																																																					
Sept.	16	No Classes/Mex. indep. Day/Indep. Latino America																																																																																																																																																																																																					
October	16	End of Quarter 1/Half day Dismissal 11:50																																																																																																																																																																																																					
October	17	Staff Development/No Classes																																																																																																																																																																																																					
October	18	Conferences/No Classes																																																																																																																																																																																																					
		46 Days																																																																																																																																																																																																					
November	21	Mid Quarter 2																																																																																																																																																																																																					
Nov 25-29		Thanksgiving Wk Break/no classes																																																																																																																																																																																																					
Dec 23-Jan 3		No classes/Winter Break																																																																																																																																																																																																					
January	15	End of Quarter 2/Half day Dismissal 11:50																																																																																																																																																																																																					
January	16	Staff Development Day/no classes																																																																																																																																																																																																					
January	17	Conferences/no classes																																																																																																																																																																																																					
		48 days																																																																																																																																																																																																					
January	20	Martin Luther King Day/no classes																																																																																																																																																																																																					
February	17	President's Day/no classes																																																																																																																																																																																																					
February	21	Mid Quarter 3																																																																																																																																																																																																					
March	26	End of Quarter 3/Half day Dismissal 11:50																																																																																																																																																																																																					
March	27	Staff Development/No Classes																																																																																																																																																																																																					
March	28	Conferences/no classes																																																																																																																																																																																																					
		46 days																																																																																																																																																																																																					
April 14-18		Spring Break/No Classes																																																																																																																																																																																																					
May	5	No Classes/"Cinco De Mayo"																																																																																																																																																																																																					
May	8	Mid Quarter 4																																																																																																																																																																																																					
May	26	Memorial Day no classes																																																																																																																																																																																																					
June	9	Field Day M.S.																																																																																																																																																																																																					
June	10	Field Day K-4/Last Day for Students																																																																																																																																																																																																					
June	11	End of Quarter 4/no classes																																																																																																																																																																																																					
June	11	Kinder Graduation 11:00 - 1:00																																																																																																																																																																																																					
June		8th Grade Graduation 2:00-4:00																																																																																																																																																																																																					
June	12	Staff Development/No Classes																																																																																																																																																																																																					
June	13	Conferences/No Classes																																																																																																																																																																																																					
		45 days																																																																																																																																																																																																					
September	<table border="1"> <tr><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>30</td><td></td><td></td><td></td><td></td></tr> </table>	M	T	W	Th	F	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30					<table border="1"> <tr><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td></tr> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </table>	M	T	W	Th	F			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	<table border="1"> <tr><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td></tr> <tr><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </table>	M	T	W	Th	F				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30																																																																																																										
M	T	W	Th	F																																																																																																																																																																																																			
2	3	4	5	6																																																																																																																																																																																																			
9	10	11	12	13																																																																																																																																																																																																			
16	17	18	19	20																																																																																																																																																																																																			
23	24	25	26	27																																																																																																																																																																																																			
30																																																																																																																																																																																																							
M	T	W	Th	F																																																																																																																																																																																																			
		1	2	3																																																																																																																																																																																																			
6	7	8	9	10																																																																																																																																																																																																			
13	14	15	16	17																																																																																																																																																																																																			
20	21	22	23	24																																																																																																																																																																																																			
27	28	29	30	31																																																																																																																																																																																																			
M	T	W	Th	F																																																																																																																																																																																																			
			1	2																																																																																																																																																																																																			
5	6	7	8	9																																																																																																																																																																																																			
12	13	14	15	16																																																																																																																																																																																																			
19	20	21	22	23																																																																																																																																																																																																			
26	27	28	29	30																																																																																																																																																																																																			
October	<table border="1"> <tr><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td></tr> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </table>	M	T	W	Th	F		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31		<table border="1"> <tr><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> </table>	M	T	W	Th	F	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	<table border="1"> <tr><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>30</td><td></td><td></td><td></td><td></td></tr> </table>	M	T	W	Th	F	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30																																																																																																																			
M	T	W	Th	F																																																																																																																																																																																																			
	1	2	3	4																																																																																																																																																																																																			
7	8	9	10	11																																																																																																																																																																																																			
14	15	16	17	18																																																																																																																																																																																																			
21	22	23	24	25																																																																																																																																																																																																			
28	29	30	31																																																																																																																																																																																																				
M	T	W	Th	F																																																																																																																																																																																																			
3	4	5	6	7																																																																																																																																																																																																			
10	11	12	13	14																																																																																																																																																																																																			
17	18	19	20	21																																																																																																																																																																																																			
24	25	26	27	28																																																																																																																																																																																																			
M	T	W	Th	F																																																																																																																																																																																																			
2	3	4	5	6																																																																																																																																																																																																			
9	10	11	12	13																																																																																																																																																																																																			
16	17	18	19	20																																																																																																																																																																																																			
23	24	25	26	27																																																																																																																																																																																																			
30																																																																																																																																																																																																							
November	<table border="1"> <tr><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td></tr> <tr><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> </table>	M	T	W	Th	F					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	<table border="1"> <tr><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td></tr> </table>	M	T	W	Th	F	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					<table border="1"> <tr><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td></tr> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </table>	M	T	W	Th	F		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31																																																																																																											
M	T	W	Th	F																																																																																																																																																																																																			
				1																																																																																																																																																																																																			
4	5	6	7	8																																																																																																																																																																																																			
11	12	13	14	15																																																																																																																																																																																																			
18	19	20	21	22																																																																																																																																																																																																			
25	26	27	28	29																																																																																																																																																																																																			
M	T	W	Th	F																																																																																																																																																																																																			
3	4	5	6	7																																																																																																																																																																																																			
10	11	12	13	14																																																																																																																																																																																																			
17	18	19	20	21																																																																																																																																																																																																			
24	25	26	27	28																																																																																																																																																																																																			
31																																																																																																																																																																																																							
M	T	W	Th	F																																																																																																																																																																																																			
	1	2	3	4																																																																																																																																																																																																			
7	8	9	10	11																																																																																																																																																																																																			
14	15	16	17	18																																																																																																																																																																																																			
21	22	23	24	25																																																																																																																																																																																																			
28	29	30	31																																																																																																																																																																																																				

The instructional school day was 330 minutes long and was divided up differently between elementary and middle school. Elementary classes (Kindergarten-5th grade) divide their days between two teachers, one in the morning and one in the afternoon. Each teacher teaches two subjects, either math and language arts or science and social studies. Starting at the end of January, music was reinstated for elementary students. From that point on, elementary students had music and computer classes once per week each and physical education three times per week. The middle school divided its days between six academic classes and two days per week each of music, computer, and physical education classes.

4b. Innovative Practices & Implementation

Innovative or unique aspects of the school related to the school mission:

Aurora Charter School is comprised primarily of students who are native speakers of Spanish, which gives it a unique opportunity to teach a dual-language curriculum, the end goal being that students will graduate from eighth grade both bilingual and bi-literate in Spanish and English. In kindergarten through second grade, students are taught language arts, math, science, and social studies in Spanish. In third through fifth grade, half of the subjects are continuously taught in Spanish, while the others are taught in English. While students are learning English in third and fourth grade, their language arts classes are co-taught with an ESL teacher to expedite the students' English acquisition. By middle school, students are bilingual, and education in English and Spanish continues through Language Arts, Spanish, and ESL classes. This dual-language structure is the core behind our mission to "operate a center of learning that embraces academic excellence and celebrates the gift of Latino culture."

After School Program:

ACS operates an after school program for families who choose not to have their students ride the school bus or live outside of our transportation area. The after school program operates daily from 2:30PM -4:30PM. This program offers a structure for children to get homework help and participate in age appropriate activities. Students also receive a healthy snack during the after school program.

Extended School Year:

During the 2014 summer, ACS also offered a three-week summer program for students who need academic support in math, reading, and writing and who have Extended School Year (ESY) written into their Individual Education Plans. Aurora's ESY program provides services three hours per day for three day per week.

Early Learning Program:

Aurora Charter School operates an early learning program consisting of students ages 3-5. The program measures proficiency according to Minnesota's Early Childhood Indicators of Progress. Specifically, the program is designed to support children's learning in their first language at an early stage of intellectual development, which in turn will facilitate accelerated learning in English and Spanish as students progress through school. The school serves primarily Spanish-speaking families, and students begin learning in their first language in early learning through grade two and then transition quickly into English in the following grades. Teaching the school's curriculum in Spanish not only helps our students succeed academically, but also enables parents to be more involved in their children's education. The majority of ACS families are immigrants, and the school is dedicated to providing quality care, exceptional instruction, and a safe environment for children while parents are working to support their families.

Strategic Plan:

Aurora Charter School Board developed a three year strategic plan in June of FY14. The plan features five Core Values and several Strategic Objectives. The plan is outlined with the following vision statements:

1. Core Strategic Vision One – Student Learning

Vision Statement:

Aurora Charter School will be a high-achievement learning environment where the student is nurtured academically, socially and physically. Students will be held to learning standards mandated by the State of Minnesota, and with the instruction of highly qualified teachers, will strive to close achievement gap within the school.

2. Core Strategic Vision Two – Faculty & Staff

Vision Statement:

Aurora Charter School will be a magnet for talented faculty and staff as an employer-of-choice. Faculty and staff, who is a treasured asset to students, will be held to high standards, and will be supported with tools necessary for instructional success.

3. Core Strategic Vision Three – Culture and Climate

Vision Statement:

Aurora Charter School will intentionally cultivate a meaningful school culture and spirited school climate. A positive learning environment will inspire students, families, faculty, staff, administrators, and community stakeholders.

4. Core Strategic Vision Four – Administration & Board Governance

Vision Statement:

Aurora Charter School will be driven by a gifted administration that is able to balance the interests of learners, families, teachers, staff, and key stakeholders for the common good and in carrying out the school's stated mission.

5. Core Strategic Vision Five - Community Engagement

Vision Statement:

Aurora Charter School will foster environments of inclusiveness whereby families will want to engage and contribute to the school's success. Furthermore, intentional efforts will be made to engage local and regional businesses and policy makers for Aurora Charter School's interests.

4c. Academic Performance

I. Progress on ACNW Contractual Academic Goals including Mission Related goals.

Goal	Results	Explanation of Results																				
<p>Reading: 2012-2015 all continuously enrolled students in grades 3-8 will meet or exceed the Minnesota Standards in reading as measured by the MCA II and MCA III assessments. Students will increase proficiency in reading 2% each year 46% to reach 52% proficiency by 2015.</p>	<table border="1"> <thead> <tr> <th data-bbox="604 338 792 373">Year</th> <th data-bbox="792 338 997 373">%Proficient</th> </tr> </thead> <tbody> <tr> <td data-bbox="604 373 792 409">2012 (MCA II)</td> <td data-bbox="792 373 997 409">47.3%</td> </tr> <tr> <td data-bbox="604 409 792 445">2013 (MCA III)</td> <td data-bbox="792 409 997 445">28.4%</td> </tr> <tr> <td data-bbox="604 445 792 480">2014 (MCA III)</td> <td data-bbox="792 445 997 480">31.4%</td> </tr> </tbody> </table>	Year	%Proficient	2012 (MCA II)	47.3%	2013 (MCA III)	28.4%	2014 (MCA III)	31.4%	<p>In 2012, 182 students (grades 3-8) were tested in Reading using the MCA II. Of the 182 students tested at ACS in 2012, 86 were proficient in Reading. Percent Proficient in Reading was 47.3% in grades 3-8.</p> <p>In 2013, the MCA III was introduced and 183 students were tested with the new assessment. Of the 183 students tested at ACS, 52 scored proficient in Reading. Percent proficient was 28.4% in grades 3-8.</p> <p>In 2014, 210 students at ACS were tested in Reading using the MCA III. Of the 210 students tested, 66 scored proficient in Reading. Percent proficient increased to 31.4%.</p>												
Year	%Proficient																					
2012 (MCA II)	47.3%																					
2013 (MCA III)	28.4%																					
2014 (MCA III)	31.4%																					
<p>100% of students grades 3-8 will demonstrate at least one-year's growth annually in reading fluency and comprehension in Spanish and/or English as measured by MCA's.</p>	<table border="1"> <thead> <tr> <th colspan="2" data-bbox="604 1163 997 1241">Aurora Elementary School (3rd-4th Grades)</th> </tr> <tr> <th data-bbox="604 1241 792 1276">Year</th> <th data-bbox="792 1241 997 1276">Making AYP</th> </tr> </thead> <tbody> <tr> <td data-bbox="604 1276 792 1312">2012</td> <td data-bbox="792 1276 997 1312">Yes</td> </tr> <tr> <td data-bbox="604 1312 792 1348">2013</td> <td data-bbox="792 1312 997 1348">Yes</td> </tr> <tr> <td data-bbox="604 1348 792 1383">2014</td> <td data-bbox="792 1348 997 1383">No</td> </tr> <tr> <th colspan="2" data-bbox="604 1383 997 1461">Aurora Middle School (5th-8th Grades)</th> </tr> <tr> <th data-bbox="604 1461 792 1497">Year</th> <th data-bbox="792 1461 997 1497">Making AYP</th> </tr> <tr> <td data-bbox="604 1497 792 1533">2012</td> <td data-bbox="792 1497 997 1533">Yes</td> </tr> <tr> <td data-bbox="604 1533 792 1568">2013</td> <td data-bbox="792 1533 997 1568">Yes</td> </tr> <tr> <td data-bbox="604 1568 792 1604">2014</td> <td data-bbox="792 1568 997 1604">Yes</td> </tr> </tbody> </table>	Aurora Elementary School (3rd-4th Grades)		Year	Making AYP	2012	Yes	2013	Yes	2014	No	Aurora Middle School (5th-8th Grades)		Year	Making AYP	2012	Yes	2013	Yes	2014	Yes	<p>"Adequate Yearly Progress" (AYP) is a measurement of school and district performance mandated by the federal No Child Left Behind (NCLB) Act. Under NCLB, schools and districts must reach achievement goals based on test scores. Despite the waiver Minnesota has received, AYP is a good indicator of one years growth. ACS students in 3rd and 4th grade did make AYP in 2012 and 2013 for reading. However, they not make AYP in 2014 for Reading. ACS students in grades 5-8 have made AYP for the past three</p>
Aurora Elementary School (3rd-4th Grades)																						
Year	Making AYP																					
2012	Yes																					
2013	Yes																					
2014	No																					
Aurora Middle School (5th-8th Grades)																						
Year	Making AYP																					
2012	Yes																					
2013	Yes																					
2014	Yes																					

		years.																				
<p>Math: 2012-2015 all continuously enrolled students in grades 3-8 will meet or exceed the Minnesota Standards in math as measured by the MCA III assessment. Students will increase proficiency in math 2% each year from 50% to reach 56% proficiency by 2015.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>% Proficient</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>50%</td> </tr> <tr> <td>2013</td> <td>47.3%</td> </tr> <tr> <td>2014</td> <td>52.6%</td> </tr> </tbody> </table>	Year	% Proficient	2012	50%	2013	47.3%	2014	52.6%	<p>184 Students at ACS were tested in 2013 using the MCA-III. Of the 184 students tested in 2013, 87 students scored proficient. Proficiency in Math for continuously enrolled students decreased from 50% to 47.3% from 2012 to 2013.</p> <p>213 students at ACS were tested in 2014 using the MCA-III. Of the 213 students tested in 2014, 112 students scored proficient. Proficiency in Math for continuously enrolled students increased from 47.3% to 52.6% from 2013 to 2014.</p> <p>We anticipate this growth in proficiency to continue in 2015, bringing us closer to or surpassing our goal of 56% proficiency in Math.</p>												
Year	% Proficient																					
2012	50%																					
2013	47.3%																					
2014	52.6%																					
<p>100% of students grade 3-8 will demonstrate at least one year's growth annually in math skills and concepts as measured by MCA's</p>	<table border="1"> <thead> <tr> <th colspan="2">Aurora Elementary School (3rd-4th Grades)</th> </tr> <tr> <th>Year</th> <th>Making AYP</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>Yes</td> </tr> <tr> <td>2013</td> <td>Yes</td> </tr> <tr> <td>2014</td> <td>Yes</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">Aurora Middle School (5th-8th Grades)</th> </tr> <tr> <th>Year</th> <th>Making AYP</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>Yes</td> </tr> <tr> <td>2013</td> <td>Yes</td> </tr> <tr> <td>2014</td> <td>Yes</td> </tr> </tbody> </table>	Aurora Elementary School (3rd-4th Grades)		Year	Making AYP	2012	Yes	2013	Yes	2014	Yes	Aurora Middle School (5th-8th Grades)		Year	Making AYP	2012	Yes	2013	Yes	2014	Yes	<p>Students in grades 3-8 at ACS made AYP in Math during each of the past three years.</p>
Aurora Elementary School (3rd-4th Grades)																						
Year	Making AYP																					
2012	Yes																					
2013	Yes																					
2014	Yes																					
Aurora Middle School (5th-8th Grades)																						
Year	Making AYP																					
2012	Yes																					
2013	Yes																					
2014	Yes																					
<p>2012-2015 all continuously enrolled students grades K-8 will demonstrate at least one year's growth annually as measured by ACCESS assessment results.</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>%Proficient</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>12.5%</td> </tr> <tr> <td>2013</td> <td>7.2%</td> </tr> <tr> <td>2014</td> <td>15.6%</td> </tr> </tbody> </table>	Year	%Proficient	2012	12.5%	2013	7.2%	2014	15.6%	<p>In 2012, 288 students at ACS were tested using the WIDA ACCESS test. Of the 288 students tested, 36 scored proficient. Percent proficient was 12.5%.</p> <p>In 2013, only 250 students were tested using the WIDA</p>												
Year	%Proficient																					
2012	12.5%																					
2013	7.2%																					
2014	15.6%																					

		<p>ACCESS test. Of the 250 students tested, 18 scored proficient. Percent proficient was 7.2%.</p> <p>In 2014, 275 students were tested using the WIDA ACCESS test. Of the 275 students tested, 43 scored proficient. Percent proficient was 15.6%.</p>
--	--	---

Overall, the progress of the ACS towards its contractual academic goals with ACNW is encouraging that the goals will be met. Attaining these goals will be a testament to the diligence and commitment of the staff and students at Aurora Charter School. The students at ACS have done an outstanding job preparing and applying their knowledge to the MCA in Math. They have help ACS make progress towards the goals outlined in the above chart and have make AYP for the past consecutive three years.

One of the largest challenges that the students face is going from the primary grades (k-2), where 88% of their day is delivered in Spanish, to the intermediate grades, where 55% of their instruction is delivered in English. Teachers have reported that when the students come to third grade, they lack the basic English skills needed to be successful in third grade reading in English. The transition happens abruptly and students may be slightly unprepared to read English at a third grade level. We suspect that this may have contributed to the students in k-4 not making AYP in 2014. This extension of ESL services would increase the percentage of the school day taught in English from 12% to 20%. Additionally, the MCA III in Math was introduced, which may have contributed a sizable decrease in the percentage of students proficient in Math. We plan to review the Math Expressions curriculum and align the standards

During the 2014-2015 school year, ACS plans to extend ESL services into the primary grades. This plan is designed to bring English exposure to the students in K-1 and teach beginning English literacy skills to 2nd graders. This will make the Transition to English less abrupt.

II. Reading and Math Growth

MDE Report Card Data:

Although student growth since 2012 has decreased, students are still showing more growth in the medium growth and high growth categories than in the low growth category. The decrease in growth is alarming and measures have been put into place for the 2014-2015 school year to monitor growth. ACS has invested in the Northwest Evaluation Association: Measures of Academic Progress. In order to implement progress monitoring, ACS has also invested in the easyCBM program. EasyCBM will allow teachers to track intervention progress and make data driven decisions to improve instruction and student learning.

Aurora Middle School

MATH	2012	2013	2014
Percent of students “On Track for Success”	67.9%	61.5%	56.2%
Percent of students making High, Medium, and Low Growth	100%	100%	100%
High	57.8%	47.7%	34.7%
Medium	31.2%	29.4%	41.3%
Low	11%	22.9%	24%

READING	2012	2013	2014
Percent of students “On Track for Success”	56.3%	65.8%	44.6%
Percent of students making High, Medium, and Low Growth	100%	100%	100%
High	31.8%	41.7%	35.5%
Medium	48.1%	39.8%	33.1%
Low	20%	18.5%	31.4%

Aurora Elementary School

MATH	2012	2013	2014
Percent of students “On Track for Success”	96.5%	53.6%	22.9%
Percent of students making High, Medium, and Low Growth	100%	100%	100%
High	57.8%	47.7%	34.7%
Medium	31.2%	29.4%	41.3%
Low	11%	22.9%	24%

READING	2012	2013	2014
Percent of students “On Track for Success”	71.4%	60.7%	51.4%
Percent of students making High, Medium, and Low Growth	100%	100%	100%
High	64.3%	25%	45.7%
Medium	32.1%	46.4%	31.4%
Low	3.6%	28.6%	22.9%

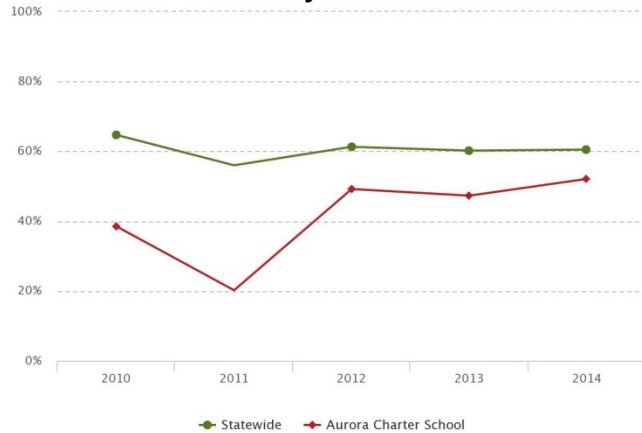
III. Proficiency Results in Reading, Math, and Science:

ACS’s students’ math proficiency has been slowly but surely increasing over the past few years, and while the state’s math proficiency remains largely the same, ACS is catching up. New reading standards were implemented in 2013, so it is more difficult to compare reading data over the years, but even from 2013 to 2014, ACS’s students have made some progress toward reaching the state level, which includes other ethnicities, language abilities, and non-Title I schools. However, even if ACS’s students have not quite closed the gap to reach the state’s scores, other English learners in similar school programs have a little farther to go. Emerson Elementary School in Minneapolis and Richfield Dual

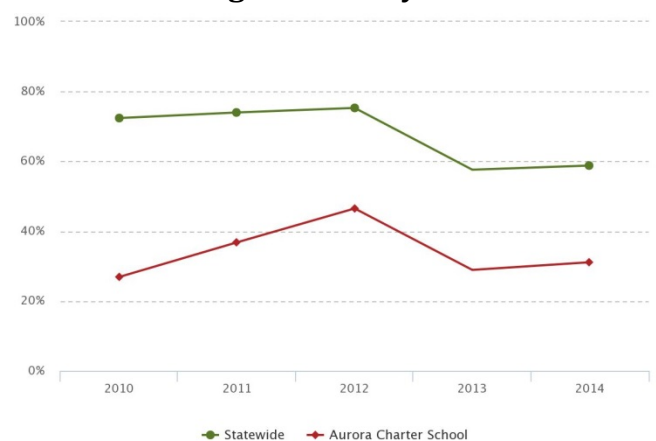
Language School both teach Spanish to their students, so ACS's data has been compared to theirs. ACS has consistently had a higher proficiency rate in both Math and Reading than both schools, but the students, teachers, and administration will continue to strive to close the achievement gap with other schools in the state, not just other English learners.

Comparisons to English learners in the Local District, State, and other districts, taken from the results for All Accountability Tests on the MDE Report Card.

ACS Math Proficiency Rate



ACS Reading Proficiency Rate



Proficiency Index, Math					
	Charter School	State	Local District	Emerson Elementary	Richfield Dual Language School
2014	63.7	47.6	39.4	57.2	37.6
2013	64.8	47.5	37.8	42.3	35.5
2012	64.7	49.2	35.2	41.2	35.7

Proficiency Index, Reading					
	Charter School	State	Local District	Emerson Elementary	Richfield Dual Language School
2014	44.5	38.2	28.4	20.6	17.7
2013	42.0	36.8	27.9	17.3	22.2
2012	60.3	58.5	49.8	45.3	39.8

Proficiency Rates, Math					
	Charter School	State	Local District	Emerson Elementary	Richfield Dual Language School
2014	52.1	60.5	43.1	50.8	44.1
2013	47.3	60.2	42.2	43.2	44.7
2012	49.2	61.3	39.3	44.4	46.2

Proficiency Rates, Reading					
	Charter School	State	Local District	Emerson Elementary	Richfield Dual Language School
2014	31.1	60.5	42.4	30.9	35.2
2013	28.9	60.2	41.8	27.8	35.6
2012	46.5	61.3	56.9	52.1	57.4

Oral Reading Fluency:

While ACS is planning to implement new assessments in the coming school year, during 2013-2014, teachers also tracked Oral Reading Fluency (ORF) by assessing using CBMs. CBMs assess student's reading ability, phonetic skills, and comprehension. The winter results, which are said to be the truest test of a student's abilities, have the highest average of students at grade level. Although there were a few classes which dropped percentages from winter to spring, there were several more which either remained consistent or saw dramatic increases in the percentages of students at grade level.

Grade	Fall: Student s tested	Fall: Students at Grade Level	Fall: % at grade level	Winter: Students tested	Winter: Students at Grade Level	Winter: % at Grade Level	Spring: Students Tested	Spring: Students at Grade Level	Spring: % at Grade Level
1	42	5	11.9%	42	37	88.1%	42	37	88.1%
2	38	28	73.7%	38	24	63.2%	39	20	51.3%
3	41	20	48.8%	42	26	61.9%	42	28	66.7%
4	42	24	57%	42	28	66.7%	42	23	54.8%
5	33	21	63.6%	33	24	72.7%	33	24	72.7%
6	41	31	75.6%	39	28	71.8%	41	24	58.5%
7	32	14	43.7%	32	15	46.9%	32	15	46.9%
8	24	8	33.3%	24	9	37.5%	24	13	54.2%
Total	293	151	51.5%	292	191	65.4%	295	184	62.4%

IV. Performance of English learners of ACCESS Assessment

AMAO Progress	School	Local District	State	State Target
2013	61.19%	52.99%	52.37%	41.94%

AMAO Proficiency	School	Local District	State	State Target
2014	15.6%	15.3%	15.7%	Not Available
2013	7.2%	13.7%	16.0%	10.43%
2012	12.5%	9.6%	12.5%	Not Available

No AMAO Progress data was available for 2014 through the Minnesota Department of Education, but ACS was quite pleased with the results for the 2013 school year. The school exceeded the local district and state’s progress by almost 10% and the state’s target by almost 20%. This appears to have a direct effect on the school’s AMAO Proficiency. 2013 appears to be an anomaly for ACS, as the current administration believes that one class was not tested based on the number of students tested. However, when one compares 2012 to 2014, it is easy to see the increase in percent proficient. For those two years, the students consistently did better than the local district and performed almost identically to students statewide. ACS hopes to see those proficiency rates rise as further efforts are taken to improve the dual immersion program and introduce English earlier in the curriculum.

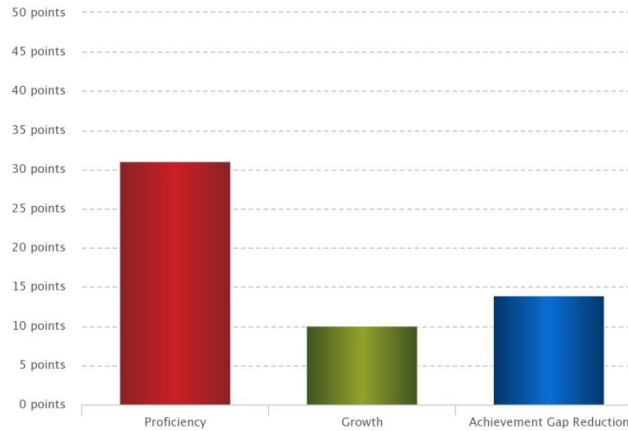
V. Multiple Measures Rating

Aurora Charter School prides itself in the work being done to help close the achievement gap in Minnesota. At the middle school level, we were proud to be named a Celebration School in 2013 with continued success in 2014, as our middle school was named a Reward School. This is a testament to the commitment and hard work being done to service the community and help close the achievement gap.

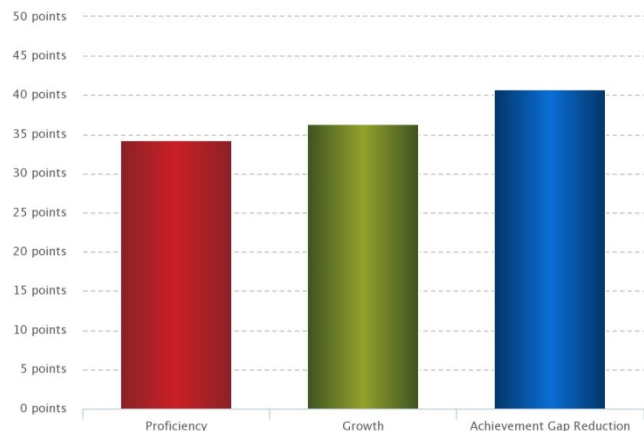
With proficiency the lowest of the three ratings for Aurora Middle School, we are diligently working to provide more comprehensive interventions to struggling students, align curriculum to standards, and provide opportunities for students to make their learning visible. With the honor of being a Reward School, we recognize that it is an affirmation of the transitional bilingual model. However, we also recognize that there is room for improvement, especially at the elementary level.

Aurora Elementary School has been designated a Continuous Improvement School. One of the major challenges we face is third grade, when the students begin to learn English with more formal instruction. For many students at ACS, this is their first formal English instruction. To face this challenge, during the 2014-2015 school year, we plan to introduce English in Kindergarten-1st grade, with the goal of exposing students to more English on a social level, introducing sight words, and basic social usage. In second grade, the level of English will be increased to introduce basic literacy skills, such as letter sounds and spelling. We are confident that this will help the students achieve earlier in the intermediate grade levels.

Aurora Charter School MMR



Aurora Middle School MMR



Aurora Charter School:

Multiple Measurements Rating (MMR) is 36.80%	
Proficiency	31.1 points
Weighted percentage of subgroups reaching target	49.8%
Growth	10.12 points
Average Growth Z-Score	-0.423
Achievement Gap Reduction	13.98 points
Achievement Gap Reduction Score	0.4977
TOTAL POINTS	55.2 points
Possible points	150

Focus Rating (FR) is 55.66%	
Achievement Gap Reduction	13.98 points
Achievement Gap Reduction Score	0.4977
Focused Proficiency	41.68 points
Weighted percentage of subgroups reaching targets	66.7%
TOTAL POINTS	55.66 points
Possible Points	100 points

Aurora Middle School:

Multiple Measurements Rating (MMR) is 74.16%	
Proficiency	34.22 points
Weighted percentage of subgroups reaching target	62.3%
Growth	36.26 points
Average Growth Z-Score	0.0243
Achievement Gap Reduction	40.76 points
Achievement Gap Reduction Score	0.0361
TOTAL POINTS	111.23 points
Possible points	150

Focus Rating (FR) is 86.62%	
Achievement Gap Reduction	40.76 points
Achievement Gap Reduction Score	0.0361
Focused Proficiency	45.86 points
Weighted percentage of subgroups reaching targets	83.4%
TOTAL POINTS	86.62 points
Possible Points	100 points

4d. Student and Parent Satisfaction

Aurora Charter School conducted a survey for the parents of children enrolled in all grade levels at the school. The purpose of the survey was to collect constructive feedback from parents concerning their educational experience at Aurora Charter School. The feedback parents provided was used to inform the School Board on the future of the school. Data collected was used when the Board entered into a formal strategic planning process June 19, 2014. Comments shared by families are considered anonymous. No specific family names were collected unless otherwise noted by the family.

FINDINGS – Parent Survey

Questions:

1. *I meet in person with teachers at my children's school.*
2. *In the past year, I have discussed my child's school with other parents from the school.*
3. *In the past year, I have helped out or volunteered at my child's school.*
4. *I am confident in my ability to make sure my child's school meets my child's learning needs.*
5. *My child's teacher has a teaching styles that matches my child's learning style.*
6. *My child learns from the feedback about his or her work.*
7. *I would say that most children enjoy going to Aurora Charter School.*
8. *The classroom lessons at my child's school are motivating.*
9. *Administrators at my child's school create a school environment that helps children learn.*
10. *Overall, I believe the Aurora Charter School's administration, teachers and staff have respect for the students.*
11. *The future is bright for Aurora Charter School.*

Question	Strongly agree	Agree	Neither	Disagree	Strongly Disagree
1	36 (73%)	12 (24%)	0	1 (2%)	0

2	11 (22%)	18 (37%)	9 (18%)	3 (6%)	4 (8%)
3	4 (8%)	9 (18%)	10 (20%)	11 (22%)	5 (10%)
4	33 (67%)	13 (27%)	3 (6%)	0	0
5	23 (47%)	25 (51%)	0	1 (2%)	0
6	22 (45%)	20 (41%)	3 (6%)	0	0
7	28 (57%)	18 (37%)	2 (4%)	0	0
8	22 (45%)	24 (49%)	2 (4%)	1 (2%)	0
9	22 (45%)	26 (53%)	1 (2%)	0	0
10	25 (51%)	22 (45%)	2 (4%)	0	0
11	29 (59%)	17 (35%)	3 (6%)	0	0

Comments by question:

1. *All very good excellent; I very much like them having communication with them.*
2. *Yes, it was very much like this year; It is very good to know their progress.*
3. *Only a movie night; I agree though I was sometimes was difficult for work.*
4. *Yes, all the time because I'm asking the teachers.*
5. *She is a good teacher who helps a lot to my son including the other students; Yes, my child from pre-k always liked and learned I thank the teachers for that.*
6. *My daughters are very happy.*
7. *Her friends are just as smart and enjoy school; Yes, and I've always recommended this school because I like all kinds of activities and all the teachers.*
8. *None*
9. *[People] here are very friendly.*
10. *Are very attentive to what happens in every family and help everyone; if all the time are very friendly.*
11. *Hopefully they can get to have more rooms to get to the high school; because that was before now been many changes with new manager.*

This parent survey was given during third quarter conferences. Forty-nine families completed the survey. The results of the survey provided the ACS Board and leadership with useful information regarding the educational experience that they receive from Aurora Charter School. The ACS Board and leadership used this information during strategic planning sessions and as a resource for future planning. Much of the feedback was very positive and highlights the strengths of the school as the learning environment,

personnel, and their child's educational experience. The feedback regarding parental involvement was the driving force behind developing a Parent-School Partnership. The school partnered with Casa De Esperanza to offer leadership and communications training to interested parents. The parents who completed the training continue to lead the Parent-School Partnership and motivate the parents of Aurora Charter School.

There were two basic questions that this survey was lacking:

- I am satisfied with my choice of sending my child to Aurora Charter School.
- I feel my child is safe attending Aurora Charter School.

With the addition of these two questions, the survey would have been more complete in addressing overall satisfaction and safety.

A student survey was not conducted. In the future, a student survey will be conducted several times throughout the school year to ensure a consistent feedback for the school to continually improve its service to the students.

End of World's Best Workforce Components

5. Environmental Education

The mission of Aurora Charter School’s authorizer, the Audubon Center of the North Woods, is to “instill a connection and commitment to the environment in people of all communities through experiential learning.” As part of our contract with our authorizer, we have agreed to the following environmental education goal:

Staff, students, and parents at Aurora Charter School will increase their environmental literacy and develop the knowledge, skills, and attitudes to support a sustainable, healthy environment.

The Audubon Center of the North Woods defines environmental education as the implementation of values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities, and the earth. Environmental literacy is the knowledge, skills, attitudes, motivation, and commitment to work individually and collectively toward sustaining a healthy natural and social environment. To meet the above goal, Aurora Charter School has agreed to provide opportunities to instill a connection and commitment to the environment through experiential learning.

Indicator Area 1: EE-based Curriculum Components

Describe how the school integrates environmental education into science curriculum and other disciplines.

- In what ways does the school integrate environmental education into its academic program?
 - Environmental Education is included in the science classes in the middle school where appropriate, and when a topic that is related to climate change, pollution, invasive species, and recycling is introduced, Environmental Education is taught along with the curriculum. In elementary classrooms, the students are taught using Foss Kits, and each grade has a live biology unit to help students better understand their environment. The activities designed along with the Foss science curriculum incorporate Environmental Education and make connections to student’s lives outside of the classroom.
- Are EE values and strategies present in disciplines other than science? If so, in what way(s)?
 - EE values are easily incorporated into cross-curricular planning and other subjects, including math, social studies, art, and music. Elementary students tracked observations of earthworms and created charts and graphs in math class looking for patterns among earthworms.
- Please provide a list of specific examples (e.g. courses, projects, EE-related student accomplishments, etc.) that demonstrate EE integration in science and other discipline areas.
 - Aurora students participate in the World Savvy program, which is facilitated by our middle school social studies teacher. World Savvy is an organization that is committed to educating and engaging youth about the community and how to be responsible citizens. The most recent theme for World Savvy was sustainable communities. Students learned about what actions they could

take to help create a community that can thrive. They explored topics such as water resources, food sources, and alternative energy.

- Science classes explore biology units at every grade level, including learning the processes of earthworms; the life cycles of butterflies, plants, and crayfish; and the dissection of owl pellets, earthworms, and frogs. Each biology unit expands our students awareness of the world outside.
- Has EE integration into existing curriculum impacted students' environmental literacy? How do you know?
 - While in middle school, several students participate in the World Savvy competition. In the spring of 2014, these students proved their environmental literacy by presenting their knowledge of sustainability to a large audience.

Indicator Area 2: Field Trips to Natural Areas

04/2014, 40 fifth grade students visited the Audubon Center on a two-night, three-day field trip. They enjoyed themselves learning about Minnesota mammals, birds of prey, reptiles, and wolves. The students also had the chance to rock climb and hike through the woods.

- Students had the opportunity to interact with the environment in a way that is not possible in the urban environment in which they live. Experiences that bring students into an entirely different environment build vocabulary and promote the use of language.
- This field trip provides students and teachers with a much different learning setting than the classroom. Many students at Aurora have grown up in urban areas and are not often exposed to different environments, specifically nature and the wilderness. Learning outside presents the students with a special opportunity to delve into and experience nature up close and personal, and that experience sticks with them for years to come.
- The learning purpose of this field trip was to create experiences related to environments, natural vegetation, and wildlife in order to increase students' environmental literacy. In addition, it gave the students a more personal and visceral connection to ACS's authorizer and the environmental goals of ACNW and the school.

05/2014, 38 kindergarten students visited the Sea Life Aquarium at the Mall of America. They explored the creatures of the sea and studied underwater habitats.

- This field trip provided students with an experience where they could see different habitats in real life rather than through media sources.
- Following the trip to the Sealife Aquarium, the kindergarten classes incorporated underwater habitats into their curriculum by learning about habitats and creating an art project comparing different habitats.
- While habitats are usually a first grade standard, the field trip was offered to the kindergarten class, so the habitats discussion gave the students a glimpse into their first grade curriculum. The trip to the aquarium also gave the students an opportunity to observe a model of a natural system, discuss the living and nonliving

components of that system, and discuss and identify the external parts of those creatures, all of which are kindergarten science standards.

Indicator Area 3: Promote Environmental Stewardship

Currently, Aurora Charter School is exploring different ways to reach out to the community at large to promote environmental stewardship. We are interested in creating partnerships with organizations that can help us reach our goals to provide as many resources to the community and people we serve.

Indicator Areas 4 & 5: EE Elective Trend Areas

Describe how the school participates in at least two activities in at least two trend areas.

Indicate the elective trend area(s) in which your school participates:

- EE trained teachers or experts
- Energy efficiency
- Food program
- Natural vegetation/wildlife use
- Outdoor recreation
- Operations & finance
- Waste reduction

07/2013 When Aurora moved its elementary school into its new building, skylights and motion sensor lights were installed to improve energy efficiency. In areas which have skylights, natural light suffices much of the time, so artificial lighting is used much more rarely. In the hallways, the lights will turn off automatically if there has not been movement in the vicinity of each light for 10 minutes, which greatly saves on energy use and costs.

On 11/19/2013, CLIMB Theater conducted assemblies for the entire school, and for grades K-5, the themes of their skits were about the environment and energy conservation.

- EE trained teachers or experts
- Energy efficiency
- Food program
- Natural vegetation/wildlife use
- Outdoor recreation
- Operations & finance
- Waste reduction

Students and staff members at ACS separate garbage into trash, organic/biodegradable garbage, and recyclables in the cafeteria and in the classrooms. To engage the students in this element of the school's environmental awareness, teachers often have their students create signs for each waste bin; they decorate these signs with examples of items which should be placed in each bin so that they can learn their responsibility to their environment both visually and tactilely.

Indicator Area 6: Commitment

The administration of Aurora Charter School discussed and brainstormed ways to save energy and increase environmental literacy while creating the FY15 budget. Areas that were under consideration were designed to reserve funding for EE training for staff/teachers, which will be incorporated into the coming school year.

One area in which ACS strives to be environmentally conscious is in its use of paper. Aurora uses 100% recycled paper products wherever possible. Student lunch trays are biodegradable and 100% recycled paper. Even its disposable forks are biodegradable. In addition, ACS sends paper notices home to parents since many do not have access to computers at home, but instead of paper notices or communication, the staff communicates through email, which is kinder on the environment.

Indicator Area 7: Environmental Literacy

We believe that every subject can be linked to the environment in one way or another. By building EE values into the everyday lives of our students, we can create a culture that naturally encourages sustainable communities. Two examples would be our recycling program and our food program.

Every classroom separates recyclables and trash. Students create signs for the different cans and work diligently to maintain separated waste cans. In the cafeteria, students often help the masses clear off their lunch trays into three different waste baskets, one for trash, one for paper products, and one for organics.

Partnering with CKC and the Minneapolis Department of Health, Aurora has developed a salad bar for our students at lunchtime. CKC attempts to buy as much local produce as possible, which boosts the local economy and reduces wastes involved in transporting produce from greater distances. In the future, Aurora plans to display where the food is from and challenge students and teachers to design lessons that incorporate the location of the food we have in our salad bar.

There are a few challenges involved in environmental education. Teachers sometimes have difficulty incorporating EE into their lessons while trying to follow state standards and prepare students for standardized tests. In addition, a lack of funding keeps field trips to nature areas limited to a few experiences. However, each year provides the school, its teachers and students with more opportunities to successfully incorporate EE into its daily operation and education. Teachers and students are increasing efforts to fund field trips, which create alternative classroom experiences that encourage authentic learning. Middle school students also participate in science fairs, at which they highlight their scientific and environmental knowledge, and several students were even finalists at the 2014 science fair.

6. Staffing

Due to Aurora Charter School's unique approach to education and language acquisition, its staff members are also very carefully selected to fill its needs. Teachers and teaching assistants in daycare through fifth grade are all either native Spanish-speakers or fluent in Spanish, with the exception of the Language Arts and Math teachers in third through fifth grade who are hired to teach in English. At the middle school level, classes are primarily taught in English with the exception of Spanish class, which continues to improve students academic literacy in Spanish. All teachers have either Minnesota teaching licenses or are talented and knowledgeable non-licensed community experts. This diverse, qualified, and largely bilingual staff supports the school's mission to provide high-quality education and celebrate Latino culture.

2013-2014 Licensed Teaching Staff				
Name	File #	License / Assignment	2013-14 Status*	Comments
Abigail Olson	474201	English as a Second Language	R	
Adam Michalek	405864	Physical/Developmental/ Adaptive Ed	R	
Adriana Hazi Aviña	396946	Elementary Education	R	
Ayme Almendarez	446169	Elementary Education	R	
Bethany Peterson	435768	English as a Second Language	R	
Bianca Boomer	442591	Elementary Education	NR	Found employment at new district
Candace Aldun	366781	Elementary Education/ EBD/LD	R	
Cassandra Wietgreffe	469100	Science 5-8	R	
Carmen V. Narciso	399105	Elementary Education/Reading	R	
Cecilia Delbene	477722	Spanish	NR	Found employment at new district
Deanna Perchyshyn	339039	Elementary Education (Variance), ESL	NR	Chose to leave work force
Diana Armenta	385306	Elementary Ed/Comm Arts/Literature	R	
Emily Schreiner	450926	Elementary Ed/Social Science	NR	Left due to commute time
Elizabeth Foster	320528	Elementary Education/ESL	R	
Elizabeth Martin	462046	Early Childhood Education	R	Returned as preschool teacher
Jaqueline Silva	475400	Elementary Education	R	

Joy Decker	377394	Elementary Education/Learning Disabilities	R	
Liliana Rodriguez	405461	Mathematics	R	
Luana Mitchell	391943	Vocal and Classroom Music	R	
Matthew Cisewski	424354	Social Studies	R	Returned as Director
Maribel Zuniga	447074	Mathematics	R	
Nubia Morales	448120	Elementary Education	R	
Oscar M. Guerrero	997458	Spanish (Community Expert)	R	
Patricia Garcia	475658	Elementary Education (Community Expert)	R	
Rachele Naab	476017	English as a Second Language	R	
Samantha Berryhill	466462	Elementary/Early Childhood Education	R	

* R = Return, NR = Not Return

2014-2015 Licensed Teaching Staff			
Name	File #	License / Assignment	Comments
Abigail Reeves	445487	Elementary Education	
Doris Schulz	997134	Elementary Education (Community Expert)	Was an education assistant during previous years and will have full-time license after completion of Education degree
Drew McLaughlin			
Elizabeth Burton	478402	Elementary Education	
Gustavo Lira	997135	Visual Arts (Community Expert)	
Jessica Gustafson	416572	Elementary Education and Reading	
Maria Ferri	483056	Elementary Education	License pending
Trisha Vlaminc	465743	Elementary Education	

Licensed teacher percentage turnover rate:

2013-14 to 2014-15: $[\text{non-returning teachers} / \text{total teachers} \times 100] = 15\%$

Contracts at Aurora Charter School are offered on a one-year basis, and contracts offered one year are not necessarily offered for the next. Between the 2013-2014 and 2014-2015 school years, we had a few teachers choose to accept employment in other school districts which offered them positions at schools which were much closer to their residences.

However, many employees choose to continue their employment at ACS for several years even if it involves working in a new position.

2013-14 Other Licensed (non-teaching) Staff			
Name	Assignment	13-14 Status*	Comments
Gregoria Arita	Teaching Assistant	R	Has Short Call Substitute License
Lady Montoya	Teaching Assistant	R	Has Short Call Substitute License
Naomi Christianson	Business Administrator	R	Has a 5-8 Communication Arts/Literature license
Oscar Aviña	Mentor Teacher	NR	Has Elementary license, resigned in February

* R = Return, NR = Not Return

2013-14 Non-Licensed Staff			
Name	Assignment	13-14 Status*	Comments
Alejandro Aviña	Maintenance	R	
Ana Soria	Education/Office Assistant	R	R Office Assistant
Cheryl Aviña	Director	NR	Resigned in January
Doris Schulz	Education	R	R as Kindergarten Teacher
Elena Dumford	Food Service	R	
Elizabeth Hernández	Food Service	R	
Guadalupe Hernández	Food Service	R	
Marcia Lema	Food Service	R	
Leticia Terán	Receptionist	R	
Vanessa Gamez	Receptionist	R	
Rubenia Olivares	Special Ed. Assistant	R	
Maria Leticia Pérez	Education Assistant	R	
Soky Efteland	Education Assistant	R	
Sandra Payan	Education Assistant	R	R as Ed/SpEd Assistant
Francini Acuna	Education Assistant	R	
Blanca Sanchez	Education Assistant	R	
Maria Ferri	Preschool Teacher	R	R as 1 st Grade Teacher

* R = Return, NR = Not Return

2014-15 New Licensed (Non-teaching) Staff			
Name	File #	Assignment	Comments
Raquel Andrade	412937	Director of Teaching and Learning	Has Spanish and Principal's licenses

7. Governance and Management

GOVERNANCE

Aurora Charter School Board Governing Philosophy:

The governing philosophy of Aurora Charter School (ACS) is to build a culture of trust through transparent and progressive leadership. The leadership model is committed to a focused effort in achieving operational excellence which positively impacts the staff, families, and community served. The ACS Board is committed to developing its members to function at a high level of collaboration while utilizing necessary skills to proactively govern the school.

The ACS Board did not meet the standard 2.1: Board Composition and Capacity and 2.2: Board Decision-Making and Oversight on the ACNW Operations Evaluation, which was completed in the Spring of 2014. The ACS Board is working diligently to establish processes to rectify its functionality and develop into a more informed and engaged school board. Specifically, the ACS Board was deficient in the areas of board elections, meeting structure, policy, training, and capacity.

A school board training calendar has been approved by the school board. A needs assessment of the board will be conducted along with addressing specific deficiencies outlined in the ACNW Operations Evaluation. The results will be used to determine customized board trainings in the Spring of 2015.

2013-2014 Board Roster:

Member Name	Board Position	Affiliation	Term End Year	Email Address
Robert Harvey	Chair	Parent	2015	Harvey.R@hotmail.com
Carmen V. Narciso	Vice Chair	Teacher	2015	vnarciso@auroracharterschool.com
Bianca Boomer	Member	Teacher	July 17th, 2014	bboomer@auroracharterschool.com
Eva Sanchez	Member	Parent	January 17th, 2014	evarodriguezmn@gmail.com
Eric Cameron	Member	Community Member	2016	MrEricCameron@gmail.com
Matt Cisewski	Ex-officio	Director	N/A	mcisewski@auroracharterschool.com
Samantha Berryhill	Secretary	Teacher	2016	sberryhill@auroracharterschool.com

Board Training Information:

**Aurora Charter School
Board Member Development
Training Schedule 2014-2015**

Month	Training Session	Trainer
June, 2014	Engaging in Strategic Planning/Needs Assessment	Scott Morrell
July, 2014	Continued Strategic Planning	Scott Morrell
August, 2014	Continued Strategic Planning	Scott Morrell
September, 2014	Epicenter Training	To Be Determined
October, 2014		
November, 2014	Financial Matters ACNW Board Retreat	Sandy Schmidt ACNW
December, 2014	Quality and Financial Auditing	To Be Determined
January, 2015		
February, 2015	Employment Matters	Sandy Schmidt
March, 2015		
April, 2015	Charter School Board Governance	Cindy Lavorato
May, 2015	Customized Training based on Needs Assessment	To Be Determined
June, 2015	Customized Training based on Needs Assessment	To Be Determined

School Board Training History:

Board Member Name	Training Content Area	Training Date	Trainer/Presenter
Robert Harvey	Board Governance	01/16/2013	MSBA/Sandy Gunderlach
Carmen V. Narciso	Board Governance	01/16/2013	MSBA/Sandy Gunderlach
Bianca Boomer	Board Governance	01/16/2013	MSBA/Sandy Gunderlach

Eva Sanchez	Board Governance	01/16/2013	MSBA/Sandy Gunderlach
Eric Cameron	Board Governance	01/16/2013	MSBA/Sandy Gunderlach
Matt Cisewski	Board Governance	01/16/2013	MSBA/Sandy Gunderlach
Robert Harvey	Financial Matters	01/16/2013	MSBA/Gary Lee
Carmen V. Narciso	Financial Matters	01/16/2013	MSBA/Gary Lee
Bianca Boomer	Financial Matters	01/16/2013	MSBA/Gary Lee
Eva Sanchez	Financial Matters	01/16/2013	MSBA/Gary Lee
Eric Cameron	Financial Matters	01/16/2013	MSBA/Gary Lee
Matt Cisewski	Financial Matters	01/16/2013	MSBA/Gary Lee
Robert Harvey	Employment Matters	01/16/2013	MSBA/Amy Fullenkamp-Taylor
Carmen V. Narciso	Employment Matters	01/16/2013	MSBA/Amy Fullenkamp-Taylor
Bianca Boomer	Employment Matters	01/16/2013	MSBA/Amy Fullenkamp-Taylor
Eva Sanchez	Employment Matters	01/16/2013	MSBA/Amy Fullenkamp-Taylor
Eric Cameron	Employment Matters	01/16/2013	MSBA/Amy Fullenkamp-Taylor
Matt Cisewski	Employment Matters	01/16/2013	MSBA/Amy Fullenkamp-Taylor
Samantha Berryhill	Employment Matters	03/02/2014	MSBA/Amy Fullenkamp-Taylor
Samantha Berryhill	Financial Matters	03/02/2014	MSBA/Gary Lee
Samantha Berryhill	Board Governance	03/02/2014	MSBA/Sandy Gunderlach

MANAGEMENT

The 2013-2014 school year saw a dramatic change in school management when the Director, Cheryl Aviña, resigned her post in January. In the month prior, the School Board had put her on administrative leave, and technology teacher, Matt Cisewski, agreed to take her place as Interim Director. At this time, Naomi Christianson, the School Clerk, was also asked to assist the Interim Director in all Administrative duties. On February 28th, Oscar Aviña resigned his position as Mentor Teacher. In May, the School Board officially hired Matt Cisewski as Executive Director, and Naomi Christianson's job title was changed to Business Administrator. These two administrators will make up two-thirds of the administrative team for the 2014-2015 school year.

At the beginning of the school year, many of Aurora Charter School's financial services were contracted to cmERDC. However, following the Board's decision to perform an business operations investigation in January, the Board decided it would be best for the school to end the contract with cmERDC for its outsourced financial services and enter into a new contract with School Business Solutions (SBS). This transition allowed the new administration to see the true reality of the school's finances.

The 2013-2014 school year provided the school's administrative team with its most challenging year yet and resulted in a complete management change. The new administrative team worked diligently to outline all operations and apply best practices to operations where best practices were not being used. The administration is committed to maintaining a high level of service to the students, families, and staff of ACS. Amidst the many changes to operations at ACS during the 2013-2014 school year, the management was able to maintain a positive relationship with all stakeholders of the school.

Professional Development Plan(s) and Implementation

As per MN Statute:

The board of directors and an individual who does not hold a valid administrative license and who serves in an administrative, supervisory, or instructional leadership position shall develop a professional development plan. Documentation of the implementation of the professional development plan of these persons shall be included in the school's annual report.

PROFESSIONAL DEVELOPMENT PLAN FOR Interim/Executive Director

Major Responsibilities: School Finance, Community Engagement, reporting compliance, Student Discipline, Policy, Instructional Design, Communication, Staffing, Payroll, etc.

Goals: The ACS Board entered into an agreement with a very knowledgeable and experienced charter school director, Dr. Dick Best, to serve as a mentor to the Interim Director.

Actions: The Interim Director had several conversations at length with Dr. Dick Best. In addition, the Interim Director participated in several site visits of established charter schools in the Twin Cities area.

Evaluation: Oral evaluations were regularly conducted with the school board and other administrators.

PROFESSIONAL DEVELOPMENT PLAN FOR Business Administrator

Major Responsibilities: Student records and accounting, food service management, accounts payable, reporting compliance, site verification, ordering, etc.

Goals: Following the change in job title and responsibilities, the Business Administrator plans to return to school to get a master's degree related to her new position within the next two years.

Actions: The Business Administrator has attended several trainings, seminars, and webinars related to student accounting, food service, special education, UFARS, TRA and PERA, and compliance requirements provided by the Minnesota Department of Education and cmERDC conferences.

Evaluation: Oral evaluations were regularly conducted with the school board and other administrators.

8. Operational Performance

HEALTH AND SAFETY

The school currently does not have a nurse on staff, so all nursing services are administered by our receptionists. For students who have medications that must be kept at school (emergency inhalers, EpiPens, etc.), parents must complete a Medication Permission Form, which gives the school permission to administer the medication, and provide the school with a copy of the student's Action Plan, the prescription, and instructions for administering the medication. The receptionists may administer generic medications (Tums, aspirin, etc.) to students only with previous parental permission, either with a note or a phone call. They try to solve whatever health problems they can with water and rest before administering medication. During the 2013-2014 school year, no students were enrolled who took regular medications during school, so this system satisfied the students' and school's needs. The only regular challenge the school faced was that parents were sometimes unable to answer calls when children were sick or the receptionists were seeking permission to administer medication. In those circumstances, no medication was administered until parental permission was acquired.

The current management team is in the process of developing and implementing an emergency management plan for the next school year, including but not limited to periodic fire drills, clearly marked maps in each room that specify emergency exit routes, a school-wide procedure for medical emergencies, and the installation of an AED.

FOOD SERVICE

Aurora Charter School has its meals catered through Caravan Kids Catering (CKC) Good Food. We do not have a full-service kitchen with the appliances needed to prepare meals at our school, so having our meals catered to the school saves us a lot of time, labor, and money. In October of 2013, we also introduced a salad bar to our school lunches in an attempt to give our students more healthy food choices. This has had the desired effect on some of our students, and we hope that, with additional nutritional education, it will be even more of a success in the coming school year. By having our food catered, we rely heavily on the caterer's ability to provide us with fresh salad bar items and tasty food. Due to regular changes in USDA regulations, CKC is constantly working to provide our students with tasty, regulation-compliant, and nutritious meals.

TRANSPORTATION

During the 2013-2014 school year, Aurora Charter School contracted its student transportation to Minnehaha Transportation, and it will continue to contract with that transportation company next school year. This program allows ACS to pay only for the services it uses, and at this point, contracting out this service is more cost effective than purchasing busses and hiring drivers. The company also carries its own insurance, which saves us that expense. Any concerns about transportation services are communicated to the bus company and are dealt with promptly.

The majority of the students at ACS ride the bus to and from school. A small minority of students are driven to and from school by their parents. ACS is only obligated to provide bus transportation to students who live within the Minneapolis city limits, but if a family lives outside this area, we will attempt to provide them with transportation whenever possible.

FACILITIES

Beginning with the 2013-2014 school year, Aurora Charter School and Aurora Middle School are finally joined under one roof in Minneapolis's Longfellow neighborhood. The facility is two floors high, though only one small section of the second floor is utilized for school operations. There are two main entrances to the building, one for each school, and each school has a reception desk to better serve families, staff, and students. When the elementary school was relocated, the school also added a new gymnasium, and the middle school's old gymnasium became the cafeteria for both schools. The facility is equipped with a kitchen, full-size loading dock, and plenty of space should we ever choose to expand into the second floor.

REPORTING AND COMPLIANCE PRACTICES

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to agency and federal authorities. Submissions are made to both our authorizer and the Minnesota Department of Education. With the assistance of cmERDC, Aurora Charter School regularly updates and submits MARSS data and submits STARS twice per year. cmERDC, and then School Business Solutions, codes, monitors, and reports UFARS data, and the administration submits EDRS, DIRS, and applies for lease aid. Once an employee is hired, that person is automatically enrolled in either TRA (for licensed teachers) or PERA (for non-licensed staff members). Contribution to TRA and PERA is automatically taken from the employee's gross income, and the school matches the employee's minimum contribution. After each payroll, a check is generated and sent to each retirement agency.

The administration made great efforts during the 2013-2014 school year to make the school's website compliant with statutory and authorizer expectations and keep the information listed on the website current. The administration and School Board have acquired a new website for the coming school year to better serve Aurora's families and staff members. This new website will more user-friendly, and is therefore easier to update and keep compliant.

Aurora Charter School uses two insurance brokers, Dolliff Insurance and Ahmann Martin Risks and Benefits Consulting, to provide the school, building, and staff members with proper insurance coverage and plans. Dolliff Insurance provides our casualty, liability, worker's compensation, and umbrella insurance coverage through Philadelphia Insurance Company and AmTrust. Ahmann Martin provides the school with health insurance. Currently, Aurora Charter School's staff members are offered two benefits plans through HealthPartners insurance. The school pays the employees' entire premiums for one of those plans and the majority of the premium of the other.

ADMISSION AND ENROLLMENT

Aurora Charter School accepts enrollment applications throughout the year, and during the 2013-2014 school year, students were accepted into the program based on date of application. Because this was the established policy when the waiting list was developed, it was carried on throughout the school year. However, in April, the Board approved an enrollment policy effective in the coming school year which places students on a waiting list based on the outcome of a lottery process, not date of application.

STUDENT DISCIPLINE

Aurora Charter School ensures due process in student discipline practices by utilizing a student behavior model that focuses on positive behavior and limits the punitive punishment of negative behaviors. The operational memorandum approved by the board that is in place ensures that Aurora Charter School follow the Pupil Fair Dismissal Act. This operational memorandum is in place until the student discipline policy is revised and approved by the board.

Discipline Operational Memorandum

Aurora Charter School

February 12, 2014

Introduction:

Students of Aurora Charter School (ACS) are expected to treat each other with compassion, dignity, and respect. ACS students respect themselves, their peers, and adults of the school. Our expectation of the students at ACS is that they avoid disrupting others; exhibit self-assurance, confidence, and high regard for personal property.

Responsibilities:

ACS students are dependable. They take responsibility for their actions and can be held accountable to their actions.

Purpose:

The purpose of this memorandum is to establish due process when dealing with student discipline.

Students Rights:

All Students have the right to an education and the right to learn.

Procedures:

Removal of Student from the Classroom:

1. All teachers have a behavior pass in their classroom.
2. Teacher will fill out the behavior pass and send the student to the office.
3. Receptionist will record the behavior violation in JMC and notify the Director.
4. The director will assess the situation and determine the consequence for the violation.
5. The director will update the information in JMC regarding violation and consequences.

Sending student to the office outside of the classroom: (i.e. cafeteria, hallway)

1. Teacher will escort the student to the office and explain the reason to the receptionist.
2. Receptionist will record the behavior violation in JMC and notify the Director.
3. The director will assess the situation and determine the consequence for the violation.
4. The director will update the information in JMC regarding violation and consequences.

Suspension:

The director will follow guidelines outlined in the MN Pupil Fair Dismissal Act.

Expulsion:

The director will follow guidelines outlined in the MN Pupil Fair Dismissal Act.

This operational memorandum shall be reviewed and/or superseded by a revised operation for up to one year from ACS Board approval or until the ACS Board adopts a student discipline policy.

PARENT AND COMMUNITY ENGAGEMENT

Aurora Charter School conducted an overall satisfaction survey for the 2013-2014 school year and used that data to assist in the development of its Strategic Plan. This survey will become an annual process to ensure continued high-quality service over the years to come. In addition, this school year saw the formation of a Parent-School Partnership. Seven parents undertook leadership training, and they hope to encourage more parents to engage in the school.

Aurora Charter School, in collaboration with Casa De Esperanza, invited parents of enrolled students to participate in the leadership training and formation of Amig@s en Aurora. Seven training sessions were offered for a total of twenty-one hours of training in the areas of leadership, communication, and community engagement. The leadership trainings took place from May 19, 2014 to June 2, 2014 at Aurora Charter School. The goals of the program are outlined below:

Goals:

- Provide opportunities for parents to learn and improve their leadership skills.
- Provide resources and information that positively impact the community.
- Provide training and basic knowledge about domestic violence.
- Provide opportunities to develop and lead a project at Aurora Charter School.
- Provide opportunities to facilitate workshops and talking circles for other parents of students at Aurora Charter School.

HIRING PRACTICES

Under ACS's previous management, interviews were conducted and jobs were offered by the Director. Following the leadership change in December, ACS adopted a new hiring process. Jobs are posted online, and an email address was created for Human Resources. Administration reviews applications and offers interviews, and a small group of staff members, including administrators and relevant teachers/staff members conducts the interviews. If necessary, additional rounds of interviews may be conducted. Administration makes the final decision on potential candidates recommended for hire. The ACS Board, the governing body of the organization, finalizes the process by approving the recommendation of hire by the administration. ACS hires certified teachers and qualified staff members to provide high-quality services to staff, students, and families.

BACKGROUND CHECKS OF STAFF, BOARD, AND VOLUNTEERS

Aurora Charter School conducts a background check with the Bureau of Criminal Apprehension at the beginning of each and every school year for individuals who will have contact with students throughout the school day. Conducting background checks on employees help ensure a safe and secure learning environment for Aurora students.

STUDENT RECORDS

Student records are kept secure in the school's office, and only administration, office staff, and teachers who work closely with the students may access these records. Under the Family Educational Rights and Privacy Act, parents or former students over the age of 18 may request access to these records at any time. Copies of records may be sent to other schools at their request when a student transfers to another district or graduates from eighth grade and attends high school.

9. Finances

For questions regarding school finances and for complete financials for 2013-14 and/or an organizational budget for 2014-15, contact:

CliftonLarsonAllen LLP

Controller: Natha Horbach, CPA

Phone: 612-397-3201

Email: Natha.Horbach@claconnect.com

cmERDC provided accounting services for Aurora Charter School for first eight months of the 2013-2014 school year. School Business Solutions completed FY14 accounting and financial reporting services.

Information presented below is derived from preliminary audit figures. The full financial audit will be completed and presented to Minnesota Department of Education and Audubon Center of the North Woods no later than December 31, 2014.

FY14 Finances	Fund 1	Fund 2	Fund 4
Total Revenues	\$3,616,674.23	\$239,655.90	\$5,876.35
Total Expenditures	\$3,844,926.23	\$324,152.00	\$111,444.38
Net Income	(\$228,252.00)	(\$84,496.10)	(\$105,568.03)
Total Fund Balance	\$842,860	(\$84,496.10)	(\$105,568.03)
Committed Fund Balance	\$450,000		
Required Fund 02 Transfer	(\$84,496.10)		
Required Fund 04 Transfer	(\$105,568.03)		
True Fund Balance	\$202,796		

Overview

FY2014 was a challenging year for Aurora Charter School's finances. In response to accusations that the first administration was not properly handling the school's finances, the school saw a change in leadership. The Board and new Administration worked with outside consultants, School Business Solutions (SBS), the audit firm MMKR and its authorizer to evaluate the financial practices of the school. As a result, administration and School Business Solutions (SBS) began working on improved financial practices and a revised budget along with a look at long range financial budgets. The board was informed that early overspending of the budget along with added costs due to board due diligence in an employee matter would create a loss for the year. The revised budget and a look at long range budgets were completed in May. Both the revised budget for FY14 and the FY15 budget were brought to the Board for approval in June.

Revenues:

Fund 01:

Revenue in the General Fund was \$3,616,674, which is \$284,831 less than originally budgeted Fund 01 revenues. During the budgeting cycle the original Average Daily membership was overstated which was a factor in the revenues being overstated. As of June 30th, 2014, only 78%

of Title I Funds that were budgeted had been drawn from SERVS. The Title I draw from SERVS has been completed. Key sources included General Education Aid, Lease Aid and Special Education Aid.

Fund 02:

Revenue in Fund 02 or the Food Service fund was \$239,655, which was \$79,720 less than the original budgeted amount. Key sources included the NSLP and the SBP administered by USDA. Fund 02 also requires a permanent fund transfer of \$84,496.10.

Fund 04:

Revenue in Fund 04 or the Community Service fund was \$5,876. Key sources included after school care fees and preschool fees. Fees from patrons were ceased in September of 2013 without board approval. Fund 04 also requires a permanent fund transfer of \$105,568.03.

Expenses

Fund 01:

General Fund expenditures were \$3,844,926. The General Fund expenditures exceeded budget by \$228,252. This was due mostly to the move to the new elementary location. Many capital items were purchased while building and moving the elementary school during the summer, such as, furniture and technology costs that were not included in the original budget. In addition, there were Board obligated reporting costs that were not planned for. Aurora Charter School's expenses were greater than planned. Of the \$3,844,926; the major expenditure categories were salaries and benefits, which represent 50%, and purchased services, which represents 40%.

Fund 02:

The Food Service fund expenditures were \$324,152. The Food Service Fund expenditures exceeded budget by \$84,496. Food Service expenditures exceeded the revenues this year for several reasons, the main reasons being that the school was not receiving any reimbursement for meals served to students in the child care program and the fact that meal prices the school charged patrons were less than what the catering company charged per meal. When the administration changed in January 2014, these costs were eventually discovered, but they could not reasonably be remedied until the next school year. Of the expenditures; meals purchased represent 77% and salaries and benefits represent 19%. The remaining 4% was supplies and equipment.

Fund 04:

The Community Service fund expenditures were \$111,444. These expenditures exceeded revenues by \$105,568. The budget in the Community Service fund represents salaries for the Child Care and Afterschool care program. This over expenditure is in part due to the fact that the previous director ceased tuition charges to patrons of the childcare without board approval.

Net Income and Fund Balance

Aurora Charter School ran an operating deficit of \$418,316, which decreased the schools fund balance to \$652,796 or 17% of its general fund expenditures. In 2012, \$450,000 of Aurora Charter School's fund balance was placed into a Certificate of Deposit account as collateral for the build out construction loan for the new elementary school. This is considered a committed fund balance and should not be applied to the school's fund balance goals. After discounting the committed fund balance from the school's total fund balance, ACS is left with a fund balance of

\$202,796, or 5% of general fund expenditures. The school has not established a fund balance goal but is planning to adopt one in FY2015.

10. Future Plans

In order to serve more families who are interested in enrolling their children at the school, ACS hopes to increase its student enrollment 324 to 390 in grades K-8 in addition to the 20 students enrolled in the pre-K program during the 2014-2015 school year. This will be accomplished by utilizing already designated classroom space and increasing the number of students per section. Grades K-4th will accommodate a maximum of 21 students and grades 5th-8th will have 24 seats available per section.

ACS is planning several changes to programs in the next few years. The school has been approved to change its previous child care program to a state approved Preschool in which 20 students will be instructed using a more formal curriculum called Creative Curriculum. Consideration is currently given by the administration to add another 20-student Preschool classroom for the 2015-2016 school year. Additionally, a program evaluation of the dual immersion model will be conducted to determine if the academic opportunities currently provided can be further enhanced to support the goal of helping students in Preschool-8th grade transition into high school already equipped with bilingual, bi-literate, and bicultural skills.

To further attempts at closing the achievement gap within the school, increased efforts will be made to use student assessment data to drive instruction and to provide immediate intervention to students in need of additional support. Also, administrators, teachers, and other staff will participate in professional development and school visits to learn more about a blended learning model where instruction is personalized and supported by the use of technology. This benchmarking will be useful when considering a program restructure for the middle school in the near future if consensus is reached that such changes will result in an increase of individual student academic achievement.

This Report was ACS Board approved on Monday October 27, 2014 in a Special Meeting and it is reflected in the meeting minutes.